



Strategies to Support Children's Readiness for Elementary School: A Case Study at Sekolah Indonesia Kuala Lumpur

Maera Auliani Riyadi^{1*}, Suci Utami Putri², Aan Mulyani³

^{1,2}Universitas Pendidikan Indonesia, Indonesia

³Sekolah Indonesia Kuala Lumpur, Malaysia

*Corresponding Author: Maera Auliani Riyadi, E-mail: itsmaera04@upi.edu

Received: January 08, 2026	Revised: February 28, 2026	Accepted: March 14, 2026	Online: March 14, 2026
----------------------------	----------------------------	--------------------------	------------------------

ABSTRACT

The transition from Early Childhood Education (ECE) to Elementary School represents a critical developmental phase that requires children's readiness across independence, social-emotional competence, and cognitive development. In many contexts, school readiness is often narrowly interpreted as academic mastery; however, holistic preparation aligned with developmental stages is essential. This study aims to describe the strategies implemented by Sekolah Indonesia Kuala Lumpur (SIKL) in preparing children at the Early Childhood Education (ECE) level for entry into elementary school. A descriptive qualitative approach was employed, with data collected through interviews involving the school principal, ECE Group B teachers, and first-grade elementary teachers. The findings indicate that although SIKL does not implement a specific transition program, school readiness is systematically integrated into daily ECE learning activities. Strategies include fostering independence, strengthening character development, enhancing social-emotional skills, and adjusting children's routines through structured yet playful learning experiences. Collaboration with parents and the application of responsive and flexible teaching methods were identified as key supporting factors, while challenges emerged from children's diverse learning habits and varying levels of independence. The study concludes that effective school readiness preparation should be developmentally appropriate, gradual, and collaborative rather than solely focused on early literacy and numeracy skills. It is recommended that institutions develop structured transition frameworks and strengthen parent-teacher partnerships to ensure smoother adjustment to elementary education.

Keywords: *ECE, School Readiness Strategy, Transition to Elementary School*

Journal Homepage <https://ejournaluinmybsk.ecampus.id/index.php/ijecer/index>

This is an open access article under the CC BY-NC-SA license

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

How to cite: Riyadi, M. A., Putri, S. U., & Mulyani, A.. (2026). Strategies to Support Children's Readiness for Elementary School: A Case Study at Sekolah Indonesia Kuala Lumpur. *Indonesian Journal of Early Childhood Educational Research (IJECEER)*, 5(1), 26-35.

<https://doi.org/10.31958/ijecer.v5i1.16470>

Published by: Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

INTRODUCTION

Early Childhood Education (ECE) represents the foundational stage of formal education, serving as a critical period for establishing children's developmental readiness for subsequent educational levels. During this stage, children experience what is widely known as the "golden age," a phase characterized by rapid brain development and high responsiveness to environmental stimulation. Therefore, ECE programs are not limited to academic preparation but emphasize holistic development, including cognitive, language, social-emotional, physical-motor, moral, and religious dimensions (Litna et al., 2025; Reza & Asbari, 2024). The quality of stimulation provided during this period significantly influences

children's readiness to adapt to more structured learning environments at the elementary school level (Soenaryo et al., 2024; Suhendar et al., 2025).

The transition from ECE to elementary school is widely recognized as a critical developmental phase that requires comprehensive preparation. This transition involves not only academic readiness but also emotional regulation, independence, adaptability, and social competence (Khalawati & Hariyanti, 2023; Mayori et al., 2025). Children entering elementary school encounter structured routines, clearer behavioral expectations, and broader social interactions, which may create psychological pressure if not properly supported (Wijaya, 2023; Winantu et al., 2023). Consequently, structured transition strategies are necessary to ensure that children feel confident, secure, and motivated when entering a new educational environment (Ruswendi & Abdurohim, 2024; Wulandari et al., 2025).

School readiness is increasingly understood as a multidimensional construct encompassing developmental maturity, emotional resilience, social competence, and learning motivation, rather than merely early literacy and numeracy mastery (Hapidin et al., 2024; Nur et al., 2025). However, in practice, some educational institutions and parents still equate readiness with the ability to read, write, and calculate (calistung), potentially creating undue pressure on children who have not reached appropriate developmental stages (Pertwi et al., 2021; Hizbullah et al., 2023). Such premature academic demands may negatively affect children's motivation, confidence, and socio-emotional development (Susilahati et al., 2023; Ummah et al., 2024). This phenomenon reflects an imbalance between developmental appropriateness and institutional expectations.

Research has emphasized that effective transition strategies should prioritize play-based learning, emotional support, routine adaptation, and collaborative engagement between teachers and parents (Adwitiya et al., 2024; Qomariah & Masrur, 2025). Flexible and enjoyable learning approaches enable children to internalize literacy and numeracy concepts gradually without experiencing psychological burden (Muslimah et al., 2022; Yulianti & Sidik, 2024). Additionally, reinforcement strategies implemented by teachers both verbal and non-verbal contribute significantly to strengthening children's motivation and participation in learning activities (Hapidin et al., 2024). The role of curriculum design also becomes strategic in shaping school readiness through structured yet developmentally appropriate stimulation (Litna et al., 2025).

Despite the growing body of literature on ECE–elementary transition, several challenges remain evident. Studies highlight managerial, infrastructural, and pedagogical constraints that may affect the effectiveness of transition implementation (Nirwana et al., 2025; Nugraha et al., 2024). Furthermore, assessment of school readiness often lacks holistic measurement frameworks that integrate literacy, numeracy, and socio-emotional indicators (Syamsiatin et al., 2025; Zahra et al., 2025). While numerous studies discuss transition policies and conceptual strategies, fewer investigations provide contextual descriptions of how specific institutions operationalize readiness preparation within their daily ECE programs, particularly in international Indonesian school settings.

In several global contexts, transition models emphasize experiential learning, character strengthening, emotional regulation, and gradual adjustment rather than purely academic acceleration (Musoffa & Yohamintin, 2025; Rusli et al., 2025). However, the practical

integration of such principles within institutional constraints such as limited facilities or teacher shortages remains underexplored. This indicates the need for contextual analysis that examines how readiness strategies are implemented in real institutional settings while maintaining developmental appropriateness.

Based on these considerations, this study aims to analyze the strategies implemented by Sekolah Indonesia Kuala Lumpur in supporting children's readiness for entry into elementary school through programs conducted at the Early Childhood Education level. The study seeks to describe how readiness preparation is structured, how teachers and school leaders address transition challenges, and how these strategies contribute to children's independence, socio-emotional development, and overall preparedness for elementary education. By presenting a contextual case from an Indonesian international school, this research contributes to the discourse on developmentally appropriate transition strategies and offers practical reflections for strengthening ECE–elementary transition practices in Indonesian educational contexts.

RESEARCH METHODOLOGY

Research Design

This study employed a descriptive qualitative research design. A qualitative approach was selected to obtain an in-depth and contextual understanding of the strategies implemented by Sekolah Indonesia Kuala Lumpur in supporting children's readiness to enter elementary school. Descriptive qualitative research emphasizes the exploration of meaning, experience, and interaction within natural settings, allowing researchers to interpret social phenomena comprehensively. Through this approach, the study aimed to capture the lived experiences of school leaders and teachers in designing and implementing transition strategies from Early Childhood Education (ECE) to elementary school.

Research Setting and Participants

The research was conducted at Sekolah Indonesia Kuala Lumpur, focusing on the Early Childhood Education (ECE) and Grade 1 elementary levels. Participants were selected purposively based on their direct involvement in transition preparation practices. The selected informants consisted of one school principal, one Group B ECE teacher, and one Grade 1 elementary school teacher.

The selection criteria included (1) active involvement in planning or implementing transition strategies, (2) direct interaction with children during the transition phase, and (3) willingness to participate voluntarily in the study. Coordination with the school administration was conducted prior to data collection to ensure participant eligibility and availability. This purposive selection ensured that the data obtained were relevant, contextual, and aligned with the objectives of the research.

Data Collection Techniques

Data were collected through semi-structured interviews and non-participant classroom observations. Interviews were conducted to explore participants' perspectives,

experiences, and interpretations regarding strategies used to support children's readiness for elementary school. The semi-structured format allowed flexibility in questioning and enabled the researcher to conduct probing when participants provided responses that required further clarification or deeper exploration.

Observations were conducted to examine classroom learning activities and instructional practices that contribute to children's readiness preparation. This technique enabled the researcher to capture actual practices, classroom interactions, and environmental arrangements that may not be fully revealed through interviews. The combination of interviews and observations allowed for richer data triangulation and strengthened the credibility of the findings.

Data Management and Analysis

Data management was carried out systematically to ensure accuracy and organization. Interview recordings were transcribed verbatim, and observation notes were compiled immediately after each session. All data were categorized and grouped according to emerging themes related to school readiness strategies.

Data analysis followed qualitative procedures consisting of data reduction, data display, and conclusion drawing. During the data reduction stage, the researcher selected relevant information aligned with the research focus on transition strategies. The data were then organized into thematic categories reflecting patterns and meanings emerging from the participants' narratives. Finally, conclusions were drawn by interpreting the findings within the broader context of ECE–elementary transition practices.

This analytical process enabled the researcher to construct meaningful interpretations of how institutional strategies were designed and implemented to support children's readiness for elementary education.

Trustworthiness

To enhance credibility and reliability, triangulation of data sources was applied by comparing interview findings with observation results. The researcher also ensured prolonged engagement in the field to gain a comprehensive understanding of the institutional context. By integrating multiple data sources and maintaining systematic documentation, the study sought to produce trustworthy and meaningful qualitative findings.

RESULTS AND DISCUSSION

Readiness Program to Enter Elementary School

The findings indicate that Sekolah Indonesia Kuala Lumpur (SIKL) does not implement a separate or formally labeled transition program specifically designed for elementary school readiness. Instead, readiness preparation is embedded holistically within the Early Childhood Education (ECE) curriculum, particularly during Group B. The transition process is therefore not treated as a short-term intervention, but as a structured developmental process integrated into daily learning activities throughout the academic year.

The school principal explained that readiness preparation is not limited to literacy and numeracy skills but focuses primarily on fostering independence and learning participation skills. According to the principal:

"In the cycle itself, there is no special program in readiness to enter the elementary level, because preparing children to enter the elementary level has been carried out at the kindergarten level. This program does not only talk about calistung but more about the formation of child independence so that children can participate in learning activities." (Principal of Sekolah Indonesia Kuala Lumpur)

This statement indicates that independence is positioned as the core foundation of readiness. Children are gradually trained to manage their own learning responsibilities, follow classroom routines, and adapt to structured activities. The transition preparation is therefore cumulative and continuous.

From the perspective of the Grade 1 elementary teacher, readiness is visible through behavioral and emotional maturity rather than academic mastery. The teacher emphasized the importance of reducing dependency and strengthening responsibility:

"Looking at children's attitudes in general who are ready to become elementary school students, the transition from kindergarten to elementary school requires preparation in terms of independence. Many children still show habits of dependence. In this cycle, we see various backgrounds, including children who did not attend early childhood education previously. To build independence and responsibility requires continuous effort." (Grade 1 Elementary Teacher)

The findings show that children entering elementary school come from diverse educational backgrounds, including different early childhood institutions and in some cases no prior ECE experience. This diversity influences their level of independence, emotional readiness, and adaptation ability. Therefore, readiness preparation must accommodate these differences.

The school also emphasizes that readiness involves three interconnected dimensions: the child's developmental maturity, the readiness of the school environment, and family involvement. Observations revealed that teachers actively create classroom routines that promote self-regulation, such as completing tasks independently, taking turns, managing personal belongings, and following instructions without excessive adult assistance.

Assessment of readiness is not based solely on academic indicators. Instead, teachers observe concentration levels, independence, social interaction, emotional adjustment, and responsiveness to classroom rules. The school also acknowledges the importance of child protection during transition, ensuring that children's rights, emotional well-being, and sense of security are maintained during adaptation to new routines and expectations.

Overall, readiness at SIKL is conceptualized as a gradual developmental process that bridges play-based learning in ECE with structured learning in elementary school. The one-year preparation period in Group B is intentionally designed to strengthen independence, rule-following behavior, participation in structured activities, and emotional resilience.

Challenges Before Entering Elementary School

The study also identified several challenges faced by teachers in preparing children for the transition. One of the main challenges is the diversity of children's abilities and developmental readiness. Children display varying levels of emotional regulation, learning habits, independence, and academic exposure.

The Group B ECE teacher explained:

"In this cycle, there is significant diversity. Every child is different and does not need to achieve the same outcomes. Each child has unique abilities. We group children strategically so those with stronger abilities can help peers who are still developing. Learning must remain comfortable and enjoyable through play." (ECE Group B Teacher)

This strategy reflects a differentiated approach in response to heterogeneous classroom conditions. Teachers combine children with different ability levels to promote peer support and collaborative learning. Play-based learning remains central to maintaining children's comfort and engagement.

Another challenge identified involves children's emotional dependency and parental over-assistance. The Grade 1 teacher stated:

"They must learn to manage their emotions independently. Many children are used to being continuously guided by parents. One of the challenges is building independence in daily routines, including school pick-up habits and learning tasks." (Grade 1 Elementary Teacher)

The findings suggest that children transitioning to elementary school often struggle with emotional self-regulation, independence in completing tasks, and adapting to more structured routines. Additionally, differences in prior educational experiences affect children's adaptability. Some children are already familiar with structured routines, while others are encountering such expectations for the first time.

Infrastructure constraints also contribute to challenges. The merging of Kindergarten A and B groups due to building construction results in larger classroom compositions, requiring teachers to apply additional strategies to ensure individualized attention.

Despite these challenges, teachers actively provide emotional guidance, structured routines, and collaborative peer learning opportunities to support children's readiness. The transition is therefore not merely academic preparation but involves strengthening character, independence, adaptability, and emotional stability.

Discussion

The findings demonstrate that the transition strategy at Sekolah Indonesia Kuala Lumpur emphasizes holistic readiness rather than academic acceleration. This aligns with the multidimensional concept of school readiness, which includes social-emotional maturity, independence, adaptability, and learning motivation rather than solely literacy and numeracy competence (Hapidin et al., 2024; Nur et al., 2025). The school's focus on independence as a foundational skill reflects broader theoretical perspectives that define readiness as developmental maturity and self-regulation capacity (Soenaryo et al., 2024; Suhendar et al., 2025).

The absence of a separate transition program at SIKL represents an integrated transition model embedded within daily learning practices. This approach corresponds with studies suggesting that effective transition processes should be gradual, consistent, and

developmentally embedded rather than implemented as short-term preparatory interventions (Ruswendi & Abdurohim, 2024; Wulandari et al., 2025). By integrating readiness into the entire Group B curriculum, SIKL ensures continuity between play-based ECE and structured elementary learning.

The findings also highlight that readiness should not be equated with early calistung mastery. Research indicates that premature academic pressure may negatively affect children's motivation and emotional well-being (Pertiwi et al., 2021; Susilahati et al., 2023). Instead, developmentally appropriate strategies such as play-based learning, reinforcement, and social interaction provide stronger foundations for long-term academic success (Adwitiya et al., 2024; Yulianti & Sidik, 2024).

The challenges identified diverse developmental backgrounds, emotional dependency, and varying learning habits are consistent with previous findings that transition processes require flexible and responsive strategies (Mayori et al., 2025; Wijaya, 2023). Differentiated grouping and peer collaboration implemented at SIKL reflect adaptive strategies recommended in transition research (Qomariah & Masrur, 2025).

Furthermore, the importance of collaboration between school and family in strengthening readiness aligns with research emphasizing the triadic relationship between child, school, and family in transition success (Nur et al., 2025; Ummah et al., 2024). Emotional support, routine consistency, and gradual habituation serve as protective factors in helping children navigate environmental change.

The novelty of the SIKL approach lies in its embedded transition model. Unlike institutions that implement transition as a separate program or event, SIKL integrates readiness development into daily pedagogical practices throughout the final ECE year. This integrated model demonstrates that effective transition does not necessarily require additional programs but requires consistency, intentionality, and developmentally appropriate strategies. Such an approach contributes practically to Indonesian education contexts, particularly in international school environments.

CONCLUSION

The study concludes that Sekolah Indonesia Kuala Lumpur integrates elementary school readiness within its Early Childhood Education (ECE) Group B curriculum through a one-year structured preparation emphasizing independence, emotional regulation, adaptability to routines, and active learning participation rather than solely academic mastery. This embedded transition approach allows children to gradually develop confidence and self-regulation skills while accommodating individual differences in abilities and backgrounds. Teachers apply responsive and flexible strategies, and parental collaboration strengthens the effectiveness of the transition process. These findings suggest that integrated, play-based, and developmentally appropriate readiness models can serve as effective alternatives to separate transition programs. However, this study is limited to a single institutional context with a small number of participants, which may restrict generalizability. Future research is recommended to involve multiple schools, comparative transition models, and longitudinal designs to examine the long-term impact of integrated readiness strategies on children's adjustment and academic performance in elementary education.

ACKNOWLEDGEMENT

The author would like to thank Sekolah Indonesia Kuala Lumpur for the support and opportunities provided in this research process, especially to the Principal of SIKL, Early Childhood Education Group B Teachers and Grade 1 Elementary School Teachers who have been willing to conduct interviews. The author would like to thank the lecturers of Universitas Pendidikan Indonesia, especially my supervisor, friends and all parties who have helped and provided input during the research process. Hopefully the results of the research obtained can be useful for researchers or other readers.

REFERENCES

- Adwitiya, A. B., Sari, A. S., Sabrinna, N. G., & Dianratno, V. N. (2024). Sosialisasi strategi pengembangan kesiapan sekolah siswa TK di masa Kurikulum Merdeka Belajar. *Journal of Community Development*, 5(2), 224–231. <https://doi.org/10.47134/comdev.v5i2.266>
- Hapidin, H., Pujianti, Y., & Dhieni, N. (2024). Apa yang dipikirkan orang tua: Perspektif kesiapan sekolah. *PAUDLA: Jurnal Penelitian dalam Bidang Pendidikan Anak Usia Dini*, 334–350. <https://doi.org/10.26877/paudia.v13i2.1083>
- Hizbullah, H., Muchtar, M., & Mahanani, P. (2023). Keterampilan memberi penguatan dalam pembelajaran di kelas V SD. *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan*, 3(1), 1–11. <https://doi.org/10.17977/um065v3i12023p1-11>
- Khalawati, F. N. K., & Hariyanti, D. P. D. (2023). Urgensi persiapan anak dalam masa transisi PAUD ke SD. In *Seminar Nasional "Transisi PAUD ke SD yang Menyenangkan"*. <https://conference2.upgris.ac.id/index.php/snpaud/article/view/24>
- Litna, K. O., Yuniati, Y., & Tampubolon, G. N. (2025). Peran strategis kurikulum PAUD dalam kesiapan sekolah anak. *PrimEarly: Jurnal Kajian Pendidikan Dasar dan Anak Usia Dini*, 8(1), 80–88. <https://doi.org/10.37567/primearly.v8i1.3976>
- Mayori, E. E., Lian, B., & Utomo, B. (2025). Penerapan transisi PAUD ke SD untuk pemenuhan fondasi anak di kelas I SD Negeri 5 Rambang. *Jurnal Pendidikan Dasar Perkhabasa*, 11(2), 1238–1247. <https://doi.org/10.31932/jpdp.v11i2.4908>
- Muslimah, S., Wibowo, A. D., Wulandari, A., Kusuma, A. D. J., Ridwan, B. I., Rumbewas, C. D. D. M., & Pradana, Y. A. (2022). Pendampingan belajar calistung anak prasekolah di PAUD Permata Bunda Desa Malangjiwan. In *Prosiding Seminar Nasional Membangun Desa-UNS* (Vol. 2, No. 2). <https://jurnal.uns.ac.id/aktivita/article/view/65544>
- Nirwana, E. S., Ramadhani, A. P., & Silvia, S. (2025). Problematika pendidikan anak usia dini di Indonesia: Hambatan dan tantangan dalam pengelolaan PAUD. *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan*, 5(1), 140–152. <https://doi.org/10.51878/manajerial.v5i1.4906>
- Nugraha, A., Astuti, K. D., Rizkia, S. F., & Mashudi, E. A. (2024). Inovasi pendidikan anak usia dini (PAUD) di era pandemi COVID-19: Strategi dan tantangan. *Al-Hanif: Jurnal*
-

- Pendidikan Anak dan Parenting*, 4(1), 13–19. <https://doi.org/10.30596/alhanif.v4i1.19845>
- Nur, M., Ardelia, S., Safitri, P., Rahmi, L., Linawati, D., Santimah, S., & Muyasaroh, M. (2025). School readiness: Peran stimulasi dan kolaborasi orang tua-sekolah dalam transisi PAUD ke SD. *Journal of Human and Education (JAHE)*, 5(2), 596–600. <https://doi.org/10.31004/jh.v5i2.2359>
- Pertiwi, D., Syafrudin, U., & Drupadi, R. (2021). Persepsi orang tua terhadap pentingnya calistung untuk anak usia 5–6 tahun. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 4(02), 62–69. <https://doi.org/10.31849/paud-lectura.v4i02.5875>
- Qomariah, N., & Masrur, I. (2025). Strategi pembelajaran transisi di RA untuk mendukung kesiapan anak memasuki sekolah dasar. *Journal of Early Childhood Education Studies*, 5(1), 259–283. <https://doi.org/10.54180/joeces.v5i1.574>
- Reza, M., & Asbari, M. (2024). Transisi PAUD ke SD: Solusi pendidikan menyenangkan. *Journal of Information Systems and Management (JISMA)*, 3(3), 7–10. <https://doi.org/10.4444/jisma.v3i3.980>
- Rusli, A., Fadhil, M., Ishaq, M., Hidayatullah, R., & Harmonedi, H. (2025). Strategi pengumpulan dan pengelolaan data dalam penelitian pendidikan: Kajian teoretis dan praktis. *IHSAN: Jurnal Pendidikan Islam*, 3(3), 573–581. <https://doi.org/10.61104/ihsan.v3i3.1045>
- Ruswendi, A., & Abdurohim, A. (2024). Implementasi program transisi PAUD-SD dalam membentuk kesiapan siswa bersekolah. In *Seminar Nasional & Prosiding Pendidikan Dasar* (Vol. 1, No. 1, pp. 198–207). <https://semnaspendas.unpak.ac.id/index.php/SEMNASPENDAS/article/view/30>
- Soenaryo, S. F., Susanti, R. D., & Suwandayani, B. I. (2024). Tinjauan kesiapan belajar dalam proses transisi pendidikan anak usia dini ke sekolah dasar. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 5(1), 98–112. <https://doi.org/10.19105/kiddo.v5i1.11452>
- Suhendar, A., Dian, D., Agus, A., & Ervin, E. (2025). Mengukur kesiapan anak usia dini untuk masuk sekolah dasar: Pendekatan kualitatif. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 9(5), 1315–1323. <https://doi.org/10.31004/obsesi.v9i5.6952>
- Susilahati, S., Nurmalia, L., Widiawati, H., Laksana, A. M., & Maliadani, L. (2023). Upaya penerapan transisi PAUD ke SD yang menyenangkan: Ditinjau dari PPDB, MPLS dan proses pembelajaran. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(5), 5779–5794. <https://doi.org/10.31004/obsesi.v7i5.5320>
- Ummah, I., Jannah, M., & Malaikosa, Y. M. L. (2024). Strategi perlindungan anak usia dini pada kesiapan masa transisi dari PAUD ke sekolah dasar yang menyenangkan. *Jurnal Pendidikan Dasar Islam*, 2(1). <https://doi.org/10.58540/jurpendis.v2i1.576>
-

- Wijaya, I. P. (2023). Penerapan transisi PAUD-SD yang menyenangkan: Ditinjau dari aspek psikologis anak. In *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan dan Pembelajaran)* (Vol. 6, pp. 1982–1988). <https://doi.org/10.29407/trpqpx32>
- Winantu, W., Kusmiran, A., Antoh, M., & Parirak, A. (2023). Menjembatani PAUD dan SD: Studi kasus peran guru PAUD dalam transisi pembelajaran di SD Inpres 59, Distrik Aimas. *Jurnal Ilmiah Wabana Pendidikan*, 9(18), 1024–1033. <https://jurnal.peneliti.net/index.php/JIWP/article/view/12657>
- Wulandari, Y. N., SURIANSYAH, A., & Sulistiyana, S. (2025). Manajemen pembelajaran transisi PAUD ke SD untuk optimalisasi kegiatan pembelajaran yang berkualitas pada jenjang PAUD dan SD kelas awal. *Journal of Innovation Research and Knowledge*, 4(9), 6905–6910. <https://bajangjournal.com/index.php/JIRK/article/view/9649/7585>
- Yulianti, Y., & Sidik, U. (2024). Strategi pembelajaran literasi emergen pada PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 8(2), 235–244. <https://doi.org/10.31004/obsesi.v8i2.5388>
- Zahra, I. R., Anjarwati, F., Kurniati, N., & Sari, F. A. (2025). Studi pemahaman dan kesiapan calon guru sekolah dasar terhadap transisi PAUD-SD. *Early Childhood Journal*, 6(1), 22–37. <https://doi.org/10.30872/ecj.v6i1.4951>
-

Copyright Holder :

© Riyadi et al. (2025).

First Publication Right :

© Indonesian Journal of Early Childhood Educational Research

This article is under:

