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Effectiveness of the Implementation of the Early Childhood Education (ECE) – Elementary School (ES) Transition Regarding Environmental Introduction for ECE Teachers and ES Teachers in Jambi City

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ABSTRAK

This study aims to see how effective the implementation of the ECE – ES transition is regarding the introduction of the school environment for ECE teachers and elementary school teachers in Jambi City through the understanding obtained by ECE teachers and elementary school teachers about the ECE – ES transition in Jambi City. The researcher used a quantitative descriptive method by distributing questionnaires to ECE teachers and elementary school teachers in Jambi City. With a sample of 75 teachers, the results showed that the level of understanding of ECE teachers and elementary school teachers about the ECE – ES transition in Jambi City regarding the introduction of the school environment was in the "Medium" category of 49.33% (37 teachers), "Low" of 36% (27 teachers), and "High" of 14.67% (11 teachers). Based on the average value, which is 3.28%, the level of understanding of ECE teachers and elementary school teachers about the ECE – ES transition regarding the introduction of the school environment in Jambi City is in the "MEDIUM" category.

Keywords *: ECE – ES Transition, Introduction To The School Environment, ECE Teacher, ES Teacher*

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INTRODUCTION

Early Childhood Education (ECE) is the foundation of all education that a person will receive since birth. According to the National Association for the Education of Young Children (NAEYC, 2012), ECE is a process of fostering and nurturing children from birth untill eight years old. This process involves providing educational stimulation that aims to support the physical and mental growth and development of children, so that they are ready to enter the next level of education. John Locke (1632-1704) stating that children are like blank paper or tablets without writing. Character formation and understanding of daily life values in children is one of the most important aspects in implementing education for early childhood because their brain development is very rapid so that they are able to recognize their role and the environment around them (Farida & Mulyani, 2023). Wulansuci (2021) emphasizes that the essence of early childhood education is to guide children in developing their potential, monitor behavior, provide enjoyable experiences, build basic skills, and

develop their spiritual, intellectual, emotional and social intelligence during the golden period of growth through an educational and enjoyable environment.

The ECE phase is a very important phase, also known as the basic phase or foundation phase in human life, where in this phase all aspects within humans must develop optimally. These aspects include religious morals, social emotional, physical motor, cognitive, language, and art. All these aspects must develop simultaneously and in balance. According to Kulsum (2021) Early childhood education must be implemented properly to create a quality generation. The foundation phase does not end when the child has graduated from ECE, but continues until the child enters the early ES education level. The transition period from ECE to ES is called the ECE - ES transition period.

The transition from ECE to ES is the process of transferring learning activities from ECE or Kindergarten children to ES children, through a process of learning and adapting to the new environment (Reza & Asbari, 2024). This transition program aims to align the ECE curriculum with the ES first grade curriculum, so that ECE children can adjust well when entering ES. In addition, this program also ensures that children who have not taken ECE still have the opportunity to get the basic coaching they need. Based on the ECE-ES transition strengthening guidebook issued by the Ministry of Education, Culture, Research and Technology in 2022, the collaborative role of various parties is needed so that the enjoyable ECE-ES transition program can run well. The Ministry of Education, Culture, Research and Technology also plans to form an ECE-ES Transition Communication Forum in each city/district where members consist of the local Education Office, ES Supervisors, Kindergarten Supervisors, ECE Supervisors, ES Heads, and Kindergarten Heads. The expected result of the formation of this ECE-ES Transition Communication Forum is of course so that the obstacles that occur during the implementation of the ECE-ES transition program can be resolved properly. According to Pebriani dan Handayani (2024), The transition from ECE to ES is an important phase in a child's development.

The ECE – ES transition program begins with a two-week introduction to the school environment at the beginning of the 1st grade at ES. Rudi Setiawan & Hutagalung (2021) stated in his research that MPLS aims to identify students' potential, help new students get to know the school environment, foster enthusiasm, motivation and passion for learning for new students, develop positive interactions between new students and the school community, and foster positive behavior in students such as discipline, honesty, and mutual respect so that students are created who have integrity values, a spirit of mutual cooperation and a high work ethic. The school environment must create a conducive atmosphere so that children feel comfortable and can express their potential (Wahid et al., 2020). In implementing these activities, the principle of justice for all students must be prioritized. Therefore, Grade 1 teachers are expected to be able to create learning programs that resemble learning programs in ECE, Susilahati, dkk (2023) stating that there are efforts to make a pleasant ECE – ES transition with a pleasant ES learning space setting, the ECE and ES early grade environments are in one place, placing PG – ECE graduates as teachers in early grade ES.

This certainly makes ES teachers need to develop themselves either independently or with guidance from the principal and education office. Teacher teaching skills are also a determining factor that the teacher is competent and skilled. Some behaviors that reflect teaching skills are the ability to provide apperception to students to open learning, the ability to close the teaching and learning process, the ability to explain learning materials, the ability to manage the class to create a comfortable and interactive atmosphere, the ability to ask questions, the ability to empower students, and the ability to offer a variety of learning activities to overcome boredom (Akbar et al., 2021).

The alignment of perceptions and collaboration between ECE – ES also plays an important role. Along with that, qualified resources are needed as a guideline so that teachers are able to implement the program properly and correctly. In this case, the government has provided materials through the Merdeka Mengajar Platform (PMM) and seminars through the education office on the pleasant ECE – ES transition. The quality of education depends heavily on the quality of teaching in the classroom, which can mask deficiencies in the curriculum and educational resources. However, the practice in the field has not been fully implemented properly and has not been in accordance with expectations. In line with research conducted by Yuliantina, I (2023) that there is still a lack of understanding among teachers regarding the ECE – ES transition.

Therefore, researchers domiciled in Jambi City conducted research on how much knowledge ECE teachers and ES teachers have about the ECE-ES transition regarding the introduction of the school environment.

METHOD

This type of research is quantitative descriptive research. The method applied is the survey method, with data collection techniques using a Yes-No test. This test consists of a series of questions or tasks designed to collect information about educational traits or attributes, where each question has an answer or provision that is considered correct. This study aims to evaluate the extent to which the implementation of the transition from ECE to ES is effective through the introduction of the school environment for ECE teachers and ES teachers in Jambi City.

The determination of the number of samples was carried out using a purposive sampling method with a population of 200 people and a sample of 75 people. In this study, the test used was a yes or no choice question. The instrument used was a standard instrument that had been tested and used in the ECE - ES transition module issued by the Ministry of Education, Culture and Research and Technology in 2022. The test instrument in this study was evaluated by giving a score of 1 if the answer was Yes and a score of 0 if the answer was No. Respondents were also asked to provide reasons/comments for each answer choice chosen. All questions were carefully arranged into a comprehensive test.

The data collected is ratio data designed to be analyzed using the Rasch Model. The Rasch Model applies the principle of probability to each available choice,

in contrast to classical test theory which places more emphasis on the total score of the exam or questionnaire (Sumintono, 2015).

One of the advantages of Rasch analysis using Winsteps is its ability to produce a map that depicts the distribution of subject ability and item difficulty levels with the same scale. This map is known as the Wright map, which is a representation of person-item. The person-item map generated from Winsteps for dichotomous data is also in the form of a text file (*.txt) that can be modified as needed. For example, if you want to see the difference in ability between individuals, the map can be modified manually without changing the location of the logit.

The information provided by the Wright Map can help researchers in evaluating respondents and statement items. Researchers can identify the abilities of respondents individually and analyze the quality of statements given to teachers. In addition, because the logit scale on the Wright Map has the same interval, the information obtained is accurate. For example, researchers can find out the number of statement items that teachers were unable to answer correctly, so they can make improvements to these statement items.

FINDING AND DISCUSSION

FINDING

This research uses descriptive statistics with a percentage descriptive analysis technique, which includes categorizing the data into three categories: high, medium, and low. The results of the description of this study can be seen in the table below.

Table 1

Frequency Distribution of Teachers' Understanding

No	Interval	Categories	Frequency	Percentage (%)
1	$x \leq 3$	Low	27	36
2	$4 \leq x \leq 7$	Medium	37	49,33
3	$x > 7$	High	11	14,67
	Total		75	100

The results of the research conducted show that as many as 11 teachers or 14.67% of ECE teachers and ES teachers throughout Jambi City have a high level of teacher understanding of the ECE - ES transition, as many as 37 ECE teachers and ES teachers or 49.33% of teachers have a moderate level of teacher understanding of the ECE - ES transition, and 27 ECE teachers and ES teachers or 36% of teachers throughout Jambi City have a low level of teacher understanding of the ECE - ES transition. The average (mean) score of respondents from the results of the study on the understanding of the ECE - ES transition of ECE teachers and ES teachers throughout Jambi City, which is 4.6%, is included in the moderate category.

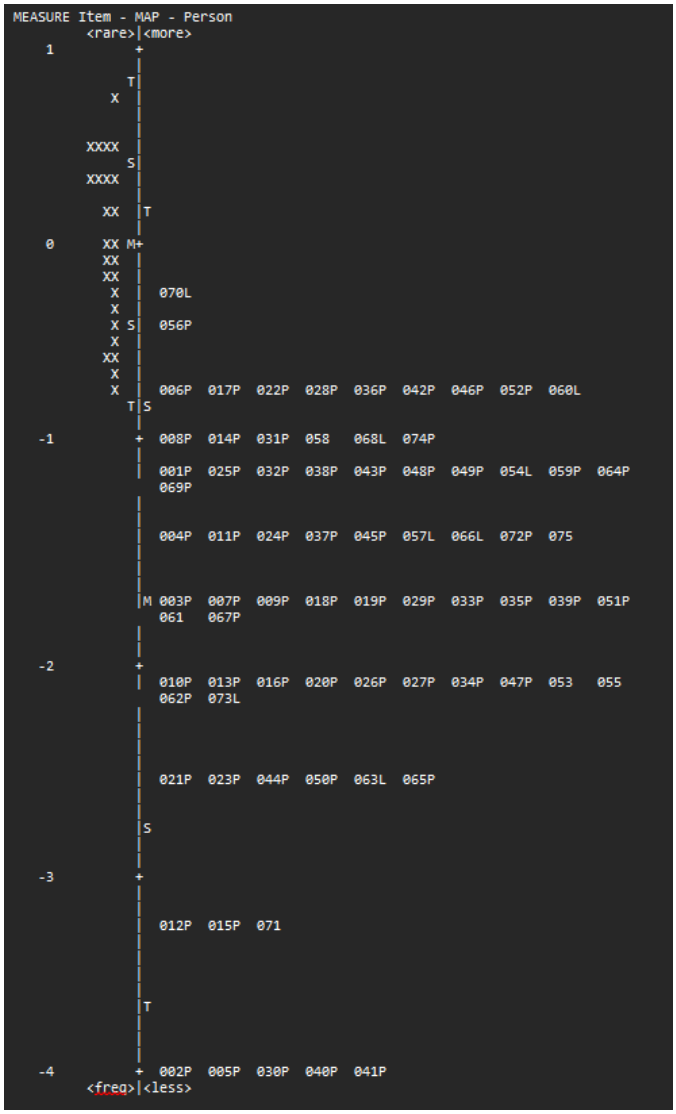
The highest logit score indicates the highest level of understanding among ECE teachers regarding the ECE-ES transition. ECE respondent number 70 has a logit score of -0.25. This is also reflected in the number of correct answers (in the total score column), which is 11 out of 25 questions given. The ECE unit with serial number 41 has a logit score of -4.45, indicating a low logit value and suggesting that the level

of understanding of ECE teachers regarding the ECE-ES transition is low. This is evident from the total score, where there were no correct answers out of the 25 questions provided.

Person STATISTICS: MEASURE ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	JMLE MEASURE	MODEL S.E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PTMEASUR-AL CORR.	PTMEASUR-AL EXP.	EXACT MATCH OBS%	EXACT MATCH EXP%	Person
70	11	25	-.25	.41	.98	-.23	.99	-.06	.25	.20	68.0	60.0	070L
56	10	25	-.42	.42	1.08	.70	1.08	.64	.03	.20	56.0	61.9	056P
6	8	25	-.78	.44	1.15	.92	1.20	1.05	-.18	.19	68.0	68.0	006P
17	8	25	-.78	.44	.80	-1.24	.75	-1.37	.68	.19	68.0	68.0	017P
22	8	25	-.78	.44	1.21	1.25	1.26	1.34	-.32	.19	68.0	68.0	022P
28	8	25	-.78	.44	1.09	.57	1.10	.58	-.02	.19	68.0	68.0	028P
36	8	25	-.78	.44	1.06	.44	1.07	.44	.04	.19	68.0	68.0	036P
42	8	25	-.78	.44	1.09	.57	1.10	.58	-.02	.19	68.0	68.0	042P
46	8	25	-.78	.44	.92	-.47	.88	-.59	.40	.19	68.0	68.0	046P
52	8	25	-.78	.44	.92	-.45	.91	-.44	.38	.19	68.0	68.0	052P
60	8	25	-.78	.44	.93	-.38	.90	-.48	.37	.19	68.0	68.0	060L
8	7	25	-.98	.45	.90	-.46	.86	-.55	.44	.19	72.0	72.0	008P
14	7	25	-.98	.45	.86	-.68	.79	-.91	.55	.19	72.0	72.0	014P
31	7	25	-.98	.45	.99	.02	.96	-.08	.22	.19	72.0	72.0	031P
58	7	25	-.98	.45	.99	.02	1.01	.12	.19	.19	72.0	72.0	058
68	7	25	-.98	.45	1.17	.87	1.24	1.03	-.24	.19	72.0	72.0	068L
74	7	25	-.98	.45	.99	.02	1.01	.12	.19	.19	72.0	72.0	074P
1	6	25	-1.20	.48	1.01	.11	.98	.03	.17	.18	76.0	76.0	001P
25	6	25	-1.20	.48	.96	-.08	.91	-.24	.29	.18	76.0	76.0	025P
32	6	25	-1.20	.48	.98	-.01	1.01	.14	.20	.18	76.0	76.0	032P
38	6	25	-1.20	.48	1.13	.58	1.32	1.15	-.22	.18	76.0	76.0	038P
43	6	25	-1.20	.48	1.17	.75	1.28	1.00	-.27	.18	76.0	76.0	043P
48	6	25	-1.20	.48	1.07	.37	1.22	.82	-.07	.18	76.0	76.0	048P
49	6	25	-1.20	.48	.98	-.01	1.01	.14	.20	.18	76.0	76.0	049P
54	6	25	-1.20	.48	.99	.05	1.01	.14	.19	.18	76.0	76.0	054L
59	6	25	-1.20	.48	.90	-.35	.80	-.69	.47	.18	76.0	76.0	059P
64	6	25	-1.20	.48	1.06	.34	1.15	.59	-.01	.18	76.0	76.0	064P
69	6	25	-1.20	.48	1.06	.30	1.07	.32	.05	.18	76.0	76.0	069P
4	5	25	-1.44	.51	.99	.08	.97	.02	.19	.17	80.0	80.0	004P
11	5	25	-1.44	.51	.92	-.17	.83	-.43	.39	.17	80.0	80.0	011P
24	5	25	-1.44	.51	1.03	.18	1.06	.28	.09	.17	80.0	80.0	024P
37	5	25	-1.44	.51	1.03	.19	.99	.07	.13	.17	80.0	80.0	037P
45	5	25	-1.44	.51	.96	-.05	.87	-.28	.31	.17	80.0	80.0	045P
57	5	25	-1.44	.51	.93	-.14	.81	-.48	.38	.17	80.0	80.0	057L
66	5	25	-1.44	.51	.98	.03	.96	-.02	.23	.17	80.0	80.0	066L
72	5	25	-1.44	.51	1.06	.29	1.11	.44	.00	.17	80.0	80.0	072P
75	5	25	-1.44	.51	.95	-.08	.84	-.41	.35	.17	80.0	80.0	075
3	4	25	-1.72	.55	1.10	.38	1.21	.61	-.13	.15	84.0	84.0	003P
7	4	25	-1.72	.55	.87	-.26	.68	-.73	.54	.15	84.0	84.0	007P
9	4	25	-1.72	.55	.96	.00	.85	-.23	.30	.15	84.0	84.0	009P
18	4	25	-1.72	.55	1.08	.32	1.14	.47	-.05	.15	84.0	84.0	018P
19	4	25	-1.72	.55	.96	.00	.85	-.23	.30	.15	84.0	84.0	019P
29	4	25	-1.72	.55	1.01	.15	1.06	.28	.10	.15	84.0	84.0	029P
33	4	25	-1.72	.55	.88	-.21	.73	-.58	.49	.15	84.0	84.0	033P
35	4	25	-1.72	.55	.95	-.01	.92	-.07	.28	.15	84.0	84.0	035P
39	4	25	-1.72	.55	1.08	.35	1.14	.46	-.07	.15	84.0	84.0	039P
51	4	25	-1.72	.55	.95	-.02	.81	-.35	.34	.15	84.0	84.0	051P
61	4	25	-1.72	.55	1.00	.13	.98	.10	.15	.15	84.0	84.0	061
67	4	25	-1.72	.55	.95	-.02	.81	-.35	.34	.15	84.0	84.0	067P
10	3	25	-2.06	.62	.91	-.05	.68	-.54	.45	.14	88.0	88.0	010P
13	3	25	-2.06	.62	.89	-.10	.66	-.58	.49	.14	88.0	88.0	013P
16	3	25	-2.06	.62	.91	-.05	.68	-.54	.45	.14	88.0	88.0	016P
20	3	25	-2.06	.62	1.07	.30	1.44	.92	-.17	.14	88.0	88.0	020P
26	3	25	-2.06	.62	.99	.14	1.02	.20	.14	.14	88.0	88.0	026P
27	3	25	-2.06	.62	1.12	.40	1.47	.97	-.29	.14	88.0	88.0	027P
34	3	25	-2.06	.62	1.03	.23	1.11	.37	.02	.14	88.0	88.0	034P
47	3	25	-2.06	.62	1.00	.16	.95	.07	.15	.14	88.0	88.0	047P
53	3	25	-2.06	.62	1.04	.23	1.02	.21	.05	.14	88.0	88.0	053
55	3	25	-2.06	.62	1.10	.36	1.35	.79	-.20	.14	88.0	88.0	055
62	3	25	-2.06	.62	.95	.04	.77	-.30	.33	.14	88.0	88.0	062P
73	3	25	-2.06	.62	.95	.04	.78	-.29	.33	.14	88.0	88.0	073L
21	2	25	-2.52	.74	.95	.11	.69	-.29	.34	.11	92.0	92.0	021P
23	2	25	-2.52	.74	.95	.11	.69	-.29	.34	.11	92.0	92.0	023P
44	2	25	-2.52	.74	1.04	.26	1.07	.33	.01	.11	92.0	92.0	044P
50	2	25	-2.52	.74	1.00	.21	1.15	.43	.05	.11	92.0	92.0	050P
63	2	25	-2.52	.74	1.00	.21	.95	.15	.13	.11	92.0	92.0	063L
65	2	25	-2.52	.74	1.00	.21	1.15	.43	.05	.11	92.0	92.0	065P
12	1	25	-3.26	1.03	1.05	.36	1.74	.93	-.24	.08	96.0	96.0	012P
15	1	25	-3.26	1.03	1.02	.34	1.12	.45	-.01	.08	96.0	96.0	015P
71	1	25	-3.26	1.03	1.01	.32	.93	.27	.08	.08	96.0	96.0	071
2	0	25	-4.45	1.80	MINIMUM MEASURE				.00	.00	100.0	100.0	002P
5	0	25	-4.45	1.80	MINIMUM MEASURE				.00	.00	100.0	100.0	005P
30	0	25	-4.45	1.80	MINIMUM MEASURE				.00	.00	100.0	100.0	030P
40	0	25	-4.45	1.80	MINIMUM MEASURE				.00	.00	100.0	100.0	040P
41	0	25	-4.45	1.80	MINIMUM MEASURE				.00	.00	100.0	100.0	041P
MEAN	4.6	25.0	-1.76	.64	1.00	.12	1.00	.10			80.4	80.4	
P.SD	2.5	.0	.95	.34	.08	.37	.21	.55			8.6	8.6	

Then, this is the wright map analysis:



Tabel 2

Correct answer from each indicator

No	Indicators	Correct Answer									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	Early Childhood Education	30	30	33	16	11					
2	Qualification and competencies of educators	16	9	13	16	9					
3	ECE-ES transition programme	14	16	10	14	12	18	5	12	9	14
4	Introduction to the school environment	9	11	6	7	17					

The data shows that the understanding of ECE teachers and ES teachers about the ECE-ES transition regarding the introduction of the school environment is still not optimal, meaning that the level of understanding of ECE teachers and ES teachers about the ECE-ES transition regarding the introduction of the school environment in Jambi City still needs to be improved. A nation's education system can be measured by the quality of its teachers. This means that teachers play a crucial role in the success of education (Suyitno, 2021).

DISCUSSION

The data indicates that the understanding of ECE teachers and ES teachers regarding the ECE-ES transition, specifically in terms of school environment introduction, is still far from optimal. This means that the level of understanding of ECE-ES teachers about the ECE-ES transition regarding the introduction of the school environment in Jambi City still needs to be improved.

The results of this research show that the level of understanding of the ECE-ES transition in Jambi City is still categorized as medium. This is reflected in the survey results, which reveal that the majority of ECE-ES teachers in Jambi City still lack a good understanding and knowledge of how the ECE-ES transition works, particularly in relation to the introduction of the school environment in Jambi City.

Therefore, based on the findings of this research, efforts should be made to improve the understanding of ECE-ES teachers so that they have better knowledge and comprehension in optimizing the development of young children in a holistic and comprehensive manner. In this way, the ECE-ES transition program in Jambi City can be implemented effectively and correctly. This is in accordance with Gustina & Puridawaty (2024) that the role of early childhood teachers is to lay the initial foundation that will provide this knowledge to the school community.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the level of understanding of ECE teachers and ES teachers about the ECE-ES transition in Jambi City is in the category of "Medium" at 49.33% (37 teachers), "Low" at 36% (27 teachers), and "High" at 14.67% (11 teachers). Based on the average value, which is 3.28%, the level of understanding of ECE teachers and ES teachers about the ECE-ES transition in Jambi City is in the category of "MEDIUM".

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