

JESLR

Journal Of Educational Science Learning And Research

Journalhome page : <https://jurnal.asrypersadaquality.com/index.php/JournalESLR>

IMPROVING TEACHERS' UNDERSTANDING OF INTRODUCTION AN EXCITING PRIVATE PRIVATE TRANSITION THROUGH OPTIMIZATION OF THE INDEPENDENT TEACHING PLATFORM

¹Nita Priyanti, ²Rizki Megawati, ³Euis Agung Sari, ⁴Debora Pujo Widiati,
⁵Patimah, Olliviani Elen Komalig⁶

¹²³⁴⁵⁶ Universitas Panca Sakti Bekasi, Indonesian

¹nitapriyanti@panca-sakti.ac.id²rizkimega30@gmail.com, ³
euisagungsari14@gmail.com⁴debwid99@gmail.com,
⁵patimahut@gmail.com ollivianielen@gmail.com⁶

ABSTRACT

Early Childhood Education (PAUD) has an important role in forming a child's foundation before entering elementary school (SD). The transition from PAUD to SD requires deep understanding from teachers and the government. The implementation of the Merdeka Mengajar Platform (PMM) is considered as a potential implementation to increase this understanding. This research aims to explore efforts to increase understanding of the PAUD-SD transition through PMM implementation and its impact on the various parties involved. Using a qualitative approach, data collection techniques use observation, interviews, and documentation. This research involved partners such as IGTKI, HIMPAUDI, PKG teachers, supervisors and the South Tangerang city education office. Intensive training is given to teachers, while PMM is implemented in PAUD learning. Results show increased understanding and positive collaboration. PMM implementation is effective in creating a pleasant PAUD-SD transition experience. Recommendations include continued training, and regular evaluation. This study contributes to understanding the application of PAUD-SD Transition technology in early childhood education. The results of this research show that there are efforts to make the PAUD-SD transition enjoyable, as evidenced by three targets for change, namely: (1) PPDB does not use calistung tests but use assessments. (2) MPLS activities have been implemented for weeks. (3) The learning process in developing children's foundational abilities has been carried out in a fun way.

ARTICLE INFO

Article History:

Received December 23, 2024

Revised December 30, 2024

Accepted 09 January 2024

Available online 10 January 2024

Keywords:

PAUD-SD Transition,
PMM, Educator
Understanding)

INTRODUCTION

Education is a crucial investment for the progress of a country. Based on Law Number 20 of 2003 concerning the Education System, early childhood education is a coaching effort intended for children from birth to the age of six. This effort is carried out by providing educational stimuli to support physical and spiritual growth and development, so that children are ready to enter a further stage of education. Wulansuci (2021) emphasized that the aim of early childhood education is to guide children in developing their potential, monitor children's behavior, provide enjoyable experiences, build children's foundational abilities, and develop students' spiritual, intellectual, emotional and social intelligence during the golden period of their growth. in an educational and fun play environment.

During Early Childhood Education (PAUD), children are guided to develop various abilities that support their journey to the next level. According to Catron and Allen, the abilities needed for development involve personal awareness, emotional development, building socialization, communication development, development of motor skills, and cognitive development (Hasanah, 2016).

However, there are still misconceptions among many parties regarding learning for early childhood. One of the striking misconceptions is the focus of early childhood education (PAUD) on reading, writing and arithmetic (SG Safitri & Aulina, 2022). Likewise, the perception of entering elementary school (SD) is considered as a step to a level of education that is full of cognitive content, followed by demands for the ability to read, write and count, better known as calistung in early grade 1. Children who already have calistung abilities It is considered that it will not hinder the teaching and learning process. This is reflected in the practice of calistung tests by elementary school managers when accepting new students, which are followed by PAUD managers so that teachers focus on their students' reading, writing and arithmetic abilities. In this condition, PAUD teachers and early elementary school teachers feel like they are the ones most responsible, so learning tends to focus on calistung without paying attention to the developmental stages and needs of early childhood.

The results of previous research by Regita Musfita entitled "Transition from PAUD to Elementary School: Judging from Curriculum Content in Facilitating the School Learning Readiness Process" show that in the transition process, involvement, cooperation and communication between children, families, schools and communities is very important. important for promoting and supporting school readiness and positive transitions to school. There is also a need for government policies in early childhood education, such as Kindergarten and Elementary School curricula that support a positive transition process, especially by providing guidance for school readiness and transition practices to school (Musfita, 2019).

The results of another research by Intan Prastihastari Wijaya entitled "Enjoyable Implementation of the PAUD-SD Transition: Viewed from the Child Psychology Aspect" show that elementary school students who do not attend PAUD still receive basic skills development, so that they still have a strong footing to continue to the next level of education. Furthermore, Children's psychology can also develop well (Wijaya, 2023). This research makes a new contribution by exploring the transition from PAUD to SD from the aspects of Admission of New Students (PPDB), the Introduction to the School Environment (MPLS), and the learning process.

This year the Ministry of Education and Culture, Research and Technology proposed a policy in the Independent Curriculum episode 24 regarding "Enjoyable PAUD-SD Transition". This transition movement aims to ensure that every child, from various backgrounds, has the right to have their basic abilities developed. The aim of this policy is to eliminate the calistung test in the process of admitting new students to elementary school, carry out introductory activities for students in the first two weeks, and implement learning that strengthens the six foundational abilities in PAUD or elementary school. The hope is that the early grade PAUD-SD transition will focus more on aspects that influence and mature children's growth and development, not just limited to cognitive abilities. Therefore, the transition period is an important stage for children to strengthen their foundational abilities, protect their rights in growth, development and respect in the school and residential environment (DP Lestari, 2023). However, in reality, educational institutions across the country still need to better understand and use independent learning platforms (Susanti et al., 2023).

In addition, there are significant obstacles because each institution has a different level of readiness to implement an independent curriculum at the preschool, primary and secondary levels. Data shows that there are 763 PAUD units in South Tangerang City, with the category Not yet Passed the Post Test, Not Yet Submitted Real Actions in 721 institutions (94.50%), the category Has Passed the Post Test, Not Yet Submitted Real Actions in 19 institutions (2.49%), and PAUD unit category, have passed the Post Test, have submitted Real Action (3.01%), according to data obtained from the independent teaching platform, South Tangerang City Education and Culture Service as of October 23 2023

REKAP DATA AKSI NYATA PAUD						
Jumlah Satpen PAUD	Belum Lulus Post Test, Belum Submit Aksi Nyata		Sudah Lulus Post Test, Belum Submit Aksi Nyata		Sudah Lulus Posttest, Sudah Submit Aksi Nyata	
	Jumlah	%	Jumlah	%	Jumlah	%
763	666	87.29	60	7.86	37	4.85
763	707	92.66	22	2.88	34	4.46
763	721	94.50	19	2.49	23	3.01

Figure 1. Data on Real Actions of PAUD teachers from the South Tangerang City Education and Culture Office

This quantitative data becomes the basis for planning activities so that they are responsive to the needs and level of understanding of each participant. With a deep understanding of the portrait and profile of the target audience, we hope that the workshop

will not only be contextually relevant, but will also be able to bridge children's transition to a higher level of education in an effective way and make the transition from PAUD to SD enjoyable. An overview of the conditions and potential of the area where the workshop activities were carried out at SMPiP Baitul Maal in Jurang Mangu Timur, Pondok Aren, South Tangerang, has a number of characteristics that influence and are relevant to the service activities carried out.

METHOD

The method used in implementing community service activities is using a qualitative approach by collecting data using observation interviews and evaluation tests

With the direct practice method, participants can understand through the PMM application, study together in PMM, by downloading the materials in PMM, and carry out independent training by opening PAUD-SD topics, strengthening through fun learning and filling in the modules in This topic extends to creating real action, the mentoring method is part of the follow-up plan after holding workshop activities which are carried out online in virtual zoom meeting classes, then monitoring the progress of filling out the PMM and providing guidance to the Education Units in each sub-district through the Organization IGTKI, PKG, and HIMPAUDI.

This service lasts for one month, namely from 4 November 2023 to 4 December 2023. The mentoring activities began with a learning optimization workshop through the Merdeka Mengajar (PMM) Platform in the SMPiP Baitul Maal Hall, Pondok Aren, South Tangerang on Saturday, 4 November 2023. This activity is aimed at representatives of PAUD teachers spread across South Tangerang City. Community service is carried out through three structured stages. First, the activity planning stage includes making proposals, direct coordination with work partners such as the chairman of HIMPAUDI and the chairman of IGTKI, Serpong sub-district, South Tangerang City, and the Head of the Pondok Aren District Education and Culture Service, South Tangerang City. This stage discusses the schedule, location and objectives of the workshop, as well as administrative preparations including documents related to activities. Second, the implementation stage involves the distribution and delivery of information material about the Merdeka Mengajar Platform, assistance in completing pre- and post-tests, and carrying out real actions. Third, the mentoring stage allows community service participants to accompany them workshop participants after implementation to see the progress of implementing the Merdeka Mengajar Platform application. The mentoring approach is carried out through zoom meetings and direct visits to each institution. Finally the PKM team carried out an evaluation with the aim of identifying deficiencies and errors in implementing activities in order to make improvements



Initial Observations/Interviews



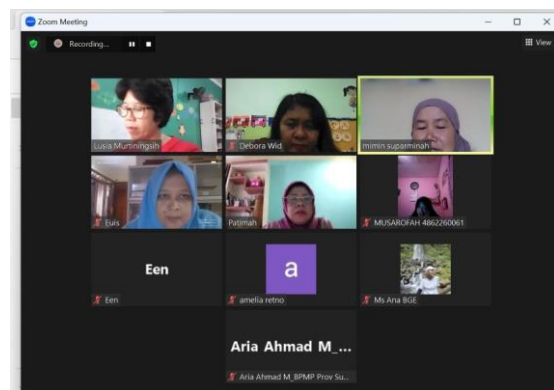
At this stage, the speaker asks

- Do participants know about PMM?
- Does the participant have a learning ID account?

Identification of problems

- Some participants did not understand the Merdeka Mengajar Platform
- Participants do not yet have a learning ID account
- Participants do not yet master technology
- Calistung ability is considered the only proof of successful learning and is built instantly.
- The calistung test is still applied as a requirement for entering elementary school

Evaluation



Assistance on Zoom and evaluation of the implementation of PMM in each participant's school



Direct assistance at PAUD & Home Schooling Bocah Girang

RESULTS AND DISCUSSION

The implementation of this service activity was carried out according to the specified schedule, namely on November 4 2023. The implementation of the Fun PAUD to SD Transition Workshop and Optimizing Learning through the Merdeka Mengajar (PMM) Platform was attended by representatives of IGTKI, PKG, HIMPAUDI at Baitul Maal SMP/IP Hall, Pondok Aren, South Tangerang

This activity was attended by 23 PAUD schools from all representatives invited to this activity. The number of participants who attended was 70 people from representatives of each sub-district consisting of 35 people, 7 supervisors/supervisors, 21 PAUD unit heads, and 7 PKG chairpersons/representatives.

The workshop activity schedule is as follows:

No	Time	Activities/Materials	Resource Person/Facilitator	Information
1.	08.00 - 08.30	Opening	Head of South Tangerang City Education Department	
2.	08.30 - 09.00	Welcoming/Strengthening the PKM Program	Dr. Nita Priyanti, M.Pd	
3.	09.00 - 10.00	Growth Mindset Approach	PKM Team	
4.	10.00 -12.00	Fun PAUD to SD Transition Movement Understanding 6 Foundational Abilities	PKM Team	Panel

5.	12.00 -12.30	<i>Ishoma</i>	Committee	
6.	12.30 - 14.45	Utilization PMM Forlearning about the PAUD to elementary school transition	Azkie Yuni Syafira, SM	Practice
7.	14.45 -15.00	Take a break (coffee break)	Committee	
8.	15.00 -16.00	Follow up plan	Committee	
9.	16.00 -16.30	Closing	Committee	

After carrying out PKM activities, the targets expected by participants are:

1. Understanding Assistance Base Training, Growth Mindset vs Fixed Mindset
2. Understanding the pleasant transition from PAUD to SD
3. Understanding 6 foundation abilities
4. Understanding the use of PMM to study the transition from PAUD to SD

Discussion

Pand gain additional insight into understanding learning implementation methods regarding what PAUD teachers should do for students who will continue to elementary school level in avoiding being forced to use learning methods that are unpleasant according to their age, then participants can carry out direct practice in opening, understanding and fill in the Fun PAUD to SD Transition Topic on the Merdeka Mengajar Platform by opening several modules and watching the videos, then filling in reflections



and understanding and being able to create real actions that have been carried out by uploading real actions via PMM

Participant testimonials

In PKM activities, there are three materials presented. This material includes a growth thinking approach, a fun PAUD to SD Transition Movement, an understanding of the six basic abilities, and the use of PMM to learn a fun PAUD to SD Transition. From these three materials, educators must understand the benefits of community service activities and PMM's ability to improve the quality of learning through them. However, in practice, some educators have not been able to log in and understand the PMM application because they do not yet have an ID learning account, and already have an ID learning account but still face many obstacles in carrying out real action.

After the activity is complete, the next step is a thorough evaluation. It involves participant feedback as a measure of success and potential improvement. Monitoring the dissemination of results is also important to ensure that the resulting information reaches a wide audience. Most teachers reported an increase in their understanding of the concept and implementation of PAUD-SD transition after participating in the socialization. teachers stated that the information provided through PMM was very helpful in practical steps, it is hoped that activities to introduce the PAUD-SD transition can run more effectively with full support from educators and parents

Then the purpose of this evaluation is not only to assess how effective the activity is, but also to evaluate the positive impact produced. The results of this evaluation and monitoring can be used as a basis for determining good practices to be implemented in the future or as a reference for developing similar programs. It is very important to be honest when conveying the evaluation results to all parties involved, so that each party can understand the benefits and contributions that have been achieved by this Community Service program. Evaluation results show that programs that survive will have positive effects in the long term. Below is some documentation of the activity taking place



Figure 8: Progress of PMM's Real Action in Bocah Girang PAUD & Home Schooling

CONCLUSION

The results of the workshop on a fun transition from PAUD to SD and optimizing learning through PMM show that a fun transition from PAUD to SD can help students solve problems and change the mindset of educators in implementing the learning process by looking at the potential that exists in children according to their character abilities. each in meeting the needs of students with student-centered learning, with PMM contributing to all teachers in Indonesia to provide proof of work in the form of real action which can be used as a reference for everyone as a source of learning. By looking at the sources

learning through PMM, it is hoped that teachers will be more creative and innovative and gain a variety of knowledge that is useful for teaching skills, so that they can prepare PAUD students to enter elementary school. It is hoped that this PKM will be more effective in implementing the Merdeka Mengajar Platform

ACKNOWLEDGEMENT

I would like to thank those who have helped complete this research

REFERENCES

- Hasanah, U. (2016). Pengembangan kemampuan fisik motorik melalui permainan tradisional bagi anak usia dini. *Jurnal Pendidikan Anak*, 5(1).
<https://journal.uny.ac.id/index.php/jpa/article/view/12368>
- Lestari, D. P. (2023). Pendampingan Orang Tua dalam Mendukung Transisi PAUD Ke SD di Raudhatul Atfah (RA) Masyithoh, Semuluh, Gunungkidul. *I-Com: Indonesian Community Journal*, 3(2), 781–788. <https://doi.org/10.33379/icom.v3i2.2633>
- Musfita, R. (2019). Transisi Paud Ke Jenjang Sd: Ditinjau Dari Muatan Kurikulum Dalam Memfasilitasi Proses Kesiapan Belajar Bersekolah. *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 412–420.
<https://jurnal.untirta.ac.id/index.php/psnp/article/view/5639>
- Safitri, S. G., & Aulina, C. N. (2022). Analisis Pemahaman Pendidik Anak Usia Dini Kelompok Usia 5-6 Tahun Terhadap Kurikulum Merdeka Belajar. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 3(2), 76–87.
<https://murhum.ppjpaud.org/index.php/murhum/article/view/131>
- Susanti, H., Fadriati, F., & B.S, I. A. (2023). Problematika Implementasi Kurikulum Merdeka di SMP Negeri 5 Padang Panjang. *Alsyst*, 3(1), 54–65.
<https://doi.org/10.58578/alsyst.v3i1.766>
- Wijaya, I. P. (2023). Penerapan Transisi PAUD-SD yang Menyenangkan : *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan Dan Pembelajaran)*, 6 (SEMDIKJAR 6), 1982–1988.
<https://proceeding.unpkediri.ac.id/index.php/semdikjar/article/view/4012>
- Wulansuci, G. (2021). Stres Akademik Anak Usia Dini: Pembelajaran CALISTUNG vs. Tuntutan Kinerja Guru. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 6(2), 79–86