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“Toward Research-Informed Vision and Practice of Early Childhood Education”

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Literature Study School Readiness in Early Childhood

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Abstract
This study is based on literature review school readiness that aims to explain school readiness in early childhood. The method used is study literature with resources from abstract journals review, research journals review, handbooks and reference books. Data analysis using comparison between theory. Some theories and research states that school readiness is a child's readiness to enter formal school. There are two conceptions of readiness that is readiness for learning and readiness for school. Every child born in a state ready to learn, but to be ready for school, a child must have certain skills and abilities. Early childhood is a child who will start formal school entry, so it is very important to develop and improve school readiness during this period. Domain school readiness include development of physical and motor, social emotional, language, cognitive and general knowledge. Theoretically school readiness can be viewed from several perspectives, that are: constructivist model, environmentalist model, constructivist model, cumulative skill model and transactional model. Factors that affect school readiness often associated with psychological concepts because these factors are interconnected that include ready families, ready communities, ready services and ready schools. Conclusions based on the study of literature, school readiness is important owned by every children before entering the formal school so that children can follow the lesson well in school. There are many factors that affect school readiness, but these factors are still to be investigated further relevance through further study in the future.

Keywords: school readiness, early childhood, school

Introduction
Every child is born with a positive potential, but this potential will not be developed if it does not receive adequate stimulation. One best way stimulation obtained through school, because school has a standard learning curriculum that can provide continuous stimulation.

Based on Government Regulation of Republic Indonesia No. 17 Year 2010 on Education Management and Implementation, stated that basic education begins in elementary school. Entering elementary school is not easy for children, due to be accepted as a student in the first grade, the elementary school requires a certain number of rules that must be met by children.

Decree of the Minister of National Education of Republic
Research Method
This scientific study applied literature study method in order to reanalyse results from previous researches related with school readiness in early childhood. Some literatures used as sources in this study, among them covering (1) research journals review; (2) handbooks; (3) reference books. Literatures were searched manually by visiting some libraries as well as visiting places that are sources of information and also searching online to access e-journal, among others are EBSCO, ProQuest, Sagepub, SpringerLink, ScienceDirect and also google scholar using school readiness, early childhood, and school as key words. Data analysis method used in this study is comparison analysis between theory.

Results and Discussion
School Readiness’s Definition
School readiness is often described as the age or stage of development at which children are ready for school. At other times, school readiness is often used to identify what must be done and what should be known by children before they start school (Deakot & Perry, 2009). Children who are ready for school have a basic minimum skills and knowledge in various domains that enable them to succeed in school. The minimum standards set out in the form of what is supposed to be
known and can be done by children so that they go to school with readiness and willingness to learn, thus enabling the success of the transition in the learning environment in primary schools (Lara - Cimorelli et al., 2001). School readiness also refers to the assessment of whether the child can meet the demands of school's rules including being able to sit still and responds to instructions (Koherty, 1997; Kagan, 1992).

School readiness is also often associated with chronological age, a child is considered ready to enter school if he or she has reached a certain age required by the school and historically, the school does require a chronological age of school entry requirements (Levit & Salmuani-Baker, 1995). In connection with the chronological age as a condition of school readiness, this time there has been a shift in outlook for their individual differences of each child causes children with the same chronological age do not necessarily have the same ability level, so that school readiness is no longer based on chronological age anymore.

Lemelit et al. (2007) said that the theoretical constructs of school readiness at this time related to the minimum level of development of a child to respond to the demands of the school through the quality of cognitive, social and emotional. The statement was supported by the opinion of James (2006) which states that school readiness refers to the main cognitive development and language skills necessary to perform a variety of intellectual tasks including arithmetic, learning letters and shapes and writing. Albee (2011) adds that ready for school is a condition when the child has the basic skills of social and emotional support in the advancement of speech, perception, the ability to understand numbers and quantities, motor skills, attitude to work, communication, memory and social behavior, have the ability to engage positively and without aggression with other children as well as the ability to respond appropriately to requests from teachers. When examined, all the details of these capabilities are another factor to children's success in school. This is in line with the opinion of the Snow (2006) defining school readiness as a state competence child at school entry is critical to success in the future. James (2007) also has the same opinion, that the child's school readiness is a concept characteristics and skills that children should have in order to learn effectively in school.

School readiness can be divided into two concepts, namely readiness to learn and readiness for school. Readiness to learn is the stage of development where an individual (of any age) are ready to do the learning specific materials and...
it goes naturally (Kagan, 1990). Readiness to learn refers to the average age when individuals have a certain capacity to learn. While readiness for school is more related to the acquisition of specialized skills of children who are considered necessary for success in school, such as cognitive and linguistic skills (Kagan, 1992).

Of the various opinions, it could be concluded that school readiness is a child's readiness to enter formal school. School readiness is very important that every child should have before they enter formal school to get learning well.

**School Readiness's Domain**

School readiness is composed of multiple domains. Some experts emphasize more on a particular domain but in general school readiness domain consists of motor development, emotional health, social knowledge, language skills and general knowledge (Janes & Offord, 2007; Arnold et al., 2007).

Dubrawi (1997) explained that the current best practices demonstrated school readiness measurement should combine assessment of the major developments, including physical health, cognitive development, health and socio-emotional competence and language development.

The National Education Goals Panel (1997) listed five domains of learning and development of children that provide a more holistic perspective related to the child's ability. Measurement of school readiness is important when assessing school readiness for success in educational settings (ELSF, 2005; KIDS COUNT, 2005; NGEF, 1997; Ohio Department of Education, 2007; Sussa & Mastropiergiorgio, 2005). The domains are (1) Physical well-being and motor development (e.g., fine motor skills and coordination), (2) social and emotional development (e.g., showed positive social behavior when interacting with peers); (3) learning approach (e.g., level of curiosity and independence and the ability to follow instructions & directions); (4) The development of language (e.g., size of the vocabulary and the ability to recognize the relationship between letters and sounds); and (5) Cognition and general knowledge (e.g., the ability to recognize basic shapes and solve problems).

While Janes & Offord (2003) describes the major developments in the five domains of school readiness, namely (1) physical, health and welfare, which includes physical development for the school day, physical freedom and gross motor skills and fine; (2) social competence, which includes the whole social competence, responsibility and respect, learning approach and readiness to explore something new; (3) emotional
maturity, which includes prosocial behavior and helping behavior, anxiety and fear behavior, aggressive behavior and attention deficit and hyperactivity; (4) language and cognitive development, which includes basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy; and (5) communication skills and general knowledge.

From the explanation above, it could be concluded that domains of school readiness include physical & motor development, social emotional development, language development and cognitive development, also general knowledge.

School Readiness's Theory Perspective

Theory of school readiness can be viewed from several perspectives, these are (1) maturational model; (2) environmentalist model; (3) constructivist model; (4) cumulative skill model; and (5) transactional model.

Maturational Model: This perspective is based on a biological problem which looks at the children’s school readiness as a function of their age and level of cognitive, psychological, and emotional maturity. This perspective emphasizes the maturity level of the child who requires to be able to sit still quietly as the main indicator of school readiness (Gesell, 1974; Purdie, 2001).

Model was criticized partly because this model do not allow the influence of environment on cognitive development experience (Cornell, 2001).

Environmental Model: According to this perspective, school readiness is the acquisition skill’s children that studied in the early sociocultural experiences (Andrews & Slate, 2001; Gruze, 1993). This approach is in accordance with current conditions on bidirectional relationship between the child and his or her environment (Murphy and Parris, 2002). According to this perspective, the fit between child and environment support the optimal development (Gruze, 1993; Meisels, 1995). The environmentalist perspective supports parental involvement as indicator in children's school readiness assessment.

Constructivist Model: This model was school readiness as the extent to which children can learn tasks through interaction with peers or adults who have more knowledge than with him or her (Andrews & Slate, 2001; Gruze, 1993). This view encourages the involvement of parents, teachers and other adults who are familiar with the child so raise the level of skills and child development.

Cumulative-Skill Model: The model looks at proprietary children’s school readiness as certain prerequisite skills required to learn a
specific lesson (Andrews & State 2001). This perspective promotes education policy such as needs assessment of pre-academic skills’s children to be able to go to school.

**Transitional Model.** This perspective views that an interaction between school readiness’s children with developmental status of their environment. Transitional outlook has led educational policies that support the transition of children to school and preschool program alignment with the early learning program (Andrews & State, 2001; Greene, 2006; Kentig, 2007; NGAA, 2005; Snow, 2005).

**Factors Affecting School Readiness.** Factors that affect school readiness is often associated with the concept of ecological school that includes the influence of family, community, schools, and services for children (Bronfenbrenner, 1989; KIDS COUNT 2005). The National School Readiness Indicators Initiative, teams from 17 countries are working to develop school readiness indicators study to formulate policy early education to prepare children for school entry (Rhode Island Kids Count 2005). The school readiness formula is: “Ready Families + Ready Communities = Ready Services + Ready Schools = Children Ready for School”. The school readiness formula aim to improve school readiness’s children by recognizing not only skills and behavior development that affect school readiness but also the environment in which they spend their time, including the home environment. Explanation each factors that affect school readiness is as follows:

**Ready Families.** means making the house a facilitating environment, family income, and home environment that encourages early learning experience and provide opportunities for children’s growth and development. Ready families indicators include maternal education level, number of children and number of children in foster care (Rhode Island Kids Count 2005; Kagan and Rigby, 2003).

**Ready Communities.** can be interpreted that community resources and support available for families with young children. Community readiness indicators include the number of children in poverty, enrollment support for families with babies and toddlers, and level of lead poisoning (Rhode Island Kids Count 2005; Kagan and Rigby, 2003). Kagan & Rigby (2003) advise that ready communities means providing access and priority use of community-based health services. There are three important attributes of a community that is ready for a safe, supportive and nurturing environment.
Ready schools means ready for meaningful relationships with family and community that is directed to the development of children's resources. Ready school indicator is the size of classes and the reading level (Rhode Island Kids Count 2005, Kagan and Rigby, 2003). Schools ready for children means that the school offers a supportive environment as well as allowing for children to develop and learn effectively (Arnold et al., 2007).

School Readiness in Early Childhood

The Government of the Republic of Indonesia stipulates that the definition of early childhood is children aged 0-6 years. Generally, since birth, a child will live with his or her family, but at about 4 years old, most parents begin to enter their child to school. Schools for children of this age, although formal, but in the category of early childhood education so that learning programs implemented in the context of the play (the Indonesian Government Regulation No. 17 Year 2010).

Study of early childhood education will be pursued child for two years. Furthermore, after graduation, the child will go to the next school that is elementary school. Elementary school is required so that children get adequate stimulation in line with the continued growth and development.

But the elementary school turned out to have a regulatory system that is different from the school of early childhood education. In elementary school, children are expected to be more independent in taking care of themselves during the school day, besides that elementary school also requires ability and certain basic skills that should be owned by children before enter school.

The gap difference between kindergarten learning environment with elementary school make children should be prepared well before. This is in accordance with the learning program in kindergarten that was developed to prepare students to enter primary school or the equivalent (the Indonesian Government Regulation No. 17 Year 2010).

Lanceburg (2000) confirms that the experience of early childhood education is to bridge the transition to kindergarten readiness.
Dawson (2005) stated that in general, children who follow preschool before kindergarten programs tend to be less able to adjust and have readiness skills compared to their peers that do not follow preschool. Based on these results, it can be concluded that the level of the previous school was very influential on the school adjustment of children in the next school.

But the children's school readiness is not only determined by the educational experience at the previous school. Realization of children's school readiness needs strong cooperation between children, parents, and teachers.

Conclusion

School readiness is important owned by any early childhood who will enter elementary school, so that children can follow the lesson well in school. Domain school readiness that needed attention include the development of physical and motor, social-emotional, language and cognitive development and also general knowledge. The main factors that contribute in early childhood's school readiness besides the condition of individual children, also related with families, communities and schools.

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