

Development of a Holistic Parent's Guide for the Pancasila Student Profile Strengthening Project During the Transition from Early Childhood Education to Elementary School

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Abstract: This study aimed to provide parents with a deeper understanding of the transition from Early Childhood Education to elementary school within the framework of the Pancasila Student Profile Strengthening Project (P5). The study employed a Research and Development approach using the Dick and Carey model to develop the product. Data were collected through interviews, document analysis, questionnaires, and assessments of the achievement of the Pancasila student profile. The population of this study consisted of parents of Kindergarten B students from Al Ishlah Kindergarten, Asmaul Husna Kindergarten, and Lukmanul Hakim Kindergarten in Gorontalo City, Gorontalo Province. A sample of 10 parents was selected for the limited field test. For the large-scale field test, samples were taken from two different schools: Al Ishlah Kindergarten, Asmaul Husna Kindergarten, and Lukmanul Hakim Kindergarten, with 20 parents from each school. The results showed that the Parent's Guide for the transition from PAUD to elementary school was deemed suitable and of high quality, and can be used by parents to strengthen the P5 during the transition.

Keywords: Guidebook, Parents of Students, Transition

A. Introduction

The transition period from Early Childhood Education (PAUD) to Elementary School (SD) is an important stage in a child's development. This stage marks the child's transition from a more relaxed and play-based learning environment to a more formal and structured learning environment. The transition of children from Early Childhood Education (PAUD) to Elementary School (SD) is also a crucial stage in a child's development. This stage marks the beginning of a new chapter in a child's life, where they will face a different learning environment and higher academic demands.

The early childhood period is the most important period of growth and development in a child's life. During this period, a child's brain development is very rapid. After this period, the rate of brain development will decrease (Harvard University, 2020)

Referring to the National Education System Law Article 1 of Law No. 20 of 2003 Early Childhood Education aims to encourage aspects of child development in children aged 0 to 6 years. and the level of elementary education begins when children enter the age of seven, the latest international consensus states that the early childhood period includes ages zero to eight years (UNESCO, World Conference, 2022). If we refer to the theory of child development According to Hurlock (Prananda et al., 2024) basically two processes of child development, namely growth or evolution and regression or involution, occur simultaneously in human life.

Development refers to how a person grows, adapts, and changes throughout their life journey. Children grow, adapt, and change through physical development, personality development, socio-emotional development (social and emotional), cognitive development (thinking), and early childhood development according to Piaget's theory (cognitive and moral) While the empiricist school argues that child development is determined by the experiences gained by children, exogenous factors determine child development (Prananda et al., 2024). In this regard, the foundation that needs to be built is how to build children's emotional maturity, children's independence, children's ability to interact and other abilities that children need in basic education later. Parents' misconception about the transition period from PAUD to SD is that it is only limited to reading, writing and arithmetic (*calistung*), sometimes parents think that there is no need to hone other foundational skills, such as emotional management, communication skills and others, the second misconception is that reading, writing and arithmetic are considered the only proof of learning success in early childhood. Reading, writing and arithmetic skills are also considered to be able to be built instantly so that learning is often drilling or meaningless, and less enjoyable because it focuses on one goal, children must be able to read, write and count by any means and the third misconception is that reading, writing and arithmetic tests are still applied as a requirement to enter SD/MI in the acceptance of New Students (PPDB).

In fact, the implementation of reading, writing and arithmetic tests during the PPDB period has been prohibited through Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education Article 69 (paragraph 5) and Regulation of the Minister of Education, Culture, Research, and Technology Number 1 of 2021 concerning the Admission of New Students. Therefore, to respond to parents' misconceptions about the transition period from PAUD to SD, ongoing cooperation with parents as partners in PAUD unit institutions is needed. In addition, based on the data obtained, the conditions of early childhood are also diverse in terms of socio-economic and cultural or living in areas that are still trying to provide basic compulsory education services first (as a note, PAUD has not been part of Compulsory Education per Law No. 20 of 2003). Data shows that 17.3 million children from the poorest 40% of families, only 19% participate in PAUD services (3.2 million children).

In the same year, there were 4.1 million children aged 0-6 years living in 121 districts that were categorized as frontier, remote, and disadvantaged (3T), and only 17% (700 thousand children) were able to access PAUD services in the 3T districts. (Directorate General of Early Childhood Education, 2023). With this condition, it is clear that the achievement of children to be ready to enter elementary school is not something that can be achieved in the near future, although it is a condition that is worth continuing to fight for. Closely related to this problem, various efforts have been made to make parents understand the transition from PAUD to SD, including providing a booklet to strengthen Parents and the Community which can be accessed on the PAUD to SD Transition page. Distributing booklets and inspirational videos so that more people will support the changes at the beginning of the new school year, but the low ability of parents in IT and areas that are far from the internet network make booklets or best practice videos difficult.

Previously conducted research by Hangastuti, et al., (2024) management of the Principal of Cakranegara State Kindergarten in the Implementation of the Preschool to Elementary School Transition Program. *Path of Science*, 10(3), 2069-2073 in this study explained the efforts of the Head of TK Negeri Pembina Cakranegara in implementing the PAUD to SD Transition Program. The method used is descriptive qualitative. Based on the results of the study, it is known that the efforts of the Head of TK Negeri Pembina Cakranegara in building children's literacy, numeracy and basic skills by building teachers' understanding of these abilities, then preparing activity plans, introducing appropriate literacy and basic skills stimulation techniques to parents of students, program implementation by teachers and the Head of TK, and monitoring by the principal. The strategy of the Head of Pembina Cakranegara Kindergarten in maintaining harmony in PAUD learning by involving the Mataram City Education Office when conducting socialization to surrounding PAUDs, visiting SDN Model Mataram and SDN 48 Cakranegara which aims to introduce the environment and learning atmosphere in elementary schools to students, and uploading documentation of activities through the Whatsapp Group media of the Mataram City PAUD SD Communication Forum.

Another study has also been conducted by Hasmalena, & Rantina (2017), the Development of 2D Animation Video Media for Self-Regulation Material for the Transition Period to Elementary School. The purpose of this study was to find new ways to teach and use 2D animation videos to help parents know if their children are ready to move from PAUD to Elementary School (SD). Research and development (R&D) are the preferred approach when using the ADDIE model approach.

Furthermore, previous research was conducted by Mardiani et al., (2024) on the PAUD to Elementary School Transition Program from the Perspective of Parents and Teachers. The purpose of the study was to explore the perspectives of parents and teachers in the Al-Ilyas Foundation environment, regarding the planned

implementation of the PAUD-SD transition program. The research method uses a qualitative approach. Interviews and questionnaires as the main data collection techniques, observation and documentation as supporting techniques. The results of this study indicate that there are still many parents and teachers who are not aware of the PAUD-SD transition program. The perspectives of parents and teachers are that they strongly agree if the reading, writing, and arithmetic test is eliminated as a prerequisite for entering elementary school, agree that there is an orientation period, and adequate introduction to numeracy and literacy is still carried out.

Another study was conducted by Cahyaningrum, et al., (2024) on the Transition from Kindergarten to Elementary School Parental Misconceptions: Are Children Obligated to be Proficient in Reading Skills? The purpose of this study was to determine the misconceptions of parents in the transition from Kindergarten to Elementary School, whether reading skills are mandatory or not. This study used a qualitative approach conducted in the second semester at Tunas Harapan Nusa Dukuhsalam Kindergarten. Research data were collected using interviews, observations, and documentation. The data analysis techniques used by Miles, Huberman, and Saldana were in the form of searching for data, presenting, and drawing conclusions through interview guide instruments and the researchers themselves. The results of this study indicate that there is still hope for children to be proficient in reading in the transition from kindergarten to elementary school because of parental concerns about learning at that level, even though parents have been educated, they still look for ways for children to be proficient in reading skills, including giving gifts and waiting for the child's heart to want to learn to read, which is essentially wrong because of the environmental habits and culture of the transition from kindergarten to elementary school which are considered to require this.

According to Jean Piaget (Harefa, et al., 2023) in his book *Theory of Student Development* every child will follow the patterns and stages of development according to their respective ages. It is hierarchical based on the sequence, namely the Sensorimotor Stage (age 0-2 years), Preoperational Stage (age 2-7 years), Concrete Operational Stage (age 7-12 years) and Formal Operational Stage. The position of the family greatly influences the development of the child. According to Hurlock, 1990 (Harefa, et al., 2023) childhood is divided into two phases, namely (1) early childhood (Early Childhood 2-6 Years), (2) Late Childhood (Late Childhood 6-12 years). According to Harefa, et al., (2023) children of elementary school age begin to develop logical and abstract thinking. Children begin to be able to understand basic mathematical concepts, develop reading, writing skills and master general knowledge. Children also begin to think critically and analytically in problem solving. This is in line with Harvighuts, 1961 (Harefa, et al., 2023) that the developmental task during childhood is to develop basic reading skills, writing and arithmetic.

Based on the theory above, the researcher conducted this study with the aim of inviting parents to understand child development regarding the transition period from PAUD to SD and providing guidance on what parents can do during this period through a parent guidebook in dealing with children during the transition period from PAUD to SD, especially in PAUD Institutions in Gorontalo City.

Based on the researcher's observations at Al Ishlah Kindergarten, Asmaul Husna Kindergarten, and Lukmanul Hakim Kindergarten in Gorontalo City, there are still many parents who do not understand child development even though PAUD Institutions have several programs related to efforts to help smooth this transition, but in general they are cursory and do not match the needs of the family. Problems that often arise are also how parents understand the school's vision, what parents can do, there are no reading, writing and arithmetic tests in elementary school, language skills that can be better understood, what stimulation parents can do at home. How parents view children in that position, how parents respond to their children's circumstances during the transition from PAUD to SD. So far, people's perspectives on children have been different. There are parents who do not care about the development period of their children and there are parents who understand how to treat their children when they enter elementary school. In connection with the description of the problem above, the researcher raised the title of the research, namely the Development of a Parental Guidebook in Facing the Transition Period from PAUD to Elementary School in PAUD Institutions in Gorontalo City. With the right information through practical guidance, parents can help their children go through the transition period from PAUD to Elementary School smoothly and pleasantly, especially in PAUD institutions in Gorontalo City.

In everyday terms, a guidebook is often referred to as a smart book because by reading this type of book, people become as if they are smart about something they are working on, including something that was previously unclear. Other people also often call it a handbook and a manual. According to Hakim (2006), a handbook is a compilation of various types of information that is arranged in a compact and ready-to-use manner, specifically in a field such as a handbook of physics. While a manual book contains instructions, guides or procedures for doing something in stages (Purwanto, 2018).

A guidebook according to Santoso (2015) is a book that presents information and instructions by providing guidance to readers to do what is conveyed in the book. (Santoso, 2015) Meanwhile, Savitri & Setiawan, (2018) argue that a guidebook is a book that contains information, instructions, and others that serve as a guide for readers to know something completely (Savitri & Setiawan, 2018). A guidebook is a book that is edited with an impersonal, systematic, and detailed approach, which has been written and published with the aim of providing information about something (Towner 2000). Guidebooks play a very important role for parents, teachers and students. According

to the Minister of National Education No. 2 of 2008, article 1 paragraph 6 explains that a reference book is a book whose contents and presentation can be used to obtain information about science, technology, art, and culture in depth and breadth. By using a guidebook, it can provide good experience, skills, and knowledge to students and parents. A guidebook contains a collection of information that is a reference or in the form of instructions to do something. This book is compiled and published if a field or job requires explanations to do something (Savitri & Setiawan, 2018).

Based on the theoretical opinion above, a guidebook is a guideline that provides information and instructions systematically and in detail, aiming to help readers understand and do something completely. This book has an important role in various contexts, including education. In addition, a guide is a written work that is systematically compiled to provide clear information and instructions to readers. The goal is to help readers understand and do something. This book has a crucial role in various fields, including education, because it provides detailed and reliable guidance.

B. Methods

This study applies Research and Development to develop and test products that will later be developed in the world of education (Maydiantoro, 2020). Development is a development activity that improves the quality and quantity of an activity (Rabiah, 2015). According to Borg and Gall (1983), research and development is a process used to develop and validate products that in the development process do not only develop an existing product but also to find knowledge or answers to practical problems in the product (Waruwu, 2024). Meanwhile, Jaedun (2010), defines research and development as activities that aim to develop, test the benefits and effectiveness of the products being developed, both technological products, materials, organizations, methods, and tools (Waruwu, 2024). Based on the description above, it can be concluded that development is a systematic process that aims to produce new products or improve existing products, where this process involves needs analysis, design, development, evaluation, and product dissemination. The main objective of this research is to improve the quality and quantity of a product and find solutions to problems in educational units.

This study was conducted at Al Ishlah Kindergarten, Asmaul Husna Kindergarten, and Lukmanul Hakim Kindergarten in Gorontalo City in September 2024. The Development Model used in developing this parent's guide is ADDIE. ADDIE is one of the systematic instructional design models. The choice of this model is based on the consideration that this model is developed systematically and is based on the theoretical foundations of instructional design. This model is arranged in a programmed manner with a systematic sequence of activities in an effort to solve learning problems related to learning resources that are in accordance with the needs

and characteristics of learners. This model consists of five steps, namely: (1) analysis, (2) design, (3) development, and (4) evaluation. The product of this research is in the form of a guidebook which will previously go through an analysis process so that it can be known that the guidebook meets the standards developed from the booklet for parents. The development model in this guidebook is the ADDIE model, which can be seen in the figure below:

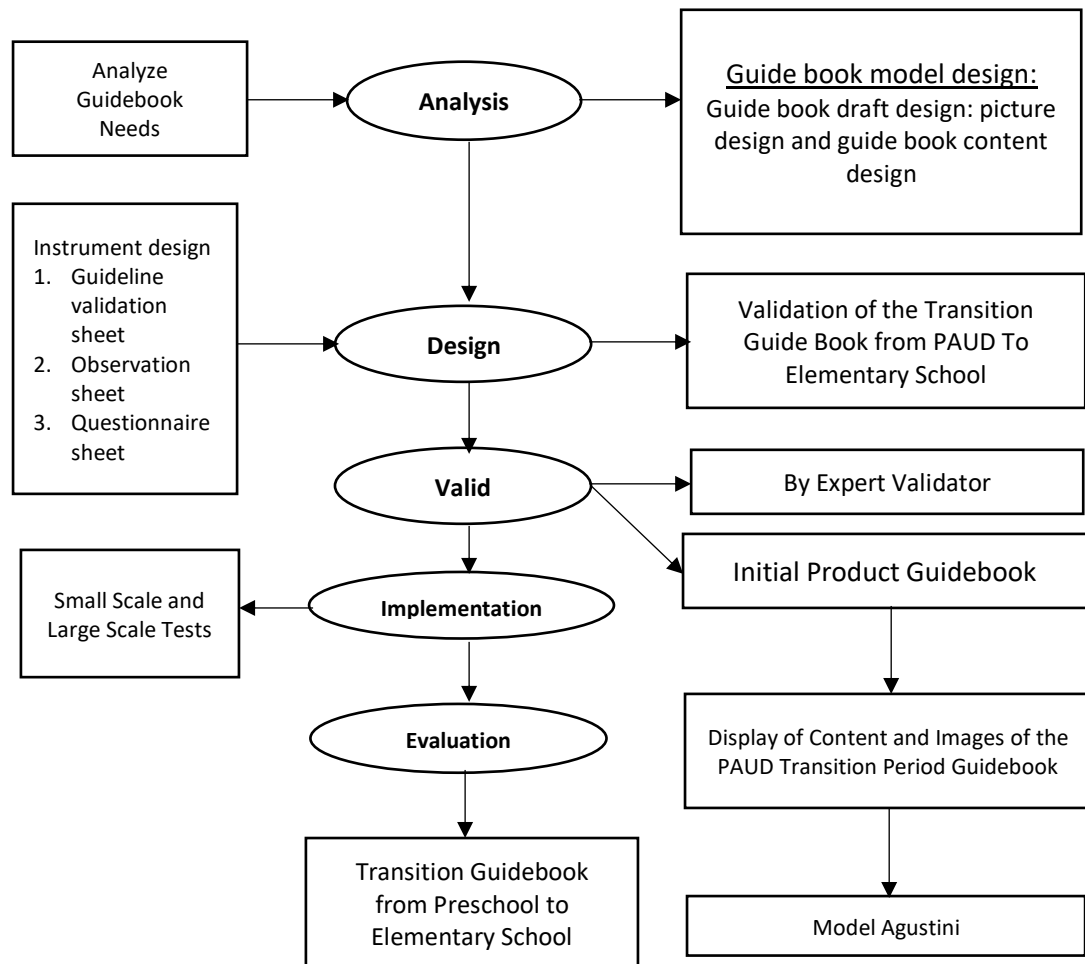


Figure 1. Development Model of Guidebook

Criteria:

$$P = \frac{\sum X}{\sum X_1} \times 100$$

An item/aspect is considered to have content validity (Valid) based on a rater's assessment scale with clear and very clear categories, having a value range of 3.00-4.00 and 4.00-5.00. Then, through a validation sheet of parental response questionnaires, the data can be processed, which shows the validity of the content, language, media, and model. Thus, by processing the data, a number is obtained.

Table 1. Validation Level

No	Criteria	Validation Level
1	75,00%-100%	Highly Valid (Can be used without revision)
2	50,00%-75,00%	Fairly Valid (Can be used with minor revisions)
3	25,00%-50,00%	Invalid (Cannot be used)
4	00,00%-25,00%	Highly Invalid (Prohibited for use)

C. Discussion and Results

The process of developing a holistic parental guide to support the transition from early childhood education (PAUD) to elementary school was based on the ADDIE instructional systems development model (Dick and Carey). At this stage, the results of the quantitative research conducted were integrated to ensure that the resulting guide is relevant and meets the needs of parents in Gorontalo City. In accordance with the Dick and Carey development design, the development stages were carried out in ten steps, namely: (1) Needs Identification, (2) Task Analysis, (3) Development Material Design Stage, (4) Media Selection, (5) Development Stage, (6) Guidebook Writing, (7) Development of Supporting Media, (8) (9) Implementation Stage, and (10) Evaluation Stage. The results of the guide evaluation based on the parents' level of knowledge can be seen in the following Venn diagram:

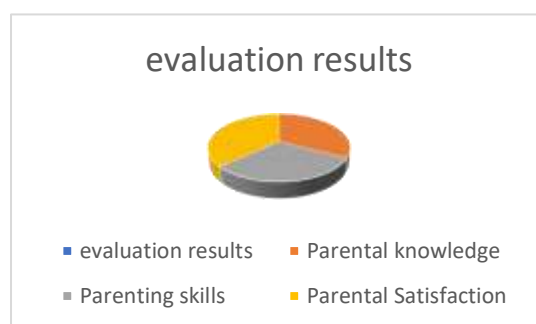


Figure 2. Evaluation results diagram

Based on the Venn diagram above, the following results were obtained Increased Parental Knowledge 80% of parents stated that their knowledge of the Pancasila student profile increased after reading the guide, Increased Parental Skills 75% of parents felt more confident in implementing effective learning strategies at home. Parental Satisfaction The majority of parents (90%) were satisfied with the guide and found it useful.

D. Conclusion

The development of a holistic parental guide using the Dick and Carey model has produced a relevant and effective product to support the transition from early childhood education (PAUD) to elementary school. This guide has helped parents understand the concept of the Pancasila student profile and apply it in their children's daily lives.

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