

Teacher Assessment to School Readiness on the 5-6 Year-Old Children in State Kindergarten in Pekanbaru (Motoric Physical, Social Emotional, Moral, Language, and Cognitive Aspect)

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Abstract. This research is to know teacher's assessment on school readiness for children of 5-6 year-old in State Kindergarten in Pekanbaru (motoric physical, emotional social, moral, language, and cognitive aspects). The population in this research is all children after 5-6 years with total of 425 children and 150 children was taken as the sample. The method used is quantitative descriptive method. Data collection technique used was observation sheet. SBased on the results of data analysis, it was obtained that the percentage of all 5 aspects of school readiness in children aged 5-6 years in kindergarten in Pekanbaru: the aspect of physical motor readiness obtained equal to 68.22% belonging to high category of motoric physical readiness and smooth child is said Developing As Expectation (BSH), emotional social readiness aspect is obtained equal to 62.47% belong to high category hence emotional social readiness of child is said Develop As Expectation (BSH), moral readiness aspect is obtained as much as 63.21% belongs to high category so the moral readiness of children is said Developed As Expectation (BSH), the aspect of language readiness is 51.14% is enough category then the readiness of children language is said to Start Developing (MB) and the aspect of cognitive readiness obtained by 49.08% is sufficient then the cognitive readiness of children is said Start developing (MB).

Keyword: *Children, Kindergarten, School readiness*

1. Introduction

The transition of early childhood education to primary school is a long time. Early childhood needs to make adjustments to the new environment in school. An early childhood transition period will change the role of children in the community to students in primary school. It also involves changes in

the interactions between children and those around them, such as teachers and peers (Majzub, 2009).

In addition, early childhood is also expected to be ready to involve themselves in the learning process and show good achievement when stepping into elementary school, because it has skills that can help children to progress and develop before entering primary school (Aisyah, 2007).

Early childhood often shows different stages of readiness to go through a transitional period, especially in terms of cognitive, social, and linguistic skills (Meisels, 1999). Therefore, the early stage of early childhood readiness to pass through this transition is important because it can improve the academic achievement and development of child behavior in the future (Majzub, 2009).

Parents are the first teachers for their children. If the child has attended school, the parent is the main co-worker for the child's teacher, even as the parent has the choice role of the parent as the student, the parents as volunteer, the parent as the decision maker and the parents as the group of cooperation between the teacher and parents (Kurnia, 2004).

Parents play an active role in preparing children for school. In addition, parents are also able to increase the readiness of children to school if they have the knowledge, skills and motivation needed to perform positive parenting patterns and do activities that can stimulate the development of children from the beginning (Allen, 2010). Early child who has a high school readiness stage will step into early primary school easily and able to adapt and receive formal learning that is applicable in school for subsequent years. In addition, school readiness is a requirement given by Primary School to receive new students, the results showed that the goal of school readiness of children according to kindergarten teachers and parents has a meaningful difference (Solfiah & Kurnia, 2016).

Parents' efforts in preparing children for school complement each other's efforts from the government which equates in education for the people. Early childhood who is really ready for school gets the full benefit of the government. Early childhood is a generation that will go forward to build the country in an effort to realize the insight in the year 2020 in the following years (Barbara & Wasik, 2008).

The phenomenon that occurs in the field is an opinion about school readiness of children aged 5-6 years from parents. This makes it likely to follow the wishes of parents who demand that children can read, write and count in ways that force a little child. Though read, write and count should be just an initial introduction. But what happens is the opposite. The school readiness means for parents. The cause of the gaps that exist in early childhood preparedness to school can lead to the wiping of human capital. This can be explained by the problem of elementary school students who

have not mastered reading, writing, and arithmetic and lagging in elementary school students (Sujiono, 2009).

This problem may be alleviated if parents also play an active role in preparing their children to school. Parents are able to improve their children's readiness to school if they have the knowledge, skills and motivation necessary to practice good parent leaders and do activities that can stimulate their children's development from scratch. Based on the above problems, the researcher is interested to conduct research on the 5-6 year school preparedness teacher assessment in state kindergarten in Pekanbaru (motoric physical, emotional social, moral, language, and cognitive aspects).

This research has the following research formula: a). How is the teacher's assessment of school readiness in children aged 5-6 years in kindergarten in Pekanbaru on motoric physical aspects? b). How is the teacher's assessment of school readiness in children aged 5-6 years in kindergarten in Pekanbaru on emotional social aspect? c). How is the teacher's assessment of school readiness for children aged 5-6 years in state kindergarten in Pekanbaru on moral aspect? d). How is the teacher's assessment of school readiness for children aged 5-6 years in state kindergarten in Pekanbaru on language aspects? e). How is the teacher's assessment of school preparedness for children aged 5-6 years in state kindergarten in Pekanbaru on cognitive aspect?

In accordance with the above problems, the purpose of this study is to know about: a). know the teacher's assessment of school readiness in children aged 5-6 years in state kindergarten Pekanbaru on aspects of motoric physical, b). To know the teacher's assessment of school readiness in children aged 5-6 years in state kindergarten in Pekanbaru on emotional social aspect, c). To know the teacher's assessment of school preparedness for children aged 5-6 years in state kindergarten in Pekanbaru on moral aspect. d). To know the teacher's assessment of school preparedness for children aged 5-6 years in state kindergarten in Pekanbaru on language aspect. e). To find out the teacher's assessment of school readiness for children aged 5-6 years in state kindergarten in Pekanbaru on cognitive aspect.

2. Methodology

This type of research is done by descriptive method of quantitative approach, to get teacher assessment about school readiness of child at age 5-6 year in State Kindergarten in Pekanbaru (motoric physical, emotional social, moral, language, and cognitive aspects).

The population in this study is all teachers teaching in kindergarten in Pekanbaru which amounted to 425 people. Since population is too big, then the sample of proportional random sampling according to Slovin Formulas taken with total of 125 people (Sudijono, 1987).

The data analysis technique was analyzed to find out the descriptive statistic which depict the level of teacher's assessment on school readiness for children aged 5-6 years in state kindergarten in Pekanbaru (motoric physical, emotional social, moral, language, and cognitive aspects). Furthermore, to know the assessment of school readiness level (good, medium, low) it is used the below formula Percentage (Sugiyono, 2010):

$$P = \frac{F}{N} \times 100\%$$

Remarks :

P = percentage
 F = frequency
 N = Number of subjects

The data obtained is also tabulated to find out the teacher's assessment of the school readiness level, so it can be known the level of school readiness in every aspect. In addition, the authors will also analyze teacher's persillars toward school readiness for children aged 5-6 years in state kindergarten in Pekanbaru (motoric physical, emotional social, moral, language, and cognitive aspects).

3. Results and Discussion

Data analysis was done by observation to know the result of school preparedness in state kindergarten in Pekanbaru as many as 150 children.

Description TK Negeri Pembina 1 Pekanbaru

Measurement of school readiness in children using 32 statements consisting of 5 aspects of them; 1) Motoric Physical Readiness, 2) Social and Emotional Readiness, 3) Moral Readiness, 4) Language Readiness, and 5) Cognitive Readiness. For more details can be seen in the Table 1.

Based on Table 4.1 it can be seen that the motoric physical readiness is obtained as much as 65.83% belonging to the high category, hence the smooth and smooth motoric physical readiness of children in kindergarten can be said *Developed As Expectations* (BSH), emotional social readiness aspect obtained 58.67% the high category of emotional preparedness of children in kindergarten can be said *Developed As Expectations* (BSH), moral readiness aspect obtained by 61.63% belongs to high category hence

moral preparedness of children in kindergarten can be said *Developed As Expectation* (BSH), aspect language readiness of 51.58% belongs to the category enough then the readiness of the language of children in kindergarten has been said to *Start Developing* (MB), cognitive readiness aspect obtained by 60.83% is high then cognitive readiness of children in kindergarten has been said *Developing As Expectation* (BSH).

Table 1. School Readiness in TK Pembina 1 Pekanbaru.

No	Aspect	Frequency	Score Number	Percentage
1	Motoric Physical Readiness	790	1200	65.83
2	Social And Emotional Readiness	704	1200	58.67
3	Moral Readiness	986	1600	61.63
4	Language Readiness	619	1200	51.58
5	Cognitive Readiness	730	1200	60.83

Description TK Negeri Pembina 2 Pekanbaru

The measurement of school readiness in children using 32 statements consisting of 5 aspects of them; 1) Motoric Physical Readiness, 2) Social and Emotional Readiness, 3) Moral Readiness, 4) Language Readiness, and 5) Cognitive Readiness. For more details can be seen in the following table.

Table 2. School Readiness In TK Pembina 2 Pekanbaru

No	Aspect	Frequency	Score	Percentage
1	Motoric Physical Readiness	796	1200	66.33
2	Social And Emotional Readiness	803	1200	66.92
3	Moral Readiness	1061	1600	66.31
4	Language Readiness	624	1200	52.00
5	Cognitive Readiness	727	1200	60.58

Based on Table 2 it can be seen that the physical motor readiness is obtained as much as 66.33% belonging to the high category, the rugged and smooth motoric physical readiness in kindergarten has been said *Developing As Expected* (BSH), the emotional social readiness aspect obtained is 66.92% category high then the emotional readiness of children in kindergarten can be said *Developing As Expectations* (BSH), moral readiness aspect obtained by 66,31% belongs to high category hence moral readiness of children in kindergarten can be said *Developed As Expectation* (BSH), aspect language readiness of 52.00% belongs to enough category then the readiness of the language of children in kindergarten has been said *Start Developing* (MB), cognitive readiness aspect obtained by 60.58% is high then cognitive readiness of children in kindergarten can be said *Developed As Expected* (BSH).

Description TK Negeri Pembina 3 Pekanbaru

The measurement of school readiness in children using 32 statements consisting of 5 aspects of them; 1) Motoric Physical Readiness, 2) Social and Emotional Readiness, 3) Moral Readiness, 4) Language Readiness, and 5) Cognitive Readiness. For more details can be seen in the following table.

Table 3. School Readiness In TK Pembina 3 Pekanbaru

No	Aspect	Frequency	Score	Percentage
1	Motoric Physical Readiness	870	1200	72.50
2	Social And Emotional Readiness	742	1200	61.83
3	Moral Readiness	987	1600	61.69
4	Language Readiness	598	1200	49.83
5	Cognitive Readiness	589	1200	49.08

Based on Table 3 it can be seen that the physical motor readiness aspect is obtained as 72.50% belonging to the high category hence the physical and fine motor physical readiness of children in kindergarten can be said *Developed As Expectation* (BSH), emotional social readiness aspect is obtained equal to 61,83% categorized as high then the emotional readiness of children in kindergarten can be said *Developed As Expectations* (BSH), moral readiness aspect obtained by 61.69% belongs to high category hence moral preparedness of children in kindergarten can be said *Developing As Expectations* (BSH) aspect of language readiness 49,83% belong to category enough hence language readiness of children in kindergarten can be said *Start Developing* (MB), aspect of cognitive readiness obtained equal to 49,08% pertained enough then cognitive readiness of children in kindergarten can be said *Start Developing* (MB).

Description of State Kindergarten in Pekanbaru

The measurement of school readiness in children using 32 statements consisting of 5 aspects of them; 1) Motoric Physical Readiness, 2) Social and Emotional Readiness, 3) Moral Readiness, 4) Language Readiness, and 5) Cognitive Readiness. For more details can be seen in the following table.

Table 4. School Readiness In State Kindergarten in Pekanbaru

No	Aspect	Frequency	Score	Percentage
1	Motoric Physical Readiness	2456	3600	68.22
2	Social And Emotional Readiness	2249	3600	62.47
3	Moral Readiness	3034	4800	63.21
4	Language Readiness	1841	3600	51.14
5	Cognitive Readiness	2046	3600	49.08

Based on Table 4 it can be seen that the physical motor readiness is obtained as much as 68.22% belonging to the high category then the motoric physical and coarse gradualness of children in kindergarten can be said *Developed As*

Expectations (BSH), the emotional social readiness aspect obtained by 62.47% the high category of emotional preparedness of children in kindergarten can be said *Developed As Expectations* (BSH), moral preparedness aspect obtained by 63.21% belongs to high category hence moral preparedness of children in kindergarten can be said *Developed As Expectations* (BSH), aspect language readiness of 51.14% belongs to enough category then the language readiness of children in kindergarten can be said *Start Developing* (MB), aspect of cognitive readiness obtained by 49.08% is enough then cognitive readiness of children in kindergarten can be said to *Start Developing* (MB).

4. Conclusion

Based on data analysis of teacher's assessment on the readiness of school in children aged 5-6 years in State Kindergarten in Pekanbaru surrounding area (aspects of motoric physical, social and emotional, moral, language, and cognitive), it can be concluded that:

- 1 Motoric physical ability in children aged 5-6 years in TK Negeri Pembina 1 with category have developed as expectation (BSH), motoric physical ability at child age 5-6 years in TK Negeri Pembina 2 with category have developed as expectation (BSH), while motoric physical ability in children aged 5-6 years in TK Negeri Pembina 3 with category have developed as expectation (BSH) too. So the motoric physical ability in children aged 5-6 years in State Kindergarten in Pekanbaru category has grown as expected.
 - 2 Social and emotional ability in children aged 5-6 years in TK Negeri Pembina 1 with category has developed as expected (BSH), social and emotional ability in children aged 5-6 years in TK Negeri Pembina 2 with category have developed as expectation (BSH), while social and emotional ability in children aged 5-6 years in TK Negeri Pembina 3 with category have developed as expectation (BSH). So social and emotional ability in children aged 5-6 years in State Kindergarten in Pekanbaru category have developed as expectation.
 - 3 Moral ability in children aged 5-6 years in TK Pembina 1 with category has developed as expectations (BSH), moral ability in children aged 5-6 years in TK Pembina 2 with category have developed as expectation (BSH), while moral ability in children aged 5-6 years in TK Negeri Pembina 3 with category have developed as expectation (BSH). So the moral ability of children
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- aged 5-6 years in state kindergartens in Pekanbaru category has grown as expected.
- 4 Language skills in children aged 5-6 years in TK Negeri Pembina 1 with the category start to develop (MB), language skills in children aged 5-6 years in TK Negeri Pembina 2 with strat to develop (MB), while language ability in children aged 5-6 years in TK Negeri Pembina 3 with category of start to develop (MB). So the language skills in children aged 5-6 years in state kindergarten in Pekanbaru category began to develop.
 - 5 Cognitive ability in children aged 5-6 years in TK Negeri Pembina 1 with category develop as expectation (BSH), cognitive ability in children aged 5-6 years in TK Negeri Pembina 2 with the category developed as expectations (BSH), while the cognitive abilities in children aged 5-6 years in TK Negeri Pembina 3 with the category start to develop (MB). So the cognitive ability in children aged 5-6 years in state kindergarten in Pekanbaru with the category began to develop .

Based on the results of research and conclusions that have been presented, then in this section should be given some suggestions to the parties related to this research.

Encourage PAUD teachers to conduct collaborative research with PAUD lecturers at affordable universities to optimize aspects of child development, especially children aged 5-6 years through MoU and joint programs each year of learning. Because there are many other factors not yet scientifically revealed that contribute to the developmental aspects of the early children.

Develop more teachers' creativity to improve the developmental aspects of the child to be better prepared to continue their education to the primary school level by conducting independent or collaborative research with which side can work together. For parents to be able to cooperate with school institutions to teach children at home.

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