

School Readiness: Readiness Children Seen from The Whole Aspect of Early Childhood Development

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Abstract

This research aims to describe and analyze "The Readiness of Children in the age 5-6 Years of Entering Primary School" from some aspects which includes (1) readiness of morality aspects and religious values, (2) readiness of physical aspects of motor, (3) readiness of cognitive aspects, (4) readiness of language aspects, (5) readiness of social-emotional in PAUD Cerdas Based on the Natural Environment. The type of this research is qualitative research. The data were collected using observation, interview, and documentation study. Data credibility is checking by source triangulation techniques and methods. The analysis was done by using type of interactive in data analysis according to Miles and Huberman. The result of this research shows that the readiness of morality aspects and religious values, the readiness of physical aspects of motor, the readiness of cognitive aspects, the readiness of language aspects, and the readiness of social – emotional in PAUD Cerdas has been ready as expected so it makes possible to the children to continue the education in elementary school and implicit in annual plan activities which has been programmed into the school curriculum. According to the research, the advice for the parents is recognize the standard of achievement of all aspects of the children in the age 5-6 years, so it is same with all that used by teacher at school. The advice for school is design a special curriculum which related with the base of the school that has been running.

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INTRODUCTION

Stage of development in childhood related to the stage in the future. Stage in childhood happens only once and should be stimulated well and what you need so at a later stage the child can show optimal development.

Aristotle (Dahlan, 2009) describes the development of the individual, from children to adults into three stages of development. The first stage is called the future or past small children play lasts from 0-7 years of age. Phase two is called childhood or school years from the age of 7-14 years. Stage called adolescence or the transition from the age of the child becomes an adult from the age of 14-21 years. Each stage of growth and development of children are tasks that must be passed child.

When all the tasks at each stage of child development age is reached then the child will be in a condition that is ready to continue the task of development in the next stage. Nurhalimah (2010) argues that school readiness becomes important for children who have been prepared to go to school will benefit and progress in further developments. While children do not have school readiness will only frustration when placed in an academic environment. Various forms of this frustration is displayed in the withdrawal, applies indifferent, showed physical symptoms or difficulty completing tasks in school.

In reality we often find that for entry to primary school there are several requirements that must be met by the child. The most common requirement is age. Children who are 6 years old and must have entered primary school, children 7 years old USIS compulsory and children under 6 years of age should have a recommendation earlier. Supartini research results (2006) argues that in general the measure of children ready to enter elementary school that is based on chronological age. The research of M. Furlog (2011) points out the age and gender affect the readiness of children in school, but a little. Pre-school experience plays an important role and influence on children's school readiness. The younger child if they have pre-school experience

will be more ready than older children but no pre-school experience.

There also requires the ability to read, write and count for students and the conditions are adjusted to the school model. The research result Jung (2014) suggested the school readiness of children is not solely focused on the ability to read, write and count only. The main aspect is supposed to have children when entering elementary school is the ability to feel safe and comfortable socially and emotionally when separated temporarily from the home environment and parents, at the time of accepting the authority of the teacher and get along with peers.

Alleged while the factual conditions found in early childhood in children Intelligent B group totaled 15 people, the results obtained with the details based on four categories of children who are ready to expectations of 26.7%, 13.3% of children who are ready, the child is ready to begin 13.3% and the child who is not ready to 46.7%. Readiness issues ranging from social aspects, there are still children who can not adapt to the environment in which, despite being in school one semester, the child is still ditungguin by parents in the classroom, children are still explosive emotions, irritability and with his light hand. Aspects of children's language as well as there are still some children who often spoke with irreverent. Where children still say rude when talking to his friends. As well as when to talk or tell the class the child is still reluctant to come forward. And the imbalance between the achievement of the development aspects with other aspects.

Measure school readiness of children from five aspects such as social competence, health and physical well-being, emotional maturity, language and cognitive development, communication skills and general knowledge (Janus & Duku, 2007). The development of every aspect of children's school readiness can be developed through the institutions of early childhood education (ECD). This is in line with those expressed in Law Number 20 of 2003 on National Education System chapter 1 verse 14: early childhood education is a development

efforts aimed at children from birth to age six through the provision of stimuli education to assist the growth and development of physical and spiritually so that children have the readiness to enter further education.

Researchers focused this study in early childhood based on the natural environment based on the results of research Charles (2010) argues that learning through play in the natural environment can develop their ability. The critical period is a period in which all aspects of child development experience rapid growth so that the necessary stimulation to stimulate appropriate learning throughout the development. It can be concluded that by utilizing the environment around the child as a place of learning, is expected to optimize all aspects of a child's development in accordance with the duties development children.

Nature-based learning environment helps foster *otoaktivitas* or *autoaktivitas* so it is possible the process of active learning (Badan Peneliti dan Pengembangan Pendidikan, 2008). Educators to design and develop a variety of activities that allow children to be actively involved in the learning interactions. Children will be actively involved through the process of observing, search, find, discuss, summarize and communicate itself about a learning focus.

The purpose of this research is to analyze the readiness of children aged 5-6 years in terms of aspects (1) moral religious values, (2) physical motor skills, (3) cognitive, (4) language, and (5) the socio-emotional. Intelligent early childhood based in the natural environment.

METHODS

The research is a qualitative explanatory research design. Qualitative explanatory an research that contributes to prove, deepen, broaden, and weaken about quantitative data obtained at an early stage (Sugiyono, 2016).

Data of this study is about the readiness of children in group B that includes (1) the readiness aspects of moral and religious values, (2) the readiness aspects of motor, (3) the readiness of cognitive, (4) the readiness aspects of language

and (5) the socio-emotional readiness. Data were collected by using observation, interview and documentation study. Sources of data in this study include informants, processes and documents. The informant in question is 5-6 years old children in the group B and the classroom teacher. Researchers determine the sample using purposive sampling as specified informants able to provide the necessary data in this study (Sugiyono, 2013). Process the data source is in the form of activity of the child in participating in learning activities. While the source of the document data is in the form of documents, records, or records related to school readiness of kindergarten children entering elementary school (SD). Background Intelligent research in early childhood Sukorejo based natural environment.

Checking the credibility of the data was performed using triangulation and triangulation methods. According Moleong (2010), triangulation is a technique that utilizes data validity checking something else outside of the data for the purpose of checking or as a comparison against the data.

Data analysis techniques in this research is to use the model of Miles and Huberman (Sugiyono, 2013). Revealed that the activities of qualitative data analysis executed interactively and continues over time through, so that the data is already saturated. Activity in the data analysis: (1) data reduction, (2) the display data, and (3) conclusion drawing/verification.

RESULTS AND DISCUSSION

Readiness of children entering primary school is a situation where a child has been prepared well in the growth and development of children to continue their education to a higher level. The following detailed discussion of the results of research and readiness of children entering primary school in early childhood Smart, among others:

Readiness of Children Entering Primary School from The Aspect of Moral Values of Religion

Readiness moral and religious values in early childhood Smart implicit in the annual action plans that have been programmed into the school curriculum by the organizers and all the teachers at the beginning of the semester. Then translated into RKM (Weekly Activity Plan) and RKH (Daily activity plan) in use next eraser in learning. RKM provides basic competence (KD), the core competencies (KI) and indicators while RKH up in the form of activities, sources of activity, the media used and valuation in accordance with the format and the creativity of each teacher classroom setting ruangnya adapted to the weather if possible, the learning takes place outside room by setting the learning environment if it persists in the classroom.

Rate adjusted to the category with details of children who are in the category prepared according to expectations is a child who has reached all indicators that opened in one day. Kids ready is a child who has reached more than one indicator is adjusted to the number of existing indicators in each aspect has been opened in one day. Children begin to ready is a child who reaches approximately one indicator adapted to the number of existing indicators in each aspect has been opened in one day. Children who are not yet ready are children who have not reached all the indicators that are opened in one day.

Readiness moral values of religion includes two sections on religious values that include children's ability to know the important things in his religion and other religions and behaviors include attitudes and actions as a reflection of religious teachings adopted children. Of the total seven children who sampled the obtained average results in the category prepared according to expectations.

There are also findings from peneitan that every achievement of children in the moral aspect of religious values is more emphasis on the activities of the child to pray. Both teachers and parents found that children had prepared the moral aspect of religious values is a child who has been able to pray and memorize prayers. While the introduction of religious teaching and the

behavior of children and other people's religion only as a supporter not too much put into play in the classroom activities. Activities in mral aspects of religious values should be taught thoroughly in children with stimulus administration in accordance with the needs of children thus each child's achievements can run balanced between each other.

Readiness of the moral aspect of religious values maturity of children is a child in the moral aspect of religious values marked by the achievement of all the tasks that exist in the aspect of development itself. Children when they are born do not have the moral (immoral). But in him there is a moral potential that is ready to interact with others (parents, siblings and peers), children learn to understand the behavior where the good, the bad, which may be done and the behavior which is bad, that should not be done (Desmita, 2009).

Huseyin Kotaman research results (2012) revealed that in teaching an early childhood teachers emphasize the importance of building a children's attitudes and behavior, among others, self-confidence and self-expression in a way children can express their feelings, appreciate friends, know about the needs and how to express idea-idea, which allows children to interact with peers and teachers. It can be taught to children through habituation teachers and activities in moral values and religious aspects that can help stimulate the ability of the attitudes and behavior of young children.

The results of further research Lisa (2015) showed a significant relationship between students' behavior confidence and academic outcomes of children where the relationship between the trio has been closely intertwined since the children are in primary education that have a positive impact on children's education in the upper stage. Thus, the teacher should provide a stimulus appropriately in accordance with the needs of a child in every aspect of development.

Readiness of Children Entering Primary School in Terms of The Physical Aspects of Motor

Physical readiness in ECD Intelligent motor implicit in the annual action plans that

have been programmed into the school curriculum by the organizers and all the teachers at the beginning of the semester.

The process to determine the readiness of the child on the physical aspect of motor starts with the planning of the learning data card in the form of daily activity plan that includes about indicators of physical motor skills along with the form of activities and assessment of each child. Implementation includes the execution of activities in early foothold, footing before the game, during the game and footing footing after the play. Rate tailored to category four categories prepared according to expectations, ready, begin to be ready and not ready.

Readiness of the physical aspects of the motor is divided into two parts: physical gross motor and fine motor physical while personal hygiene and health is already in habituation including toilet training. Physical child's gross motor skills include the ability to perform Gerkan coordination eye-hand-foot-chief and abilities in the game. Physical child's fine motor skills include the ability to use the stationery, cutlery, cutting, sticking properly and express themselves through drawing movements in detail. Health and safety behavior in the form of a child's ability to maintain health and personal hygiene as well as the ability of children to know and avoid things that harm

Each indicator in the physical aspects of motor has the same assessment achievement requirement making it easier for researchers in conducting an assessment of the readiness of children in the physical aspect of motor achievement that the intent requirement consists of the child's attitude emerging observations appear customized with themes and indicators, the conversation about the child's knowledge tailored to the themes and indicators, giving the task to measure skills tailored to the theme of children and child indicators and performance. Of the total seven children who sampled it obtained an average result of physical readiness of the motor is in the category prepared according to expectations.

Results of research Charles (2010) argues that learning through play in the natural

environment, the critical period of childhood can develop the child's ability. One is the physical ability of the child's motor in which children can explore their own environment directly through each area, involving coordination between hand-foot-eye and thinking ability of children.

Physical Readiness motor means fulfilled all the achievements of the development of the physical aspect of motor readiness standards. Physical Readiness motor can not be separated from other readiness of all aspects must be prepared as well as possible by family, school and society. The physical aspect is the development of physical-motor through the nerve center, nerve and muscle coordination.

The observation of Laura E. Berk towards early childhood is when children play then, will appear new motor skills, Suyadi (2010). The higher the age of the readiness of the physical aspects of the motor is getting better and improving. Stimulation provided must be in accordance with the age and stage of the child's needs within his.

Children aged five years has a lot of power like a child of four years, but the fine motor skills as well as coarse movement has begun directed and focused on their actions (Caroll & Barbara, 2008). In children aged 5-6 years (group B) coarse muscle and smooth muscle of children is growing. Kids have a lot of energy to do activities and generally they are very active. Children are able to perform coordinated movements. Skills that uses leg and arm muscles already well developed. The child is able to use his hand to carve pencils or crayons so the children can make the image. Images of children's work will be used in order to improve children's speech.

Readiness of Children Entering Primary School from The Aspect of Cognitive

Readiness in early childhood cognitive Smart implicit in the annual action plans that have been programmed into the school curriculum by the organizers and all the teachers at the beginning of the semester.

Rate adjusted to the category with details of children who are in the category prepared according to expectations is a child who has

reached all indicators that opened in one day. Kids ready is a child who has reached more than one indicator is adjusted to the number of existing indicators in each aspect has been opened in one day. Children begin to ready is a child who reaches approximately one indicator adapted to the number of existing indicators in each aspect has been opened in one day. Children who are not yet ready are children who have not reached all the indicators that are opened in one day.

Readiness cognitive aspect is divided into three parts, namely learning and problem solving include children's ability to show explorative activities, the ability to apply knowledge and solve simple problems related to everyday life. Thinking logically include the ability of children to know the differences in size, pattern, shape and color, and recognize cause and effect on the environment. Symbolic thinking include children's ability to recognize a wide range of figures, symbols of vowels and consonants, and use symbols to calculate the number of objects in an environment where children play.

Readiness cognitive aspects that have been obtained each child from the first stage, second stage and third stage. Each stage consists of two meetings and each meeting there are six indicators discussed. Each indicator is discussed having one activity and the activity has a standard appraisal form of observation is the child, the conversation about the child's knowledge, skill assignment of children. The performance of the attitude, knowledge and skills of the child. Forms of activity are then used in accordance with the curriculum assessment in 2013 (PAUD Jateng, 2015). Of the total seven children who sampled the obtained average results in the category of cognitive readiness prepared according to expectations.

There are also findings to the readiness of the cognitive aspect of this research is to prepare the cognitive aspects of the child is still a gap one of which is the cooperation between the school and parents. Where the school while developing the cognitive aspects of implementing the rules which the sub developed the ability to learn, problem solving, logical thinking and thinking symbolic and demands of parents over dribble on

a child's academic ability. Children who are ready to be measured through academic achievement as measured children on parents through reading, writing and numeracy of children. So it needs to repair the perception of the teachers in the school and the parents so that the child's cognitive aspects of learning runs consistently between school and home.

Readiness is the cognitive aspect of maturity that occurs in a child's cognitive aspect. The term cognitive comes from the word cognition that padananya knowing, means knowing. In a broad sense, cognition is the acquisition, structuring and use of knowledge (Neiser in Jahja, 2012). Piaget in Suyadi (2010) that cognitive development, especially intellectuals, is a construction process. Simply put, cognitive development consists of two fields, namely the logical mathematics and science, to remind that the children are trained to enhance the understanding on a number, find a causal relationship and improve the ability to think logically.

The results of the study Seung-Hee (2013) revealed that apart from the teachers, parents also affect the readiness of children that can be practiced through service teacher training and parental involvement practices. Service teacher training conducted between teachers from one school to another school with the aim to better equalize the perception of teaching as well as on school issues are discussed together to obtain a solution. Parent involvement practices carried out between the school and parents at home with the same purpose, namely to equate contribute to the child's school readiness through penentuan models of learning and parental involvement because it can improve children's vocabulary and social skills of children.

Furthermore Loke (2016) revealed three principles that determine the success of the other principles as the curriculum, leadership principles and the principle of partnership. The principle of partnership is a collaboration between stakeholders inside and outside the school that influence the success of a school. Another principle of partnership between the school and parents partnership that is sustainable so that

learning at home tailored to what is obtained by children in schools.

Readiness of Children Entering Primary School Review of Aspects of Language

Readiness the language in early childhood already included in the annual action plans that have been programmed into the school curriculum by the organizers and all the teachers at the beginning of the semester.

Rate adjusted to the category with details of children who are in the category prepared according to expectations is a child who has reached all indicators that opened in one day. Kids ready is a child who has reached more than one indicator is adjusted to the number of existing indicators in each aspect has been opened in one day. Children begin to ready is a child who reaches approximately one indicator adapted to the number of existing indicators in each aspect has been opened in one day. Children who are not yet ready are children who have not reached all the indicators that are opened in one day.

Readiness of the language includes three sub-aspects that include the ability to understand the language the child understands the command, understand and repeat Auran more complex sentences. Revealing the language includes a child's ability to answer questions, citing the same sound groups, compose a simple sentence in a conversation sehari-hari and continue a story with its own language. Literacy includes the ability to call child-letter symbols, understand the meaning of the word in the story, sound familiar prefix of objects in the vicinity and the ability to write and get to know his own name. Of the total seven children who sampled the obtained average results in the category language readiness prepared according to expectations.

Readiness language is a natural maturation in children in language development. Aspects of early childhood language is an activity that includes the ability to express something, hear, and understand language. According to Harun, et al (2009) Language is a structure and a meaning independent of its users, as a sign that summed up a goal.

Morrison (2012) states that a child's language ability to grow and thrive during the pre-school years. Children learn languages intuitively without much instruction. The result is a growing vocabulary, number of words known to the child and the use of long sentences, grammar also continues to develop at this time. A critical period in the development of language skills occurs between the ages of newborn and five years. At that time the brain children develop most of their language skills.

The development of language ability increases when children are in an environment that is rich in language, Schunk (2012), to learn the language areas of the brain are different should cooperate, including the brain involved in the activity to see, hear, speak, and thinking.

Research result Giovanna Perricone (2013) showed that children at an early age will experience growth in linguistic expression, metacognition related to memory and cognitive skills, motor coordination skills, pre-mathematical and pre-literacy. The entire children's skills are in a good position to get through the stimulation of pre-school education so that when not stimulated properly it will cause problems in the child's own skills.

Readiness of Children Entering Primary School in Terms of Socio-Emotional Aspects

Socio-emotional readiness in early childhood Smart implicit in the annual action plans that have been programmed into the school curriculum by the organizers and all the teachers at the beginning of the semester. Socio-emotional aspect is composed of three sub-sections namely self-awareness include children's ability to adapt to the environment, recognize their own feelings and display it appropriately. A sense of responsibility to oneself and others include the ability of children to know their rights, organize themselves and take responsibility for their behavior. Prosocial behavior includes children's ability to get along with peers, sharing, respect for the rights, pedapat and work friends, express emotions in accordance with the conditions and know the manners in accordance with social values in their environment.

Assessment is carried out using four categories, namely category ratings are not yet ready (BS), began to ready (MS), Ready (S) and prepared according to expectations (SSH). Before reaching the final results at each stage of a child participating in learning activities ranging from introduction to closing in accordance with the attached daily lesson plans. Assessment that teachers adapted to the existing standards in each indicator, which opened a day. Of the total seven children who sampled the obtained average results in the category language readiness prepared according to expectations.

Findings in readiness socio-emotional aspect is that there are some children who still can not manage their emotions reasonable. This should be of particular concern for the teachers to help the children in the indicators of achievement to know the emotions themselves. Can be assisted with individual approach and using peers as a real example to be imitated by children. With real-life examples and can be practiced directly by the child so that the child will remain always remember. Expected thus socio-emotional aspects of the child's readiness to be a complete and balanced with other aspects.

Readiness of socio-emotional aspects of the child is a maturity that experienced an early childhood on socio-emotional development. Aspects of the socio-emotional development is the attainment of maturity in children's social and emotional relationships. It can also be defined as the process of learning to adjust to the norms, morals and tradition merge into an entity communicate and collaborate.

Nurpratiwi (2010) research results states soaial- emotional maturity is a process by which personality continually achieve social and emotional maturity healthy, both intrapsychic and interpersonal. The research result Suzanne Winter (2011) reveals the social emotional development is very important in children's school readiness. Social emotional skills of children and disposition towards learning affect children's adjustment to school in formal educational institutions.

According to Yusuf (2010), social development is a phase to maturity in social

relations. It can also be defined as the process of learning to conform to group norms, morals and tradition merge into a unity and communicate and work together. Children are born is not a social nature, children do not have the ability to get along with others. To achieve social maturity, children should learn about ways to adjust to other people. This ability is obtained children through a variety of opportunities or experience to get along with people in the environment, parents, siblings, peers or other adults.

CONCLUSION

Readiness of the moral aspect of religious values, physical, motor, cognitive, language and social-emotional in early childhood Smart is already implicit in the curriculum in early childhood and arranged Intelligent beginning of each semester by the organizers and teachers. Intelligent early childhood curriculum in 2013 that differentiates it from other schools is the theme and subthemes and learning activities based on the natural environment. Readiness of the moral aspect of religious values, physical, motor, cognitive, language and social-emotional in group B Intelligent early childhood are at highest category is the category is ready to expectations (SSH).

SSH moral aspect of religious values that children already meet the standards of the highest achievements of the development of the sub aspects of religious values and sub aspects of behavior. SSH physical aspects of the motor in question is the child has reached the highest achievements in the sub-standard physical aspects gross motor, fine motor sub physical aspects and sub-aspects of health and safety behavior. SSH cognitive aspect that the child has reached the highest achievements in the sub-standard aspects of learning and problem-solving, logical thinking and the sub aspects of sub aspects of symbolic thinking. SSH aspects of the language that the child has reached the standard of the highest achievements in the sub aspect to understand the language, sub reveal aspects of language and sub aspects of literacy. SSH socio-emotional aspects that a child has reached the

highest achievements in the sub-standard aspects of self-awareness, sub aspects of the sense of responsibility for themselves and others and sub aspects of prosocial behavior.

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