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Research Article

The Correlation of Calistung Ability With Readiness Elementary School TK B Children In Seluma District Seluma Regency City

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Abstract:
Finding out how calistung abilities relate to kids' preparedness for kindergarten B primary school in Seluma Kota District, Seluma Regency, was the aim of this study. This study used a correlational quantitative approach. The population amounted to 168 people and the sample taken amounted to 42 children with sampling techniques using proportional cluster sampling. A questionnaire served as the method of data collecting. Product moment correlation is the analytical method used to analyze research data. The average value in the low group was 2.516, according to the data. There is a strong correlation between preparation for entry into primary school and calistung abilities. This is based on the Pearson product moment significance test which is obtained from a significance value of less than 0.05 (0.306 < 0.05) so that Ha is accepted. It is suggested to future researchers to use different factors such as parents' perceptions of literacy skills.
Keywords: Calistung, Correlation, Entering Elementary School, Readiness

1. INTRODUCTION

Early Childhood Education, or PAUD, is a coaching effort aimed at children from birth to six (six) years of age. It is carried out by providing educational stimuli to help the growth and physical and spiritual development of children in order to have readiness to enter the next level of education. This is stated in Law No. 20 of 2003 concerning the National Education System Chapter 1 Article 1 point 14. One of the endeavors and measures that educators must do to develop all facets of development in line with the age stages of the child is determining the readiness of the kid to join higher school.

The scope of development according to the age level of the child includes aspects of religious and moral values, physical-motor, cognitive, language, social-emotional, and artistic development, according to Article 10 Paragraph 1 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education (ECD). The six facets of child development that PAUD must address include cognitive development, which is a crucial component of children's preparedness for entry into higher education.

In accordance with the results of research by Setiawati et al. (2017) which identified that the most important aspects in children's readiness to enter school are cognitive and language, as well as aspects of recognizing letters, reading, recognizing numbers, and counting. According to Suhendro (2020) play is a free, spontaneous, process-focused, intrinsically gratifying, enjoyable, dynamic, and adaptable activity that teaches children. Parents' expectations for their children are to be proficient in calistung by participating in various activities, even though it is not certain that children can receive this learning well and happily.

Regarding kindergarteners, there is still debate over whether it is appropriate to demand reading, writing, and counting skills from students in this grade. The desire to go into elementary school quickly is typically the driving force behind beliefs that kindergarteners should be literate, since many educational institutions demand it of prospective pupils. The opposite viewpoint holds that making reading and writing proficiency a prerequisite for kindergarten implies imposing abilities on kids that belong solely in elementary education (Affandi & Mariyati, 2017).

If you pay attention to the curriculum and developmental achievement standards for early childhood, the focus of learning is not only on calistung but also on other aspects such as physical-motor, language, moral and religious values, social-emotional, and art that children need for further

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education, namely primary school. According to Suhendro (2020), the curriculum for early childhood/kindergarten should really meet the needs of children according to the stage of development and be designed to make children develop their potential as a whole.

Predictors of children's school readiness are not only the age of having completed PAUD / TK education, or having calistung skills, but also psychological readiness which is closely related to aspects of child development such as; cognitive, language, social, self-emotional management, motor skills, and independence (Deliviana, 2017). In line with the views described by Himmah et al. (2023), that readiness to enter elementary school or school readiness consists of physical readiness and psychological readiness which includes emotional, social, and intellectual readiness. Psychological aspects need to be considered in looking at children's readiness to enter elementary school because if the psychological aspects are fulfilled, children will be more ready and able to adapt to new learning situations. Conversely, if children are not ready to learn in primary school, the possibility of problems arising in children in participating in learning activities in primary school is greater.

Each child will look different in terms of ability, because it depends on the stimulus they receive in kindergarten. Learning calistung in kindergarten can be absorbed quickly by children through the methods that have been applied. The methods applied by teachers in kindergarten are dominated by play, which integrates the concept of learning calistung in play in each center. Most educators try to vary methods to introduce calistung (Veryawan et al., 2021).

In line with Pratiwi (2018), children who attend preschool education beforehand bring long-term benefits for success at the next level in school prospects and in later life. Children who attend preschool education will have higher basic reading and math skills. Children will adjust more easily when they are better prepared for the next level of education. Children's readiness at school entry is a significant predictor of academic success throughout elementary school.

Taking a look at the occurrences that occur in today's culture, a lot of parents believe that the cognitive skills-writing, reading, and counting-are the only things required for children to start primary school. The impact of this view is that many parents demand their children to be able to read, write and calculate after graduating from kindergarten because of the intense competition among favorite schools.

Based on the background description above, the researcher is interested in examining more deeply about: "The Relationship between Reading and Writing Ability with Readiness to Enter Elementary School for Kindergarten B Children in Seluma City District, Seluma Regency".

2. MATERIAL AND METHOD

In order to ascertain the link between two or more variables, this form of research employs a quantitative method known as correlation / relationship research. This study, which also makes use of a Likert scale, will help develop a theory that will be able to explain, forecast, and regulate a phenomena in research.

Researchers collected samples in groups at PAUD Group B schools using the cluster random sampling approach in this investigation where in this sample there was 1 kindergarten representing a group with a large number of children, namely TK Negeri Pembina, and 1 school in a group with a small number of children, namely RA IT Iqra Nusantara, the selected group was referred to as a cluster (Anam, 2023). The research time was held on March 14, 2023 to March 30, 2023.

Data Collection Procedure

a. Understand the problem by recognizing the variables that are correlated based on logical relationships and based on theoretical studies. The variables in question are the calistung skills of kindergarten B children in Seluma Kota District, Seluma Regency (X) and readiness to enter primary school (Y).
b. Selection of respondents by determining the sample from the research population. The population of this study is the calistung ability of kindergarten B children in Seluma Kota Subdistrict, Seluma Regency (X) and readiness to enter elementary school which amounted to 138 children. Sampling using cluster randonm sampling technique. In this study, researchers took samples in groups at PAUD Group B schools by taking into account the number of children in the population. So, the number of samples in the research of Kindergarten B in Seluma City District, Seluma Regency amounted to 42 children.

c. Conducting interviews as a preliminary study conducted in February 2023.
d. Determining the right data collection technique, namely by using a questionnaire.
e. Developing a research instrument to measure the relationship between calistung skills and readiness to enter elementary school for kindergarten B children in Seluma Kota District, Seluma Regency.
f. Development of instruments, through validation and reliability tests by distributing questionnaires.
g. Collecting documentation in the form of data collection on the names of kindergarten B children in Seluma City District, Seluma Regency.
h. Analyzing research data, and
i. Compiling research results.

Research instruments are tools for researchers in collecting data (Arikunto, 2021). The quality of the instrument will determine the quality of the data collected. In accordance with the method used in data collection, in this study the data collection instrument used is a questionnaire sheet.

Hypothesis testing in this study will use product moment correlation statistical techniques. Product moment correlation is used to determine the relationship between the symptoms of two relationships (Arikunto, 2021), using IBM SPSS Statistics Version 21, with decision-making requirements Nuryadi et al. (2017) $t_{count} > t_{table}$ then has a relationship, if $t_{count} < t_{table}$ then there is no relationship.

3. RESULT AND DISCUSSION

3.1 Result

Table 1. Calculation results of calistung ability with readiness to enter elementary school

		Calistung Ability	Readiness to Enter Elementary School
Calistung Ability	Pearson Correlation	1	.306*
	Sig. (2-tailed)		.049
	N	42	42
Readiness to Enter Elementary School	Pearson Correlation	.306*	1
	Sig. (2-tailed)	.049	
	N	42	42

*. Correlation is significant at the 0.05 level (2-tailed).

Based on Table 1, the calculation results obtained the correlation value (r_{count}) of calistung ability with readiness to enter elementary school is 0.306. With a significant level of 5% (n = 42), the r_{table} is 0.304. This shows that $r_{count} > r_{table}$ (0.306 > 0.304), it can be concluded that there is a correlation between the relationship between calistung skills and readiness to enter elementary school.

3.2 Discussion

Pakpahan et al. (2020) found that parents who introduce reading at an early age, will have children with a good vocabulary when they are in grades one and two of elementary school. It is expected that by learning to read, children are easier to communicate and can convey any difficulties so that parents and teachers can monitor children's development and provide assistance.

Sinaga et al. (2022) reveals, there are four aspects that can be a reference for children's readiness. The four aspects are 1) physical and motor development, 2) language development, 3) social emotional development, 4) cognitive development. These four aspects need to be fulfilled as a whole, because each other will strengthen the success of children participating in learning activities at school. With the development of all aspects of child development, it is expected to support the child's learning process at the next level.

Development is a pattern of change in which children learn to master more complex levels of various aspects. One important aspect of child development is the aspect of language development. According to Amalia et al. (2019), states that language is a medium for expressing ideas and asking questions, language also creates concepts in thinking categories. In

addition, language is also a means of communication that is very important in human life, because in addition to functioning as a medium for expressing thoughts and feelings to others, it is also a medium for understanding the feelings and thoughts of others.

Early childhood physical motor development is a continuous development process, there is significant bone formation, growth and development of muscle and nerve movements in accordance with the age range that will affect children's skills in moving. The development that takes place in that order is what underlies children's motor skills in their interactions in everyday life (Kamelia, 2019).

Social development is the achievement of maturity in social relationships or the process of learning to adjust to group norms, morals, and traditions; melting into one unit and working together and working together (Pujianti et al., 2021). Emotional development is a development that follows other aspects of development, where emotional development begins to develop since the child is born which is characterized by crying. While cognitive skills are skills to help compile and synthesize children's knowledge based on learning concepts in early childhood which are included in the first level (Irawan et al., 2022).

Based on research conducted in Kindergarten B in Seluma Kota Subdistrict, Seluma Regency, the researcher realizes that the results of this study as a whole have several limitations in the form of shortcomings and weaknesses when conducting research, namely:

a. The class studied has not maximized the teaching of calistung in learning. So the results in this study have not reached the maximum/high score.
b. This research only focuses on kindergarten B children.
c. This study is only limited to the variable of reading and writing ability, considering that there are still many other factors that also affect readiness to enter elementary school.

4. CONCLUSION

The ability to read and write arithmetic has a moderate positive relationship with the readiness to enter elementary school for kindergarten B children in Seluma City Sub-district, Seluma Regency. Based on Pearson's Product Moment correlation test, the correlation value is 0.306, which means there is a significant correlation between literacy skills and readiness to enter primary school. This is based on the Pearson's Product Moment significance test which obtained a significance value of less than 0.05 (0.306 < 0.05) so that H_o is rejected.

AUTHOR INFORMATION

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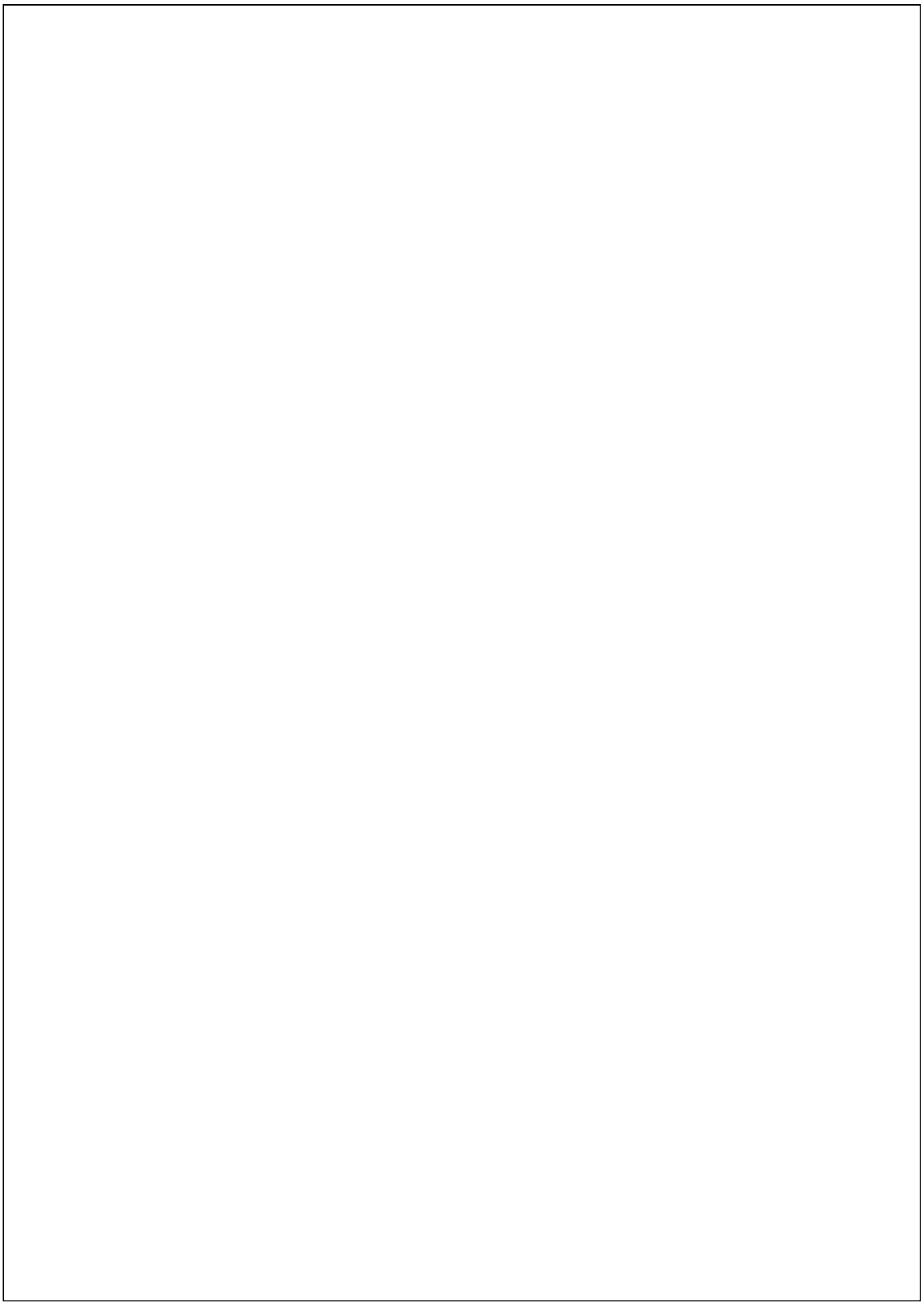
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