Fakultas Keguruan Dan Ilmu Pendidikan FKIP

Artikel Management of the Learning Environment in Preparing Transition

📋 Mahasiswa

🖥 FKIP UMSurabaya

🎓 Universitas Muhammadiyah Surabaya

Document Details

Submission ID

trn:oid:::1:3172640594

Submission Date

Mar 4, 2025, 1:02 PM GMT+7

Download Date

Mar 4, 2025, 1:11 PM GMT+7

File Name

Transition_Period_Of_Early_Childhood_To_Elementary_School_1.pdf

File Size

519.6 KB

12 Pages

7,721 Words

44,402 Characters

19% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

▸ Bibliography

▸ Quoted Text

Match Groups

86 Not Cited or Quoted 16%
Matches with neither in-text citation nor quotation marks

13 Missing Quotations 2%
Matches that are still very similar to source material

0 Missing Citation 0%
Matches that have quotation marks, but no in-text citation

0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

14%   🌐 Internet sources

5%   📖 Publications

10%   👤 Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

> Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.
>
> A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

📋 **86** Not Cited or Quoted 16%
Matches with neither in-text citation nor quotation marks

💬 **13** Missing Quotations 2%
Matches that are still very similar to source material

📄 **0** Missing Citation 0%
Matches that have quotation marks, but no in-text citation

📑 **0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

14% 🌐 Internet sources

5% 📖 Publications

10% 👤 Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet	
twu-ir.tdl.org		3%

2	Internet	
kesatuanbangsa.sch.id		2%

3	Internet	
www.research.manchester.ac.uk		2%

4	Internet	
link.springer.com		1%

5	Student papers	
TAFE Queensland Brisbane		1%

6	Internet	
jurnal.asrypersadaquality.com		1%

7	Student papers	
Chabot-Las Positas CCD		<1%

8	Internet	
researchrepository.ucd.ie		<1%

9	Internet	
jayapanguspress.penerbit.org		<1%

10	Internet	
journal.umpo.ac.id		<1%

11 Publication

Michael O'Leary. "Towards an agenda for professional development in assessmen... <1%

12 Student papers

Curtin University of Technology <1%

13 Internet

proceedings.uinsaizu.ac.id <1%

14 Internet

jurnal.unej.ac.id <1%

15 Student papers

Long Beach City College <1%

16 Student papers

Dundalk Institute of Technology <1%

17 Publication

Lusiyah Simanjuntak, Hasanuddin Hasanuddin. "The Effect of Project Method and... <1%

18 Internet

repository.unida.ac.id <1%

19 Student papers

Stadio Holdings <1%

20 Student papers

Te Pūkenga trading as the Open Polytechnic <1%

21 Internet

lib.unnes.ac.id <1%

22 Internet

eprints.walisongo.ac.id <1%

23 Internet

ejournal.aripi.or.id <1%

24 Publication

Barbara Hanna Wasik. "Handbook of Family Literacy", Routledge, 2012 <1%

25	Student papers	
UM Surabaya		<1%

26	Internet	
repository.penerbiteureka.com		<1%

27	Internet	
e-journal.iaingorontalo.ac.id		<1%

28	Publication	
Yasemin Turan, Michaelene M. Ostrosky, James W. Halle, Lizanne Destefano. "Acc...		<1%

29	Student papers	
Laureate Higher Education Group		<1%

30	Internet	
fdocuments.in		<1%

31	Internet	
oro.open.ac.uk		<1%

32	Internet	
www.globalresearchnetwork.us		<1%

33	Internet	
www.scitepress.org		<1%

34	Publication	
"E103 Book 2 SUP134829", Open University		<1%

35	Publication	
Alexius Boer, Marianus Yufrinalis, Maximinus Adrianus Sarto Dumbaris, Sonya Kri...		<1%

36	Publication	
Catalina Cortés Loyola, Cynthia Adlerstein Grimberg, Úrsula Bravo Colomer. "Earl...		<1%

37	Publication	
Karrie A. Shogren, LaRon A. Scott, Evan E. Dean, Brad Linnenkamp. "Handbook of ...		<1%

38	Internet	
core.ac.uk		<1%

39 Internet

journal.um-surabaya.ac.id <1%

---

40 Publication

Ana Rute Costa, Rachel Cooper. "Design for Education - Spaces and Tools for Lear... <1%

Management Of The Learning Environment In Preparing Transition Period Of Early Childhood To Elementary School

Qonita Fardlillah[1], Aristiana Prihatining R[2] and Wardah Suweleh[3]

[1,2,3] *Universitas Muhammadiyah Surabaya*

[1) Coresponden author : qonita.fardlillah@um-surabaya.ac.id
[2) aristianaprihatiningrahayu@um-surabaya.ac.id
[3) *wardahsuweleh@um-surabaya.ac.id*

Abstract. Misconceptions about reading, writing, arithmetic (calistung) in early childhood education and early childhood basic education are still very strong in society. To achieve good basic abilities, a transition period from PAUD to elementary school is needed. What is prepared during the PAUD to SD transition period is of course that the learning environment is a very important part. This research uses a literature review or literature study approach. Researchers search for data by reviewing previous research contained in national and international journal articles, books, and other references. The research results reveal that management of the learning environment includes management of the outdoor and indoor environment. Management of the learning environment is carried out by paying attention to children's development, interests and needs, safety, comfort, cleanliness, enjoyment and easy access for children. Apart from that, there needs to be a School Environment Familiarization Period activity to strengthen the transition from PAUD to SD.

Keyword: Management of the learning environment, transition from PAUD to SD Early Childhood learning environment

INTRODUCTION

The concept of early childhood education which refers to the readiness of children to enter the SD (Elementary School) level should involve the readiness of the role of the family, school and and community which can provide appropriate stimulation for children. In accordance with RI Law No. 20 of 2003 states that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness in enter further education.

Providing appropriate stimulation is carried out in a conducive learning environment so that each child has the convenience of undergoing the transition from PAUD to SD, so that PAUD students can continue the process to gain initial abilities while in SD. Stimulating activities for early childhood should be given holistically and related to everyday life. Parents' ability to deal with change and challenges directly impacts a child's success during the PAUD to SD transition (Webb, 2017).

In the current era in Indonesia there have been misconceptions about reading, writing, arithmetic (calistung) in early childhood education and early grade basic education is still very strong in society. The community still views that the abilities that are built in children in PAUD institutions to enter the elementary school level are very focused on calistung. Misconceptions in PAUD include learning in PAUD institutions or units that focus on calistung, calistung ability is considered the only proof of successful learning and is built instantly and even the calistung test is still applied as a requirement for entering elementary school (LESTARI, 2023).

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023   **154**
Published   : December 13th 2023

Page 7 of 18 - Integrity Submission

Submission ID trn:oid:::1:3172640594

There is a phenomenon of parents fear regarding their children who will enter elementary school but cannot yet be able to calistung, so there are many PAUD school institutions that teach calistung in textual ways such as dictation, books, and assignment of worksheets. Parents and the school continue to provide calistung learning with methods carried out by elementary school age children where this activity is the basic reason for children's readiness to take the test to enter the elementary level. This is a finding that there are various parties who still underestimate the importance of providing educational stimulation and proper care according to child development as preparation for entering formal school. In this case, it shows a mistake in giving calistung which is not appropriate for preschool aged children because children still need play activities that can stimulate their development. Gamebased methods that are fundamental in preschool education are turning into large group teaching for learning in Primary Schools (Einarsdóttir, 2008)

Inappropriate calistung giving will have a huge impact if you force a child to be able to calistung accompanied by how the child is not happy. Finally, the impact that is not realized by parents and teachers is that the child can succeed in calistung but the child experiences trauma when proceeding to the next level, even in the child's subconscious brain it will be embedded that learning is not fun. Even though it should build the ability of early childhood needs to be done in stages and in a fun way so that the benefits of learning are achieved.

As an alternative to addressing this problem, currently the Ministry of Education in Indonesia is implementing a policy to strengthen the pleasant early childhood to primary school transition period. A number of policies have contributed to the transition from PAUD to SD including (1) policies on PPDB and the first two weeks of MPLS (School Learning Environment Introduction Period) at the beginning of the new school year, (2) Policies on harmony between PAUD - SD learning, (3) Policies on PAUD - SD communication forums. With this policy, students are expected to understand that learning is something fun and a part of life. The main task of policy makers is to create favorable conditions for strengthening the transition of PAUD children to SD.

In addition to Indonesia, the Ministry of Education of the State of Uzbekistan also established an effective preschool education system, namely the introduction of educational forms and methods, the involvement of various parties in the educational process to ensure the improvement of the formation of healthy and whole young people (Rakhimberdiyevna, 2023). At the same time, the State of Uzbekistan has ensured the coverage of early childhood education to provide educational institutions using modern teaching methods from various literatures to solve quality pedagogical problems.

The real purpose of learning is to ensure that every child has the right to have the foundational abilities to become lifelong learners at any grade level. In order to achieve good foundational abilities, a transition period is needed for the initial grade level. The transition from PAUD to SD is the process of children moving from their role as PAUD students to becoming SD students. Because the first six weeks of school are a very important time to help children learn adjustments in new group settings (Dodge, 2016). So an effective transition is when the child doesn't need to make too many adjustments, as a result of the move.

In addition to implementing policies in PAUD - SD institutional units, forms of collaboration between PAUD institutions and elementary schools are carried out in two directions, namely (1) collaboration between preschool educational institutions and the school's pedagogical team; (2) Bringing PAUD students and early elementary school students closer together (Rakhimberdiyevna, 2023). The most important thing is to provide strengthening to PAUD teachers and early elementary school teachers as implementers of this policy. PAUD teachers and early elementary school teachers need to pay attention to several things in order to prepare for the transition period for PAUD students to elementary school, including (1) The teaching and learning process in PAUD and early primary education must be harmonious and sustainable so that the transition from PAUD to elementary school runs smoothly, (2) Every child has the right to be nurtured so that they obtain holistic basic abilities, not only cognitive maturity but also emotional, independence, interaction skills, etc., (3) Basic literacy and numeracy skills are built starting from early childhood education in stages in a way that fun, (4) Readiness of school institutions to manage the learning environment according to children's needs.

Various things are prepared for the transition period from PAUD to SD, of course, the child's learning environment is also an important concern. The environment is one of the most important parts that play a role in determining the success or failure of an educational program, because the growth and development of children is strongly influenced by environmental factors. The environment can have positive and negative impacts on children. During the transition period for children from PAUD to elementary school, teachers and parents are good managers of the learning environment (Miller, 2015). Therefore, the learning environment is a learning resource that must be provided appropriately by the teacher. Teachers can understand the concept of managing the appropriate learning environment so that it can help identify procedures for managing a learning environment that meets the needs of students.

The learning environment is a means used by students to engage in activities, be creative, including manipulating various things to achieve certain behaviors from these activities (Mariyana, 2013). Management of

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates : September 14th – 16th , 2023
Published : December 13th 2023

155

Page 8 of 18 - Integrity Submission

Submission ID trn:oid:::1:3172640594

the learning environment in PAUD institutions can be interpreted as a series of efforts aimed at creating a conducive and enjoyable learning environment for the pre-school age group, so that children's activities can be facilitated properly.

Early childhood learns best in an environment where there are relationships with caring and responsive adults where the child feels safe, and feels free to explore and learn. A well-organized environment can help teachers meet children's needs while playing and carrying out routines in class. This highlights the importance of the environment to consider when creating and maintaining a developmentally appropriate learning environment.

Based on the explanation above, it is reviewed that the current education system really needs more research that focuses on the concept of children's readiness for school, understanding of school institutions and the community regarding the preparation for the transition period from PAUD to SD, as well as the importance of managing the learning environment in PAUD and early elementary schools. Thus, it is very important to build the awareness of early-grade PAUD and Elementary School (SD) teachers to prepare learning methods and environments that suit children's needs in preparing for the transition period from PAUD to SD.

METHODOLOGY

This research uses a qualitative type of research. Qualitative research is a type of research approach for researching the conditions of natural objects, and the researcher is the main instrument. This study uses a literature review or literature study approach. This research uses secondary data sources, namely data from several national and international journals, articles, books, previous research and other references which have been studied according to the aspects of the indicators. Aspects of indicators developed from various journals in current research are related to children's learning environment and Transition PAUD to SD children 1) Transition PAUD to SD children, 2) goals and thoughts about space and making a place as a medium for children's communication between children and teachers, 2) classroom settings and learning centers both inside and outside the room, 3) materials, objects and works owned by children and/or teachers.

TABLE 1. Source of data about the learning environment and transition from PAUD to SD

Author	Tittle	Journal	Findings
Kaplan, 2022	Transition to school process of children with disadvantages: A literature review.	Journal of Childhood, Education & Society	Transition PAUD to SD children are interpreted in terms of (a) factors that influence child transitions, (b) problems experienced in transition, (c) collaboration in transition, and (d) suggestions for the process.
Rakhimberdiyevna, 2023	Mechanisms of Cooperation between Pre-School Education and School.	International Journal on Integrated Education	The relationship between preschool educational institutions and elementary schools is the transfer of children with general development and character education that children have had while undergoing kindergarten. To overcome the transition period of PAUD children to SD, school institutions can create a pleasant learning environment because preschool childhood is a period of formation and development of basic skills.

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023   156
Published   : December 13th 2023

Page 9 of 18 - Integrity Submission

Submission ID trn:oid:::1:3172640594

Author	Tittle	Journal	Findings
Webb, 2017)	Children's Transitions to School: So What about the Parents? or So, What about the Parents?	International Journal of Early Years Education	The transition period of children from PAUD to SD is a critical period in children's lives and parents managing children's experiences can directly affect children's social emotional, behavioral and academic adjustments to elementary school.
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN RISET DAN TEKNOLOGI REPUBLIK INDONESIA (2022)	Modul 2. Bagaimana membangun lingkungan belajar. Materi 2.1 Guru memiliki keterampilan untuk menerapkan praktik pembelajaran yang mendukung transisi PAUD-SD.	-	That can be done to build a learning environment that supports the transition from PAUD to SD. 1. Identify appropriate learning practices for early childhood. 2. Carry out the first two weeks of the school year (Introduction to the School Environment/MPLS). 3. Carry out the first two weeks of the school year as getting to know the child with the initial assessment.
MTaran, 2023	Pengelolaan Kelas Dalam Pembelajaran Di Paud.	Jurnal Lonto Leok Pendidikan Anak Usia Dini	Management of indoor and outdoor spaces must be in accordance with the needs and characteristics and stages of child development, able to provide a sense of security and comfort and easy to control and supervise.
Dodge, 2016	The creative curriculum for preschool (5th ed.)	Teaching Strategies, Inc.	Teachers can plan at least three types of storage in the classroom, namely open storage that is easily accessible to children, closed storage for teacher tools and materials, and storage for personal items.

Data analysis is carried out so that researchers can answer the research problem formulation and obtain conclusions. Researchers analyzed the findings from previous research by reviewing several national and international journals regarding the transition period from PAUD to SD and learning environments that are suitable for children. Data analysis was carried out using three stages, namely data reduction, data presentation and drawing conclusions. The initial stage of the data reduction process involves selecting, sorting and focusing on important things related to the theme of the PAUD to SD transition period and managing the learning environment. The process of presenting the data, namely the data that has been reduced, will be explained in the form of a narrative related to the theme of the PAUD to SD transition period and the management of the learning environment. The process of drawing conclusions is based on data that has been reduced and presented in relation to the theme of the transition period from PAUD to SD and management of the learning environment. The results of the analysis obtained then draw conclusions referring to the results of data analysis obtained from interpreting research findings from literature studies.

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023   157
Published   : December 13th 2023

RESULTS AND DISCUSSION

Result

The National Association for the Education of Young Children (NAEYC) has the principles of Developmentally Appropriate Practices (DAP) so that adults can provide care and educational services for children aged 0-8 years. These principles and guidelines explore how to serve children by paying attention to their needs. Developmentally Appropriate Practices (DAP) (2009) Copple and Bredekamp divide classrooms into learning centers, managing learning environments that children can access while taking into account children's interests and abilities. However, to take into account the programs in various communities, countries, cities/provinces do not make recommendations for specific centers while retaining the number and type of centers according to program decisions. Many schools have different learning centers or areas based on the pedagogical approach or curriculum that is applicable in each country.

According to the Big Indonesian Dictionary, transition is a transition from a state (place, action, etc.) to another. Transition is a movement process that covers most of life and continues from infancy to adulthood. In the school environment, transitions can occur in various ways, such as entering school for the first time, transitioning from one level to another in school, and transitioning from one school to another (LoCasale-Crouch, 2008). The transition from one school level can be described as an opportunity for children to experience a change in social environment and a new level of education.

In general, the transition from the PAUD school level to the SD level is a basic process for every child to pursue further education. In the initial transition there is a change in the philosophical view that distinguishes between the preschool and elementary school levels. This condition illustrates that the transition period for PAUD children to SD is a difficult adjustment period for every child to be ready for school. Study findings examined in the context of transition PAUD to SD children are interpreted in terms of (a) factors that influence child transitions, (b) problems experienced in transition, (c) collaboration in transition, and (d) suggestions for the process (Kaplan, 2022). This expresses the importance of each individual in a community having their own characteristics and skills, as well as taking individual differences into account while dealing with cultural differences.

In particular, the transition from preschool education to primary school education is not an easy time for every child. The impact of the transition from PAUD to SD will have serious consequences in changing lives, morals, interests, and relationships. The relationship between preschool educational institutions and elementary schools is the transfer of children with general development and character education that children have had while undergoing kindergarten (Rakhimberdiyevna, 2023). On the other hand, teacher knowledge related to children is obtained by relying on qualifications and experience so that it requires effective implementation in the transition process of children in elementary schools.

The transition period of children from PAUD to SD is a critical period in children's lives and parents managing children's experiences can directly affect children's social emotional, behavioral and academic adjustments to elementary school (Webb, 2017). The relationship transition period of children from PAUD to SD and learning environmental influences between family and school are important factors in understanding a child's transitional experience. The family and school environment have the most influence on a child's learning and supportive family relationships can help children overcome cultural and academic discontinuity when starting school.

Learning Environment

Management of indoor and outdoor spaces must be in accordance with the needs and characteristics and stages of child development, able to provide a sense of security and comfort and easy to control and supervise (MTaran, 2023). Sudirman's research found that the supporting and inhibiting factors for managing the learning environment at Sinar Jaya Kindergarten, Bongohulawa subdistrict, Limboto sub-district, Gorontalo district, were internal factors and external factors. The internal factors include problems of teaching staff, students, facilities (physical environment) and the community environment. While internal factors include students related to the child's emotions, thoughts, behavior, and personality (Sudirman, 2021).

The following table presents some possibilities regarding the child's disruptive behavior in the learning environment, identifying causes and strategies to correct and prevent recurrence of the causes that occur

TABLE 2. Problems and solutions related to managing the learning environment (Dodge, 2016)

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates : September 14th – 16th , 2023
Published   : December 13th 2023

158

Challenging Behavior	Possible Causes	Manage the Learning Environment
Running around the classroom	Too much open space. The room is not divided into several small areas. The activity area is not well defined	Teachers can use shelving and furniture to divide the space. Teachers can avoid open spaces that encourage children to run.
Scramble toys	Too many toys that children are interested in. Children do not want to share and take turns.	The teacher can provide more of the same toy. The teacher can give the child a turn to play it
Child's inability to choose activities.	The room is too messy, the choice is not clear.	Teachers can organize space and items according to activities. Teachers can add more choices of activities that children do.
The child constantly interferes with friends' activities.	Limited space and poor space traffic plan	The teacher can designate work areas for children (eg use cardboard cutouts for building blocks, and provide trays for toys). Teachers can limit the number of open areas at one time to allow for more space each.
Misusing items and refusing cleaning	Kids don't know how to use the right stuff. Items are messy and disorganized.	Teachers can make a place for everything. Teachers can use picture and word labels to indicate the whereabouts of items. Teachers can provide consistent guidance on how to clean.

The Purpose Of Managing

The Learning Environment There are several goals chosen by the teacher as a form of preparing for the child's transition, namely creating a positive emotional climate, helping teachers learn to listen to children, and redesigning the classroom environment. The main goal of educational institutions in creating an integrated educational environment is the development of an integrated approach to addressing the problem of transition to continuing education (Rakhimberdiyevna, 2023).

Classroom settings and learning centers

The importance of integrating experiential analysis in the design process to ensure the quality and equity of the interaction of the teaching and learning process. Setting the classroom environment at the beginning of the school year, the classroom environment, namely kindergarten teachers generally follow the school curriculum (Stankovic-Ramirez, 2023). Kindergarten teachers need to make sure that children are ready to enter primary school early and that children have the skills needed to be successful.

When teachers modify the setting of the learning environment during the school year it is done based on observing the children in their class. Routine observations of children should provide insight into which centers and materials children are and are not interested in. In addition, it is also necessary to pay attention to the interests, development, needs, security, and access used by children.

Indoor Learning Environment

The job of an early grades PAUD and SD teacher is to ensure the classrooms are well designed and learning materials/games are well organized. This highlights the importance of designing learning environments for children to engage in group activities, individual activities, storage and decoration with the needs of all learners in mind. The indoor environment introduces design elements that create a sense of comfort, exploration and fun activity. It also organizes the material for independence and easy for children to use. Planning a place to store goods. Teachers can plan at least three types of storage in the classroom, namely open storage that is easily accessible to children, closed storage for teacher tools and materials, and storage for personal items (Dodge, 2016).

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates : September 14ᵗʰ – 16ᵗʰ , 2023
Published : December 13ᵗʰ 2023

159

Page 12 of 18 - Integrity Submission

Submission ID trn:oid:::1:3172640594

Outdoor Learning Environment

Management of the outdoor learning environment must be attempted to support the involvement of all aspects of children's growth and development. The existence of an outdoor environment needs to be considered in relation to meeting children's needs. An outdoor learning environment that prioritizes safety. Teachers should evaluate outdoor learning environments to ensure equipment and safe spaces are free from risks of harm to children. The outdoor learning environment should be designed with the same goals in mind as the indoor learning environment. According to the Reggio Emilia approach, children benefit from the outdoors, fresh air, sunshine, open spaces, exposure to nature, and the experience of exploring natural materials. Outdoor learning environments can provide opportunities for children to grow and learn thereby stimulating all developments. The development that children have includes motoric, cognitive, social emotional development, language, moral values and art. In addition, teachers can extend learning that occurs in the indoor environment to the outdoor environment by recording materials, supports used by children, meeting developmental goals. This activity allows children to have new experiences that can facilitate the stimulation of their development.

DISCUSSION

Bronfenbrenner's Bioecological Systems Theory emphasizes the role of cognitive factors and socio-emotional development, context and environmental relationships in children in transition. The theory of ecological systems consists of four namely microsystems, mesosystems, exosystems, and macrosystems. The microsystem is defined by Bronfenbrenner (2005) as a unit of the relationship between the developing child and the management of the child's learning environment (Stankovic-Ramirez, 2023). The classroom environment is part of the microsystem. The responsibility of the teacher in making initial decisions about managing the classroom environment. The main activity of PAUD children is playing while learning so that the main development includes the processes of memory, attention, thinking, imagination which are also actively developing at preschool age. While the activities of elementary school children are more on the demands of learning tasks that must be done. Differences in daily activities and learning demands at both school levels are factors that influence the adaptation of early grade elementary school children. During the transition from PAUD to SD, children's physical and psychological transitions also go through a process. Therefore, this transition process is associated with the emergence of several difficulties in children's perceptions of the educational process in elementary schools (Rakhimberdiyevna, 2023).

Regulations and policies in SD are different from PAUD, so children are required to be able to make various adjustments quickly and precisely which then puts pressure on the child. To overcome the transition period of PAUD children to SD, school institutions can create a pleasant learning environment because preschool childhood is a period of formation and development of basic skills (Rakhimberdiyevna, 2023). In this case, PAUD and SD institutions must create an integrated learning environment in one continuous education system. The learning environment is properly managed so that students can feel safe and comfortable undergoing the ongoing program until they reach school readiness. The Ministry of Education, Culture, Research and Technology (2022) explains several things that can be done to build a learning environment that supports the transition from PAUD to SD (Kemdikbudristek, 2022), namely:

1. Identify appropriate learning practices for early childhood.
2. Carry out the first two weeks of the school year (Introduction to the School Environment/MPLS).
3. Carry out the first two weeks of the school year as getting to know the child with the initial assessment.

Strengthening the PAUD to SD Transition is not only supported by learning practices in PAUD and SD but also collaboration with parents, as well as an introductory period as a liaison program for the PAUD to SD transition. The first two weeks of the new school year are the School Environment Introduction Period (MPLS) activities. The following is a scheme of MPLS activities in the context of the PAUD to SD transition.

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14ᵗʰ – 16ᵗʰ , 2023
Published   : December 13ᵗʰ 2023

160

Page 13 of 18 - Integrity Submission   Submission ID trn:oid:::1:3172640594

Page 14 of 18 - Integrity Submission

Submission ID trn:oid:::1:3172640594

Proceeding The 8th Progressive and Fun Education International Conference
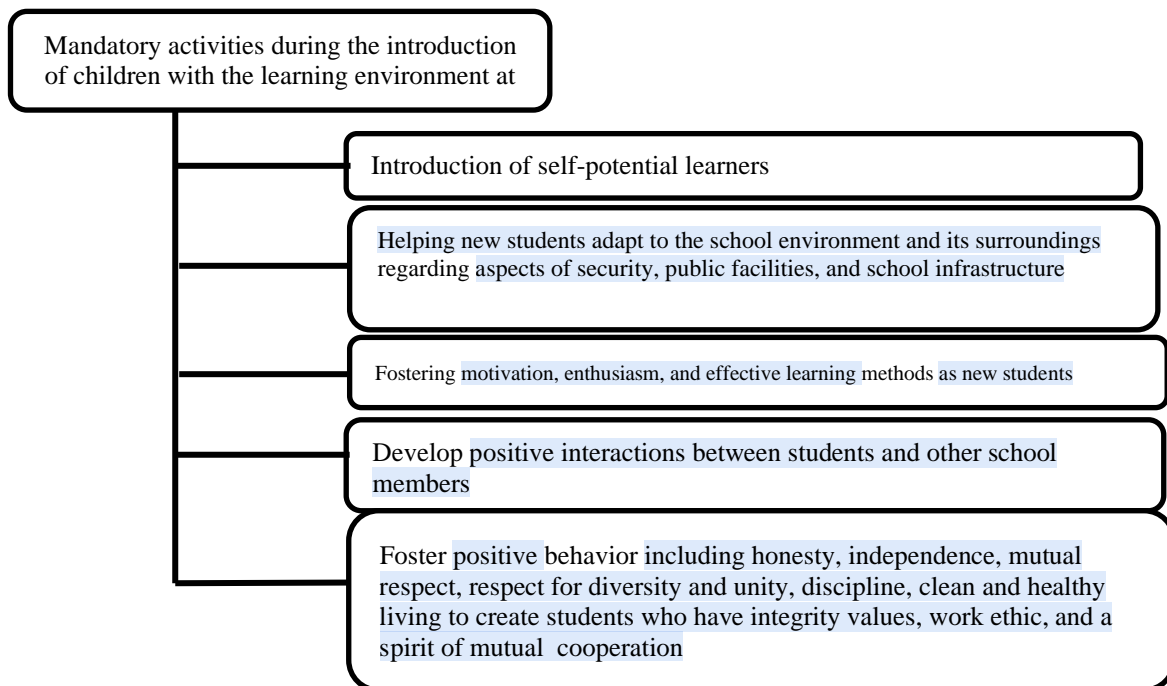Volume VIII,September 2023, e-ISSN : 2715-6710

FIGURE 1. Scheme of Activities During MPLS in the Context of PAUD to SD Transition.

1. Introduction of potential learners. This activity can be done by inviting the children to introduce themselves to each other.
2. Helping new students adapt to the school environment and its surroundings regarding aspects of security, public facilities, and school infrastructure. This activity is carried out by (a) introducing the classroom environment and learning tools; (b) invite students to tour the school environment by explaining the existing facilities; (c) invite students to get to know all residents at school; (d) Introducing activities to familiarize the learning process in elementary school (for example activities carried out from when children come to school until when they go home in accordance with the culture at school).
3. Growing motivation, enthusiasm, and effective learning methods as new students. In the context of the transition from PAUD to SD, this activity can be carried out in a fun way so as to foster students' motivation and enthusiasm for learning and build class agreements such as respecting friends, taking turns using tools in class.
4. Develop positive interactions between students and other school members. This activity can be done in a way that children get to know teachers and classmates, children get to know school members who are in their school environment (such as the principal, teacher, security guard, janitor), children are taught to greet or shake hands with school residents (such as the principal, teacher , security guards, cleaners) when meeting.

   Foster positive behavior including honesty, independence, mutual respect, respect for diversity and unity, discipline, clean and healthy living to create students who have integrity values, work ethic, and a spirit of mutual cooperation. This activity can be done by teaching and familiarizing the use of the words please, sorry, and thank you through the various activities carried out.

Learning Environment

A quality learning environment has four characteristics, namely (1) having a good learning process, (2) partnering with parents, (3) having good governance, and (4) monitoring and supporting children's essential needs (Marini, 2023). Early-grade PAUD and SD teachers dedicate most of their time, attention, and resources to managing the classroom environment at the start of the school year. Large variations were found in the autonomy teachers have in the choice of settings and materials. Managing and modifying the physical environment of the classroom varies greatly depending on the school setting and teacher experience (Stankovic-Ramirez, 2023).

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023   161
Published   : December 13th 2023

Page 14 of 18 - Integrity Submission

Submission ID trn:oid:::1:3172640594

Page 15 of 18 - Integrity Submission

Submission ID trn:oid:::1:3172640594

Proceeding The 8th Progressive and Fun Education
International Conference
Volume VIII,September 2023, e-ISSN : 2715-6710

Teachers modify the learning environment by observing and communicating with children and staff, examining the interests and needs of the children in the classroom.

Management of the learning environment has three principles, namely the principle of structuring the classroom environment, the principles that apply to children in class, and the principles of design elements for the physical environment of children's classrooms (Fardlillah, 2019). The findings reveal that spatial planning principles can reflect the characteristics of each learning center (for example an IT center is identical to technology and computers, a religious center is identical to a religious center), providing opportunities for children's learning activities by providing equipment according to learning activities. While the principles applied to children are in the form of discipline, responsibility, character, independence, order and manners in the classroom. While the elements of the physical environment of the classroom are designed by paying attention to lighting, color combinations, doors and windows, floors and walls and the selection of furniture (tables, chairs, shelves).

The Purpose Of Managing

The Learning Environment There are two objectives of managing the learning environment in PAUD institutions. First, in terms of appearance, namely the management of the learning environment is directed at presenting an environment that is able to invite or stimulate children to be interested in activities, learning while playing in the learning environment that has been provided. Second, in terms of content, there are two fundamental things that must be achieved from managing the learning environment of PAUD institutions, namely the ability to meet the multisensory needs of children and the ability of the learning environment to provide opportunities for children to be active and creative effectively and efficiently.
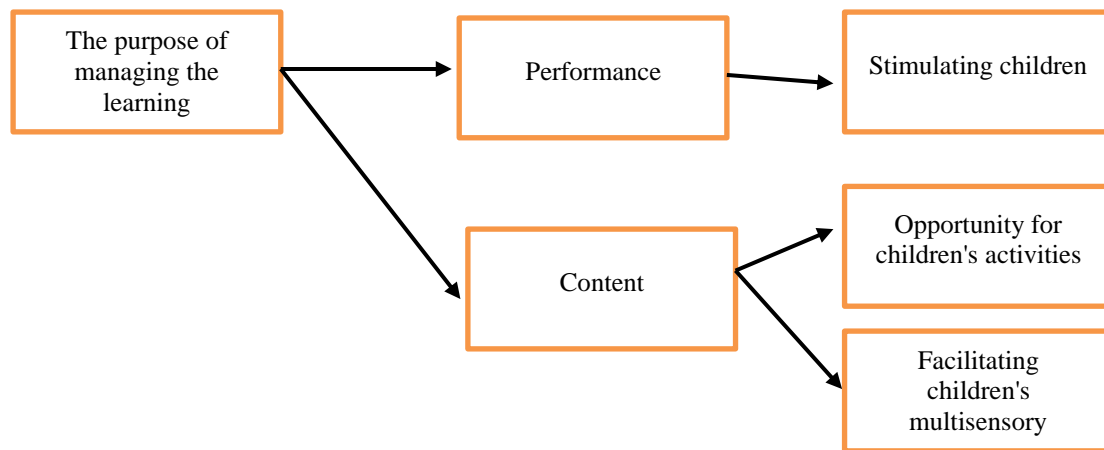

FIGURE 2. Scheme of learning environment management objectives (Amala, 2022).

A teacher has the responsibility to ensure that items are properly organized and managed to support children's independence in finding the items and play equipment needed in class. The purpose of managing the learning environment in this case has three objectives, namely independence, ease of use, and the learning process.

1. Manage the learning environment for children's independence. Teachers can store play equipment on low and open shelves. This is done to enable children to find, select materials provided, use and return the items needed. The teacher can label objects using words and pictures or parts of these objects (such as crayons in a crayon box). Shelves and items are clearly labeled and materials are stored in easy-to-use areas. Labeling not only helps children learn to search independently, but also creates an environment for a child's school readiness. For children who can read and write, teachers can ask children to write object labels and provide opportunities to develop children's literacy.
2. Managing a learning environment that is easy for children to use. It's important to organize items that are easy for children to use when they need them and also help children know that they can do it on their own. Teachers may consider keeping similar items together. For example, storing books on shelves that allow children to see book covers can trigger interest in reading and make it easier for children to choose interesting books. Storing puzzles labeled with pictures/writing will also make it easier for children to choose a puzzle and return it to its place after playing it. The storage area must be open without a lid so that the child can access it on their own.

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates : September 14th – 16th , 2023
Published : December 13th 2023

162

Page 15 of 18 - Integrity Submission

Submission ID trn:oid:::1:3172640594

3. Manage the learning environment for the process of playing while learning. Decorations or displays in the classroom must contain children's work, pictures that are suitable for children's enjoyment so they can explore. Objects should reflect the equality, diversity, knowledge and experience of children. Teachers need to manage materials regularly so that children are involved in playing and learning so that children have the opportunity to explore various types of materials.

The various things above are simple ways that teachers can do by managing the learning environment to prepare independence, easy use for children, and learning. Teachers can make the classroom a more effective learning environment and prepare children to be school ready for the next level.

Classroom settings and learning centers

Children need good development, growth and learning so the involvement of teachers in managing the classroom is very important to note. Primary teachers are especially important because they directly promote the transition of school readiness from kindergarten to early grade elementary school which can be confusing for children. The key to children's school success in the early years is the involvement of the physical and social environment. The proportion of classrooms has a major impact on the number of students who receive high-quality visual interactions with the teacher (Cardellino, 2017). The teacher makes initial class arrangements by paying attention to the school curriculum. The curriculum greatly influences teachers to organize the classroom at the beginning of the school year. Every kindergarten teacher starts a new school year by providing learning centers such as literacy centers, role-playing centers, block centers, art centers, science centers, mathematics and others.

Indoor Learning Environment

A well-planned learning environment can help children feel calm, safe, and create high curiosity. Some things to consider when designing a learning environment for kindergarten and early elementary school children are that it is important to consider the materials, the aesthetics of the room, the setting, and the needs of all the children in the space.

1. Planning a learning environment for large group activities in the morning activities such as storytelling will build peer involvement and literacy skills. The teacher ensures that the room can accommodate all students and the teacher sits comfortably.
2. Plan the learning environment for individual activities. Teachers can provide a relaxing space for children to take a break from large groups. This space can be limited to one or two children and made with respect to the teacher's line of sight to ensure safety.
3. Planning the environment by providing aesthetics and a healthy environment. High-quality school programs can send positive messages to children to engage in indoor activities. Teachers can manage and care for healthy classes for children. This means that by getting used to a healthy lifestyle at school, children will adopt a healthy life at home and anywhere (Amala, 2022).
4. Plan a fun learning environment. Teachers can provide a meaningful learning environment and make children happy when they are at school. For example: child-safe furniture, natural or soft lighting through the use of windows or lights, decorating a room according to children's interests, sticking photos of children's and teacher activities, sticking children's work on the walls, using paint colors that are appropriate for children.

Teachers need to consider the learning needs and goals of all children so that every time the child enters the room they can carry out the activity properly. Where as for children with special needs, teachers can communicate with families and accompanying teachers with special needs to find out the special needs of children and support that can help their development. In terms of designing the learning environment, teachers also need to consider the layout of furniture in the room to ensure that all children and especially children with physical or mental disabilities can easily access and do activities.

Outdoor Learning Environment

Several factors are related to limitations in the outdoor environment, namely that many PAUD and SD institutions have environmental land constraints. Likewise, it is advisable that many PAUD and SD institutions have quite large outdoor areas but are not competent in managing them. The existence of an outdoor environment needs to be considered related to meeting the needs of children.

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023
Published   : December 13th 2023

163

1. An outdoor learning environment that prioritizes safety. Teachers should evaluate outdoor learning environments to ensure equipment and safe spaces are free from risks of harm to children. When the teacher invites children to play outdoors, they must first ensure conditions such as the outside environment are free of debris (glass, cigarette butts, garbage, building equipment), animal waste and other foreign objects, standing water, surfaces that are too hot. or cold that children touch safely, natural objects that can harm children (sharp rocks, roots, branches), unsafe animals (ant nests, bee nests, wasp nests) or wild plants; ditches, manholes, as well as open lines of power or utility equipment. The most important thing is also to check the condition of outdoor play equipment such as slides, swings and others whether there are cracks caused by changes in temperature.

2. Outdoor learning environment with attention to design. The outdoor learning environment should be designed with the same goals in mind as the indoor learning environment. The environment must support the interests, motivations, and accommodate the needs of all learners. Teachers can carefully design outdoor learning environments to support a variety of children's games and activities. For kindergartners these environments include sand, water, toys on wheels, games, construction, carpentry, quiet activities, science, and nature. Whereas for elementary school age, the early grades include a school field that children can use to play outdoors. Teachers can provide outdoor toys such as sidewalk chalk writing activities, water & paint brushes, science activities where children can investigate materials found outdoors (e.g. leaves, stems, seed pods) using a magnifying glass, scissors, etc. found natural materials can also be used for outdoor art activities where children can trace, draw, or make or print out of these materials.

3. An outdoor learning environment that supports the involvement of all aspects of child development. According to the Reggio Emilia approach, children benefit from the outdoors, fresh air, sunshine, open spaces, exposure to nature, and the experience of exploring natural materials. Outdoor learning environments can provide opportunities for children to grow and learn thereby stimulating all developments. The development that children have includes motoric, cognitive, social emotional development, language, moral values and art. In addition, teachers can extend learning that occurs in the indoor environment to the outdoor environment by recording materials, supports used by children, meeting developmental goals. This activity allows children to have new experiences that can facilitate the stimulation of their development.

CONCLUSION

The PAUD to SD Transition Period is a strengthening movement and a policy to overcome the misconceptions that are currently happening in Indonesia. The main task of policy makers is to create favorable conditions for strengthening the transition of PAUD children to SD. This is supported by managing the learning environment. A well-planned learning environment can help children feel calm, safe, and create high curiosity. The learning environment includes indoor and outdoor learning environments. Management of the indoor learning environment by taking into account:

1. Manage the learning environment for group and individual activities.
2. Manage the learning environment with attention to beauty and cleanliness
3. Plan a fun learning environment.

While in managing the outdoor environment by paying attention to:

1. An outdoor learning environment that prioritizes safety
2. Outdoor learning environment with attention to design
3. An outdoor learning environment that supports the involvement of all aspects of child development.

The school can prepare for the PAUD to SD transition period by carrying out the School Environment Introduction Period (MPLS) activities for the first two weeks of the new school year. these activities include;

1. Introduction of potential learners.
2. Help students adapt to the school environment.
3. Growing motivation, enthusiasm, and effective learning methods.
4. Develop positive interactions between students and other school members.
5. Foster positive behavior and character

Strengthening the PAUD to SD Transition is not only supported by learning practices, management of the learning environment, but also the need for collaboration between parents and schools. Thus all stakeholders must work together to achieve the success of the program as strengthening the transition from PAUD to SD so that children can adapt to a new environment that is meaningful for children to be ready for school.

Theme : Personalized Learning and The Use Of Technology To Provide Customized Educational Experiences For Students in The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023   164
Published   : December 13th 2023

Page 17 of 18 - Integrity Submission

Submission ID trn:oid:::1:3172640594

REFERENCES

1. Amala, N. E. (2022). *PENGELOLAAN LINGKUNGAN BELAJAR DI LEMBAGA PAUD. .* Malang: Mazda Media.

2. Cardellino, P. A. (2017). Classroom environments: an experiential analysis of the pupil–teacher visual. *Learning Environments Research, , 20*(3), 417-431. Retrieved from https://doi.org/10.1007/s10984-017-9236-y

3. Dodge, D. T. (2016). *The creative curriculum for preschool (5th ed.).* Teaching Strategies, Inc.

4. Einarsdóttir, J. P. (2008). Transition to school practices: Comparisons from Iceland and Australia. . *Early .*

5. Fardlillah, Q. &. (2019). Physical environment classroom: Principles and design elements of classroom . *In International Conference on Special and Inclusive Education*, 120-127. doi:10.2991/icsie-18.2019.23

6. Kaplan, G. M. (2022). Transition to school process of children with disadvantages: A literature review. *Journal of Childhood, Education & Society, 3*(1), 28-47. doi:10.37291/2717638X.202231106

7. Kemdikbudristek. (2022). *Modul 2. Bagaimana membangun lingkungan belajar. Materi 2.1 Guru memiliki keterampilan untuk.* Jakarta: KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN RISET DAN TEKNOLOGI REPUBLIK INDONESIA. Retrieved from https://gurupauddikmas.kemdikbud.go.id/emodul

8. LESTARI, D. P. (2023). Miskonsepsi Baca Tulis Hitung (Calistung) pada Jenjang PAUD. *Journal Of Early Childhood Education And Research, 4 (1)*, 1-10.

9. LoCasale-Crouch, J. M. (2008). *Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. Early childhood research quarterly, 23*(1), 124-139. doi:10.1016/j.ecresq.2007.06.001

10. Marini, R. Z. (2023). PERAN KEPALA SEKOLAH DALAM MENCIPTAKAN LINGKUNGAN BELAJAR BERKUALITAS DI TAMAN KANAK-KANAK (Studi Kasus di Sekolah Penggerak Taman Kanak-kanak. *THE 6th INTERNATIONALCONFERENCE OFEARLY CHILDHOOD* , 58-64.

11. Mariyana, R. A. (2013). *Pengelolaan Lingkungan Belajar.* Jakarta: Kencana Prenada Media.

12. Miller, K. (2015). The Transition to Kindergarten: How Families from Lower-Income Backgrounds Experienced the First Year. *Early Childhood Education Journal, 43*(3), 213-221. doi:10.1007/s1064301406509

13. MTaran, E. S. (2023). PENGELOLAAN KELAS DALAM PEMBELAJARAN DI PAUD. . *Jurnal Lonto Leok Pendidikan Anak Usia Dini, 5*(1), 68-76.

14. Rakhimberdiyevna, I. M. (2023). Mechanisms of Cooperation between Pre-School Education and School. . *International Journal on Integrated Education, 6(2)*, 176-178. Retrieved from https://journals.researchparks.org/index.php/IJIE/article/view/4039

15. Stankovic-Ramirez, Z. &. (2023). Prekindergarten Teachers' Perspectives on Classroom Environments and Barriers to Optimal Learning Spaces. *Early Childhood Education Journal*, 1-14. Retrieved from https://doi.org/10.1007/s10643-023-01515-6

16. Sudirman, R. &. (2021). Peran Guru dalam Meningkatkan Pengelolaan Lingkungan Belajar PAUD di TK Sinar Jaya Kelurahan Bongohulawa, Kecamatan Limboto, Kabupaten Gorontalo. *Early Childhood Islamic Education Journal, 2*(2), 179-198. Retrieved from https://doi.org/10.58176/eciejournal.v2i2.233

17. Webb, G. B. (2017). Children's Transitions to School: So What about the Parents? or So, What about the Parents? *International Journal of Early Years Education, 25 (2)*, 204-217. doi:10.1080/09669760.2017.1301808

Theme : Personalized Learning and The Use Of Technology To
Provide Customized Educational Experiences For Students in
The Era of VUCA:

Confrence Dates   : September 14th – 16th , 2023
Published   : December 13th 2023

165

Page 18 of 18 - Integrity Submission

Submission ID trn:oid:::1:3172640594