

**SCHOOL READINESS OF EARLY CHILDHOOD AGE 5-6 YEARS
BASED ON THE *NIJMEEGSE SCHOOLBEKWAAMHEID TEST* (NST): A
SURVEY IN 3 KINDERGARTENS OF MALANG**

THESIS



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**EARLY CHILDHOOD ISLAMIC EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM ISLAMIC STATE UNIVERSITY
MALANG
2022**



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THESIS

Presented to The Faculty of Education and Teacher Training

Maulana Malik Ibrahim Islamic State University

In Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan*

(S.Pd)



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MALANG
2022**

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NIJMEEGSE SCHOOLBEKWAAMHEID TEST (NST): A SURVEY IN 3
KINDERGARTENS OF MALANG

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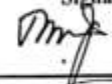
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February 14th 2022
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DEDICATION SHEET

With great gratitude to Allah SWT, I dedicate this work to:

My parents, Mr. Heru Mashuri and Mrs. Rina Agustin. And my only sibling ,
Angger Bima Indra Jaya. Thank you for always loving and caring for me, and
supporting all my dreams with all your heart.

The most inspiring Advisor and lecturer, Mrs. Nurlaeli Fitriah, M. Pd

Thank you for all the kindness and knowledge that has been shared. He is the only
person who always believes and convinces me to finish and try new things as
much as possible

To the family of the *Indonesian Islamic Student Regional Board of East Java*.
Thank you for always providing so many experiences and dynamics of life for me.

To my "*Repigh Golden*" friends, majoring in Early Childhood Islamic Education
(PIAUD) batch 2018.

Thank you for all the joys and sorrows over the last 4 years.

To all the closest people who have become a support system that I cannot mention
one by one, thank you for being together endlessly.

To the Malang City Education Office and all early childhood education
institutions wherever they are, I hope this work can make a small contribution to
improving education services for all circles.

Last but not least, I dedicate this work to all those who are my reasons for always
being enthusiastic, whether existing or not.

Thank you!

MOTTO

Ancora Imparo

“I am still learning”

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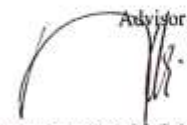
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Years Based on The *Nijmeegse Schoolbekwaamheid*
Test (NST): a Survey in 3 Kindergartens of Malang

Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area research content, language, and written composition.

Wassalamu'alaikum Wr. Wb.



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NIP. 197410162009012003

CERTIFICATE OF THESIS OUTHORSHIP

I hereby declare that this thesis originally written by Puja Nor Fajariyah, student of Early Childhood Islamic Department (PIAUD) as the requirement for degree of *Sarjana Pendidikan* (S. Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim Islamic State University, Malang entitled: "School Readiness of Early Childhood Age 5-6 Years Based on The *Nijmeegse Schoolbekwaamheid Test* (NST): a Survey in 3 Kindergartens of Malang" is truly my original work. This study writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* of Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, February 14th 2022

Author,



Puja Nor Fajariyah

NIM. 18160010

PREFACE

Assalamu'alaikum Warohmatullah Wabarokatuh

Praise be to Allah SWT who has bestowed his blessings and inayah so that the writer given the opportunity in the form of time, energy, and thoughts to be able to complete this thesis well. The author realizes with all his heart that the completion of this thesis could not be separated from the grace and help of Allah SWT and prayers from loved ones.

The hum of sholawat and greetings may always be conveyed to the Prophet Muhammad SAW who has loved his people with all his soul and body from the era of ignorance to an era filled with scientific *Ad-Dinul Islam wal Iman*.

The thesis with the title “**School Readiness of Early Childhood Age 5-6 Years Based on The Nijmeegse Schoolbekwaamheid Test (NST): a Survey in 3 Kindergartens of Malang**” has been studied by the author from June 2021 to January 2022. The writing of this thesis is expected to be useful for the world of education in Malang, especially in order to achieve the expected school readiness of children.

In the completion of this thesis, of course, many parties have helped the author. For this reason, the authors would like to thank:

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6. All principals and teachers in Malang kindergartens who have been willing to provide the opportunity to conduct research.

7. All parties who have helped the writer during the research until the completion of this thesis

The author also great apologized profusely for any errors and shortcoming, so that criticism and suggestions are needed as an evaluation that the report will be even better.

Wassalamu'alaikum Warohmatullah Wabarokatuh

Malang, February 14th 2022

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TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this thesis utilize the translation guideline based on the agreement between Religion Minister and Educational and Culture Minister of Indonesia number 158, 1987 and no. 0643 b/U/1987.

A. Hijaiyah Letters

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	a	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	„	ء	=	‘
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Vokal (a) long	=	â
Vokal (i) long	=	î
Vokal (u) long	=	û

C. Diphthong Vocal

أ و	=	aw
أ ي	=	ay
أ و	=	û
إ ي	=	î

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ABSTRACT

Fajariyah, Puja Nor. 2022. *School Readiness of Early Childhood Age 5-6 Years Based on the Nijmeegse Schoolbekwaamheid Test (NST): a Survey in 3 Kindergartens of Malang*. Thesis. Department of Early Childhood Islamic Education (PIAUD), Faculty of Education and Teacher Training, Maulana Malik Ibrahim Islamic State University Malang. Thesis Advisor: Nurlaeli Fitriah, M. Pd.

School readiness is one of the characteristics that are closely related to the maturity aspect of development in early childhood. This study aimed to know the school readiness of Early childhood Age 5-6 Years based on the *Nijmeegse Schoolbekwaamheid Test (NST): a Survey in 3 Kindergartens of Malang*. This study also intends to provide recommendations for measuring school readiness for student age 5-6 years which can already facilitate the measurement of five aspects of measuring school readiness in accordance with *The National Education Goals Panels (NEGP)*.

This study uses quantitative research using a survey method with a target number of 43 students in group B from 3 different kindergarten of Malang. The Instrument using in this study is *Nijmeegse Schoolbekwaamheid Test (NST)* which the result test is divided into 3 stages of readiness called mature, hesitant, and immature.

The findings from this study are that early childhood age 5-6 years in Malang kindergartens have school readiness to continue to elementary school level based on the results of the *Nijmeegse Schoolbekwaamheid Test (NST)*.

Keywords: school readiness, nijmeegse schoolbekwaamheid test, early childhood age 5-6 years

مستخلص

فجرية، بوجا نور. ٢٠٢٢. الاستعداد المدرسي للطلاب في المجموعة ب بناء على اختبار كفاءة مدرسة نيجميغن (NST) في مؤسسة التعليم لمرحلة الطفولة المبكرة مالانج. البحث الجامعي. قسم تعليم الإسلام لمرحلة الطفولة المبكرة. كلية التربية والتعليم، جامعة مولانا مالك ابراهيم الإسلامية الحكومية مالانج. المشرف: نور ليلي فطرية الماجستير.

ويعد الأستعداد للالتحاق بالمدرسة أحد الخصائص التي ترتبط ارتباطا وثيقا بجانب النضج في التنمية في المرحلة الطفولة المبكرة. كان الغرض من هذه الدراسة هو تحديد الاستعداد المدرسي لطلاب المجموعة في مؤسسة تعليم الطفولة بناء على اختبار كفاءة مدرسة نيجميغن (NST) في مؤسسة التعليم لمرحلة الطفولة المبكرة مالانج. تهدف هذه الدراسة أيضًا إلى تقديم توصيات لقياس الاستعداد المدرسي للطلاب في المجموعة ب والتي يمكن أن تسهل قياس خمسة جوانب لقياس الاستعداد للمدرسة وفقًا للوحة أهداف التعليم الوطنية (NEGP).

تستخدم هذه الدراسة طريقة البحث الكمي باستخدام طريقة المسح مع عدد مستهدف يبلغ ٤٣ طالبا في المجموعة ب من ٣ مؤسسات تعليم الطفولة المبكرة في مناطق فرعية مختلفة في مدينة مالانج. حيث يتم عرض كفاءة مدرسة نيجميغن (NST) اختبار أداة البحث المستخدمة هي نتائج في ٣ مستويات من النضج، وهي ناضجة، ناضجة تقريبا، و غير ناضجة.

النتائج المستخلصة من هذه الدراسة هي أن طلاب المجموعة ب في مؤسسات التعليم لمرحلة الطفولة المبكرة ملامج لديهم استعداد مدرسي للاستمرار في مستوى المدرسة الابتدائية بناء على نتائج اختبار كفاءة مدرسة نيجميغن (NST).

كلمات مفتاحية: الاستعداد المدرسي، اختبار كفاءة مدرسة نيجميغن، الطلاب في المجموعة ب.

ABSTRAK

Fajariyah, Puja Nor. 2022. *Kesiapan Bersekolah Siswa Kelompok B Berdasarkan Nijmeegse Schoolbekwaamheid Test (NST) di Lembaga Pendidikan Anak Usia Dini Kota Malang*. Skripsi. Jurusan Pendidikan Islam Anak Usia Dini (PIAUD), Fakultas Ilmu Tarbiyah dan Keguruan, UIN Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Nurlaeli Fitriah, M. Pd.

Kesiapan bersekolah merupakan salah satu karakteristik yang lekat dengan kematangan aspek perkembangan pada anak usia dini. Tujuan dari penelitian ini adalah untuk mengetahui kesiapan bersekolah siswa kelompok B berdasarkan *Nijmeegse Schoolbekwaamheid Test (NST)* di lembaga Pendidikan Anak Usia Dini Kota Malang. Penelitian ini juga bermaksud untuk memberikan rekomendasi alat ukur kesiapan bersekolah pada siswa kelompok B yang sudah dapat memfasilitasi pengukuran terhadap lima aspek pengukuran kesiapan bersekolah yang sesuai dengan *The National Education Goals Panel (NEGP)*.

Penelitian ini menggunakan jenis penelitian kuantitatif menggunakan metode survei dengan jumlah sasaran 43 siswa kelompok B dari 3 lembaga Pendidikan Anak Usia Dini pada kecamatan yang berbeda di Kota Malang. Adapun instrument penelitian yang digunakan adalah *Nijmeegse Schoolbekwaamheid Test (NST)* dimana hasil tes ditampilkan dalam 3 tingkat kematangan yaitu matang, hampir matang, dan belum matang.

Temuan dari hasil penelitian ini adalah siswa kelompok B di lembaga Pendidikan Anak Usia Dini Kota Malang telah memiliki kesiapan bersekolah untuk melanjutkan ke jenjang sekolah dasar berdasarkan hasil *Nijmeegse Schoolbekwaamheid Test (NST)*.

Kata kunci: kesiapan bersekolah, *nijmeegse schoolbekwaamheid test*, siswa kelompok b

CHAPTER I

INTRODUCTION

A. Background of the Problem

School readiness has become one of the goals of early childhood education in several countries such as the United States, Poland and New Zealand (William & Learner, 2019). This is evidenced by the implementation of the slogan “*Ready to School*” since 1991 in several developed countries. Developing countries such as Indonesia are also not inferior in realizing this school readiness goal. In its implementation, the Directorate General of Early Childhood Education (Dirjen PAUD) issues a guidebook on school readiness for early childhood (Prianto, 2011). Then participate in realizing the *Sustainable Development Goals* (SDGs) since 2015, where the benchmark for the success of a nation is seen from the fulfillment of people’s rights, especially in the field of education. In line with the obligatory basic education, especially elementary school for all children in a certain age range, it is an obligation for parents, teachers and the community to be able to fulfill this.

School readiness is a concept that is the answer to educational problems that are often faced by parents, schools and the community. The problems here include the many questions that arise from parents, teachers and the community about when a child is declared ready to go to school. It is well known that the future investment for a nation is the children that exist today. Therefore, one thing that becomes a point of concern for parents, teachers and the government is the success of children’s education in the future.

The concept of school readiness in early childhood which is often used as a reference is a concept issued by *The National Education Goals Panel* (Nurhayati, 2018) where in this case school readiness is divided into three main components, namely, *children readiness for school*, *school readiness for children*, and *family and community support and services*.

Quoting from the Regulation of the Minister of Education and

Culture since 2016 in which the child is required to attend the Early Childhood Education (ECE) before entering the basic education level. Then in article 6 paragraph (1) of Law number 20 of 2003 concerning the National Education System (Sisdiknas), it is stated that all Indonesian citizens who are 7 years old are required to attend elementary school (*Undang-Undang Sistem Pendidikan Nasional*, 2003). Referring to the two, one of the policy directions related to early childhood education is to fulfill school readiness for these children.

In Islam, the concept of school readiness in line with the Qur'an in Surah An-Nisa' verse 9 as:

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا

“And fear Allah those who should leave behind them weak children, whom they worry about (their welfare). Therefore, let them fear Allah and let them speak the truth”

The word *dzurriyyatan dhi'aafaan* in the above verse of the Qur'an has the meaning of “*weak generation*”. Quoted from the explanation of Prof. Quraish Shihab, (*Tafsir Surat An-Nisa Ayat 9, Pendidikan Anak*, 2019) parents have an obligation to pay attention to the welfare of their children which includes education. Because, one of the places where children grow and develop is the family. Welfare in education also includes children who are ready to attend primary education if they are in the final stage of early childhood education. But not only parents, teachers and the community also have the same responsibility to be able to make this happen.

In early childhood, schools of better known as kindergartens, the implementation of school readiness is one of the requirements that need to be fulfilled so that children can take education at the basic education level. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 1 of 2021 concerning New Student Admission (PPDB) in early childhood, which should be ready to continue

to the level of basic education, it has not been implemented comprehensively. According to data from UNICEF, in Ethiopia, India, Peru, and Vietnam in 2016 the dropout rate at the basic education level caused by the unreadiness of children to go to school was still very high (*Early Learning and Development Standards (ELDS) and school readiness*, 2016). Meanwhile in Indonesia, based on data in 2018 indicates that only 38 percent of children in the age range of 3-6 years who attend early childhood education programs are far below the target of the 2015-2019 National Medium-Term Development Plan (RPJMN) of 77 percent. The number of children out of school is also still very significant in 2018, around 7.6 percent of children and adolescents (aged 7-18 years or around 4.2 million children) do not attend school or access education services in any form. (statistik, 2020)

Quoting from data from the Ministry of Education and Culture, as of 2021 there are 463 kindergarten/equivalent kindergarten both public and private in Malang spread over 5 sub-districts (*Data Referensi Pendidikan*, 2021). Based on this, it can be seen that these kindergartens have an obligation to be able to prepare their students to continue their education to the elementary level in article 11, children are 7 years old or at least 6 years old on July 1st of the current year (*PERWALI Kota Malang No. 12 Tahun 2020 tentang Pedoman Pelaksanaan Penerimaan Peserta Didik Baru [JDIH BPK RI]*, 2020) From this, it can be said that the chronological age of a child is one of the requirements and criteria for a child's readiness to attend school.

There are several kinds of measurement instruments related to school readiness that are used by several kindergarten in Malang. Among them are questionnaires for early detection of growth and development, assessment based on age, height, weight, head circumference and other measuring tools. When viewed in general, this measuring tool is not in accordance with the standards for measuring school readiness from *The National Education Goals Panel (NEGP)* which should measure aspects of child development as a whole, not only based on certain aspects. Therefore, we need a school

readiness measurement tool that can answer the need for measuring school readiness data in accordance with the NEGP which measures every aspect of child development as a whole.

With the differences in school readiness measurement tools used by kindergarten in Malang, it indicates that there are different student measurement results. This is then deemed necessary to be investigated by researchers in order to obtain data on school readiness but is measured according to the readiness of the overall child development aspect. The researcher then decided to carry out research in several kindergarten in Malang with accreditation specifications and locations in different districts.

It is known together that in the last two years starting from March 2020, learning at the early childhood education level has been carried out using an online system. So that indirectly, research is needed whether school readiness in children can still be fulfilled by the implementation of a learning system in the network (online). The instrument used to determine school readiness in early childhood that will be used by researchers is the *Nijmeegse Schoolbekwaamheid Test (NST)* (Mariyati & Affandi, 2016).

The Nijmeegse Schoolbekwaamheid Test (NST) is one of the assessments of children's readiness to enter elementary school that has followed the standard 5 dimensions of child development in accordance with *The National Education Goals Panel (NEGP)*. The purpose of this test is to determine the level of maturity and readiness of children to enter elementary school education. This test itself is often applied by several schools at the elementary school level in Malang and is still rarely used in early childhood education. Therefore, another purpose of conducting this test at the early childhood level is not only as a form of innovation and renewal, but also as a form of planned initial assessment so that children really have school readiness before they enter elementary school.

Based on the explanation above, the researcher intends to conduct a study entitled “**School Readiness of Early Childhood Age 5-6 Years Based on The *Nijmeegse Schoolbekwaamheid Test (NST)*: a Survey in 3 Kindergartens of Malang**”. This study focuses on administering students' school readiness tests based on the *Nijmeegse Schoolbekwaamheid Test (NST) indicators*. This research is expected to be a new innovation for the government and educational institutions at the early childhood level in the use of appropriate measuring tools for early childhood so that school readiness is expected when children want to continue their education to elementary school level in Malang.

B. Problem Formulas

Based on the background of the problem above, the problem formulas can be found as follows:

1. How is the school readiness level of early childhood age 5-6 years based on the *Nijmeegse Schoolbekwamheiid Test (NST)* at 3 Kindergartens of Malang?
2. What is the most dominant aspect of school readiness for early childhood age 5-6 ages and is not based on *the Nijmeegse Schoolbekwamheiid Test (NST)*?

C. Objectives of Research

The objectives of this research are as follows:

1. To determine the level of school readiness of early childhood age 5-6 years based on the *Nijmeegse Schoolbekwamheiid Test (NST)* at 3 kindergartens of Malang,
2. To find out the most dominant aspect of school readiness for early childhood age 5-6 years and not based on *the Nijmeegse Schoolbekwamheiid Test (NST)*.

D. Benefits of Research

Every research is certainly expected to provide useful benefits for researchers and other people. These benefits are divided into two, namely theoretical benefits and practical benefits. The benefits of this research are as follows:

1. Theoretical benefits
 - a. As a framework for determining early childhood school readiness,
 - b. As a reference material in developing school readiness instruments or early childhood,
 - c. As a comparison material for other researchers who want to do research on the same topic.
2. Practical benefits
 - a. For the government, it can be an input for following up on the implementation of early childhood school readiness in Malang kindergartens,
 - b. For kindergartens, it can be used as an additional guideline in implementing early childhood education school readiness,
 - c. Researchers can gain new experience and knowledge during the research,
 - d. Readers are expected to provide input for those who are interested and add to the repertoire of knowledge.

E. Limitation of Research

In order for research at this kindergarten to be able to obtain enough information, it is necessary for researchers to provide research boundaries. The limitations of this research are as follows:

- a. This study used a test instrument, namely the *Nijmeegse Schoolbekwaamheid Test (NST)*,
- b. Research subjects are students of group B,
- c. The location of this research was carried out at kindergartens in Malang.

CHAPTER II

LITERARY STUDY

A. Relevant Research Studies

The differences and similarities between one study and another indicate that the research is still relevant to be carried out because it has never been done or developed from previous research. The relevance of this research can be observed from the following points:

1. Research conducted by Wahyu Nurhayati "*Pengembangan Instrumen Kesiapan Bersekolah dan Pemetaan Kesiapan Bersekolah Pada Anak Usia Dini di Indonesia*" in 2018. This study aims to determine the mapping of school readiness in early childhood in Indonesia as well as the instrument used. The method used in this research is descriptive quantitative. The result of this study is to present the results of mapping school readiness which focuses on the five dimensions of school readiness and other factors involved such as parental involvement and community support.
2. Research conducted by Mohammad Rifai and Fahmi entitled "*Pengelolaan Kesiapan Belajar Anak Masuk Sekolah Dasar*" in 2017. This study aims to determine children's learning readiness before entering elementary school and what things need to be prepared to achieve school readiness. The result of this study is that many students' learning readiness before entering elementary school is immature because parents have not managed their children's learning readiness properly.
3. Research conducted by Unicef entitled "*Early Learning and Development Standards (ELDS)*" in 2016. This study aims to determine the number of reports on educational developments in several countries and the causes. The method used in this research is descriptive quantitative. The results of this study are the high number of non-achievement of educational goals, one of which is school readiness is

due to the high dropout rate at the basic education level because students do not have school readiness.

4. Research conducted by Lely Ika Mariyati and Ghozali Rusyid Affandi entitled “*Tepatkah Nijmeegse Schoolbekwaamheid Test (NST) untuk mengukur kesiapan sekolah siswa sekolah dasar awal pada konteks Indonesia? (Analisis empirik berdasar teori tes klasik)*” in 2016. This study aims to determine the quality of NST empirically based on *classical test theory* as a measurement instrument in the context of Indonesian culture. The method used in this research is quantitative. The results of this study indicate that there is a significant relationship between the NST subtests,

5. Research conducted by Tanti Susilarini entitled “Deteksi dini kesiapan memasuki sekolah dasar melalui *Schoolbekwaamheids Test (NST)* dan *Children Personal Matrix Test (CPM)* (Studi Deskriptif Kuantitatif pada anak TK yang akan memasuki sekolah dasar) di TK Ar-Rahmah, Cilendek Bogor Barat” in 2021. This study aims to obtain an overview of children's readiness to enter elementary school in terms of NST and CPM test results. The method used in this study uses a quantitative approach. The results of this study are the level of school readiness in children which is divided into several categories.

The research segmentation can be observed in the following table:

No.	Penelitian	Persamaan	Perbedaan	Orisinalitas Penelitian
1.	Wahyu Nurhayati; <i>Pengembangan Instrumen Kesiapan Bersekolah</i>	Analysis of school readiness research which refers to all aspects of early	This research does not use the <i>Nijmeegse Schoolbekwaamheid Test (NST)</i>	The analysis uses descriptive quantitative methods and refers to five aspects of early childhood development.

	<i>dan Pemetaan Kesiapan Bersekolah Pada Anak Usia Dini di Indonesia;</i> 2018	childhood development		
2.	Mohammad Rifai and Fahmi; <i>Pengelolaan Kesiapan Belajar Anak Masuk Sekolah Dasar;</i> 2017	School readiness research was carried out in kindergarten	The method used in this study was not the same	The method used in this study was qualitative which focus more on aspect that affect children's readiness to enter elementary school and the causes of children's unreadiness to enter elementary school
3.	UNICEF; <i>Early Learning and Development Standards (ELDS);</i> 2016	The method used in this research is descriptive quantitative	The objective of this study is not the same	This study was conducted to determine the level of achievement of educational goals in several country as a long with the causes
4.	Lely Ika Mariyati dan Ghozali Rusyid	Using <i>Nijmeegse Schoolbekwa amheiid Test</i>	The object of this research is early elementary	This study uses empirical analysis of classical test theory data analysis

	Affandi; <i>Tepatkah Nijmeegse Schoolbekw aamheid Test (NST) Untuk Mengukur Kesiapan Sekolah Siswa Sekolah Dasar Awal Pada Konteks Indonesia? (Analisis Empirik Berdasar Teori Tes Klasik;</i> 2016	(NST) as the reference	school students	
5.	Tantri Susilarini; <i>Deteksi Dini Kesiapan Memasuki Sekolah Dasar Melalui Nijmeegse</i>	Research on school readiness was carried out in an area	This study used two research instruments namely <i>Nijmeegse Schoolbekwaa mheid Test (NST) and Children Personal</i>	Analysis based on schools located in Cilendek, West Bogor

<p><i>Schoolbekw aamheid Test (NST) dan Children Personal Matrix Test (CPM) (Studi Deskriptif Kuantitatif Pada Anak TK yang Akan Memasuki Sekolah Dasar) di TK Ar- Rahmah, Cilendek Bogor Barat; 2021</i></p>		<p><i>Matrix Test (CPM)</i></p>	
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Table 1.1 Relevant Research Studies

B. Theoretical Study

1. The Meaning of School Readiness

a. Understanding School Readiness

School readiness can be interpreted as one of the characteristics that are attached to aspects of development in early childhood. Therefore, one theory that is considered relevant to school readiness is *The Maturation Theory* by Gesell which uses chronological age as the main indicator for determining a child's school readiness. Gesell revealed that school readiness will mature as children get older (Nurhayati, 2018). However, citing Lewit dan Beker (Setiawati dkk., 2017) regarding the concept and how to measure school readiness there has been no agreement made by experts. One of the strongest reasons why experts argue that chronological age cannot be used as an indicator of a child's readiness to attend school is because every child has different developmental stages even though they are in the same age realm.

On the other hand, Kagan and Rigby (2003) argue that there are two main constructs in school readiness, namely *readiness to school* and *readiness to learn*. The difference between the two is that if it is related to the ability to meet academic demands, then it is related to cognitive and language so it is included in the construct of school readiness. While learning readiness is related to stage of child development where the child has been able to achieve the capacity to be able to learn in school.

This agreed upon by Wesley and Buysse (2003) where children with different backgrounds and growth and development also need to be seen as an indicator of school readiness. This is because the child's adjustment process at school also has an influence on children's school readiness, especially if the child is in a transitional age. The common

thread why school readiness in many studies is considered to be related to a child's learning achievement is because when a child is in a transitional period of education, he or she has sufficient school readiness, he or she can adapt to his or her new learning environment.

Based on the theoretical view, the concept of school readiness according to Mehaffie & McCall (Nurhayati, 2018) is divided into 5 main views, namely:

1) The views of Empiricist / Environmental

Looked school readiness is known on the acquisition of skills that support academic success as well as colors, letters, numbers, shapes, and so forth.

2) The views of Nativist / Maturationist

Looked school readiness is to follow the stages of child development. That is why based on this view, chronological age is considered a determinant of a child's school readiness.

3) The views of Interactionist

Looked school readiness is the results of the interaction between community or environmental support and the child's personal abilities.

4) The views of Social Constructivist

Looked that the environment (community) where the child's is living as a standard setter school readiness of a child.

5) Teori Bio-ecology (Bio-Ecological Theory)

Looked at the school readiness of children are affected by environmental aspects. It's just that in a more complex scope, which is divided into four systems. First, *Microsystem* which is related to the interaction and relationship between children and their parents, siblings, peers, and teachers at schools. Second, *Mesosystem*. This

is a form of communication and interaction between children, parents, siblings, peers, and teachers at school. The third layer is the *Exosystem* where this layer contains elements of the microsystem that indirectly affect the individual. For example, if parents lose their jobs or spend more time with their children. The last layer is the *Macrosystem* which is related to religion and belief, culture, and customs that are attached and affect the development of an individual.

One of the theories in social development in children that underlies the concept of readiness is the theory put forward by Learner (1997) which includes the development of maturity and experiences that children have previously had before they are needed before children learn a certain skill more fully specific. The experience and maturity referred to include the stages of development related to the child's muscle strength, nerve strength, and other developments.

Then there is another theory that we usually know as the *zone of proximal development* expressed by Vygotsky (Learner, 1997) in which this theory also participates in the underlying theory of learning readiness. In this theory, it is known that there are several stages of learning in children. The first is that children can learn independently until the last stage, namely children are able to understand material that is beyond the child's ability. So that children can still master the skills taught even though the instructions given to them are structured instructions. In this developmental zone, the expected end goal is that the child is able to solve the problems he faces independently, succeeds in learning well under adult guidance or can collaborate with friends who are more capable.

There are several things that need to get more attention related to the readiness of children to go to school cited in Hurlock (1985) namely the ability of children to be able to adapt, organize and care for goods, skills to be able to help themselves and social skills. In general, there are 4 kinds of skills that children need to have in order to be included in the ready-to-school category, including skills to help themselves, others, school skills and playing skills.

With various exposures from experts regarding the concept of school readiness above, the researchers then concluded that school readiness is the achievement of children's maturity in aspects of development which include physical and motor development, social emotional development, cognitive development, language and communication development, and motivation and work attitude so that they can continue their education to the elementary school level.

School readiness itself is made up of various components and is formed from various factors. Improving school readiness requires good development, skills, and experience where the determinant is the environment in which children usually spend their time. Researchers in the field of early childhood education agree that the concept of school readiness which includes all of the above aspects both internally and externally is issued by *The National Education Goals Panel (NEGP)*.

In the NEGP it is stated (Kagan & Rigby, 2005) efforts to increase school readiness in children must be based on 3 main related components including:

- 1) Children readiness for school
- 2) School readiness for children
- 3) Family and community support and services

More specifically, it can be seen that school readiness in children is divided into two indicators, namely internal and external.

The internal indicators are related to *children readiness for school*. The 5 dimensions of school readiness based on the NEGP include health and motor development, cognitive abilities, social emotional abilities, language skills, and children's motivation and work attitude (Kagan & Rigby, 2005).

Meanwhile, external factors which include *school readiness for children* and *family and community support and services* can be seen from the following scopes:

- 1) Ready families: explain related to parenting and the child's home environment,
- 2) Ready communities: explain how environmental background of children and whether there is environmental support for children,
- 3) Ready services: describes the willingness, quality, and strength of services that motivate the development and readiness of children's learning,
- 4) Ready schools: describe the important elements of school that motivate children's development and successful learning in children.

a. School Readiness Indicators

School readiness is a concept that is not only based on the skills and abilities of readiness, writing, and arithmetic, or we are usually familiar with the *calistung* ability of a child. However, it is so complex and covers a very broad and multidimensional scope. Therefore, this indicator is divided into 2 aspects, namely internal and external indicators. The explanations regarding the two are as follows:

1) Internal indicator

Internal indicator of school readiness (Nurhayati, 2018) include 5 dimensions of child development including the following:

- a) Physical health and motor development

One indicator of a child's development is physical health. Examples include height, weight and other physical health such as not suffering from physical disabilities and other diseases. Predictors that are considered good with many many studies are those related to motor development in children, namely fine motor and gross motor development (Kagan, 2003) These motor development include:

- i. Gross motor skills such as walking, running, jumping and climbing.
 - ii. Fine motor skills in the form of cutting, coloring, pasting, and folding.
- b) Socio-emotional development

The success of children to be able to adjust to the school environment, interact with teachers or peers is supported by an ability to control emotions. These capabilities include:

- i. Ability to interact with teachers and peers.
- ii. Children's ability to understand other people's emotions as well as understanding when other people are angry, sad, happy, afraid or worried.
- iii. Share the emotions that children experience most often whether at home or at school. For example, the emotions of anger, sadness, joy, worry or fear.
- iv. The ability of children to communicate in language, for example, understand the instructions given by the teacher and then express their desires through language.

c) Cognitive development

The accumulation of experience and learning outcomes of children before entering school is indicated by cognitive abilities and general knowledge known by children. Children get new knowledge and information about various things that are useful when they encounter problems at school based on the knowledge and experience they have (*Readiness for school: A relational construct - Sue Dockett, Bob Perry, 2009, t.t.*) knowledge of object size, distance, color, or shape. When viewed in more detail, early childhood cognitive abilities include:

- i. Grouping objects based on size, shape or color of objects
- ii. Recognizing letters and numbers
- iii. Recognize the color, size, distance, and shape of objects

d) Language development and communication

Skill that playing an important role in supporting children in interacting with others are language skills. Like children, they need to express feelings, understand other people's conversations, and share their experiences. Language skills in children are divided into two, namely spoken language and written language.

While the ability to communicate is the development or application of language skills in children is the ability to communicate in children, one of the indicators that children already have good language development and have good school readiness are children who are able to communicate

with other people as interlocutors. This is because, children who are active at school are children who tend to have good communication skills.

e) Motivation and work attitude

Children's involvement in a teaching and learning process at school is supported by children's motivation and work attitude. When viewed more closely, children who have better school readiness are children who tend to be active when they are at school than children who tend to be passive. The motivation and work attitude of these children include creativity, independence, children's ability to work together in a group or with other people, as well as great curiosity and are usually owned by every early childhood. The criteria for motivation and work attitude include:

- i. Creativity
- ii. Work persistence
- iii. Curiosity
- iv. High interest in learning
- v. The ability to focus and focus on the tasks at hand

External indicators of school readiness (Nurhayati, 2018) cover 4 aspects including:

1) Ready families

This ready families are seen based on the educational background of parents, economic conditions, parenting background and support provided to children related to children's school readiness,

2) Ready communities

This ready communities are related to the background of the child's home environment, with whom he plays and makes friend,

3) Ready services

Ready services, are related to the existence of programs that support the readiness of the child to learn such as, children taking reading lessons outside school hours and with their families, health services such as immunization, and so on,

4) Ready schools

This ready schools includes how schools prepare a child to have school readiness. This can be seen from the background of the school environment, the background of the principal and educators, the facilities provided by the school and so on.

2. *Nijmeegse Schoolbekwaamheid Test (NST)*

a. Understanding The *Nijmeegse Schoolbekwaamheid Test (NST)*

Nijmeegse Schoolbekwaamheid Test (NST) is a measuring tool to be able to determine the maturity of aspects that support children's readiness to enter elementary school. This test was prepared by Prof. F. J. Monks, Drs. H. Rost and Drs. N. H. Coffie and conducted in Nijmegen, The Netherlands. The purpose of this test is to determine the maturity level of children who are about to enter elementary school, as a prognosis or predicting a child's achievement when they will attend elementary school and to be able to find out certain abilities of children who are considered mature or still immature so it needs more training, coaching, development, or improvement related to the child's school readiness.

In the *Nijmeegse Schoolbekwaamheid Test (NST)* there are 10 subtests where each test is in the form of a test description that contains pictures or completes the picture at once with the required answers. (Kustimah dkk., 2021) Each of these aims to reveal children's abilities in different realms. In detail, the 10 subtests in the *Nijmeegse Schoolbekwaamheid Test (NST)* are as follows:

- a. Subtest 1: Observation of shape and ability to distinguish;
- b. Subtest 2: Fine motor ability;
- c. Subtest 3: Understanding of size, number, and comparison;
- d. Subtest 4: Sharp observation;
- e. Subtest 5: Critical thinking ability;
- f. Subtest 6: Concentration;
- g. Subtest 7: Memory ability;
- h. Subtest 8: Understanding the object and assessing the situation;
- i. Subtest 9: Understanding the story;
- j. Subtest 10: Drawing people;

The flow of the test which will then show the child is ready to go to school or not is first, the child is asked to do the whole test, then the researcher does the scoring. Lastly, the scoring results are then referred to or consulted against a table where it will be known whether the child's is ready for school or not. The with regard to the child's ability profile in terms of the 10 aspects that have been revealed through each subtest, the abilities possessed by the child can then be described so that the prognosis for learning achievement and the right interests of the child will be known when later continuing to the elementary school level.

b. Structure of the *Nijmeegse Schoolbekwaamheid Test (NST)*

The structure of the *Nijmeegse Schoolbekwaamheid Test (NST)* includes:

- a. Consists of 10 subtests
 - b. Consists of 1 page graph (*psychological profile*)
 - c. Consists of 1 page table
 - d. Consists of 1 page of the beginning of the test
- c. Rate of the *Nijmeegse Schoolbekwaamheid Test (NST)*

Rating or scoring in *Nijmeegse Schoolbekwaamheid Test (NST)* is one indicator of a very important and crucial in determining school readiness of children who serve as research objects. The scoring in the *Nijmeegse Schoolbekwaamheid Test (NST)* is as follows:

- a. The highest score of each subtest = 8

- b. The lowest score of each subtest = 0
- c. The maximum score of the entire test = 80

In conducting the assessment, the researcher must be really careful and pay attention to the scoring calculation process carried out. The level of accuracy is also needed so that the results that appear related to the accumulation of children's abilities in each subtest are valid and reliable data. The indicators to determine whether or not a child is mature based on the results of each subtest are as follows:

- a. Researchers recap all the results in the form of a graph (*psychological profile*). If the graph moves to the right of the crisp, it is considered mature. Meanwhile, if it moves to the left, the child is considered immature.
- b. After doing the above and the results appear, the researcher consults the table, where if the score is below the line, it indicates that the child's is mature, if it is above the line, it is considered immature, and if it is between two lines, it is considered hesitant.

d. Page of the *Nijmeegse Schoolbekwaamheid Test (NST)*

Page	Time	Match	How to Conduct Test
Rats	Until the child is ready for the test	Exercise	1. Ask children to choose images of the rat in the paper. 2. Slide to the next paper until see the row of flower pictures. Then the child is asked to choose a flower picture that is the same as the flower picture in the small box.
Flowers	90 Second	Exercise	1. Select picture of a

			flower, 2. Slide to the next paper until you see the next picture.
SUBTEST 1: Clowns and Wecker	5 Minutes	Observation of shape and ability to distinguish	1. Ask the child to choose a picture of a clown and wecker, 2. Slide to the next paper until the next picture is shown.
SUBTEST 2: Book	4 Minutes	Fine motor ability	1. Ask the child to choose a picture of the book, 2. Slide to the next paper until you see a picture of two elephants, the first elephant has a tail and the second elephant does not, then ask the child to complete the missing picture.
SUBTEST 3: Candles and Mushrooms	5 Minutes	Understanding of size, number, and comparison	1. Ask the child to cross out the wax picture, 2. Slide to the next paper until you see a row of lunkhead pictures, then ask the child to choose the smallest mushroom from the row of mushrooms.
SUBTEST 4: Fish	5 Minutes	Sharp Observation	1. Ask the child to choose a picture of a

			<p>fish,</p> <p>2. Ask the child to look for a picture of the animal in the picture and color the picture.</p>
SUBTEST 5: Flower Vase	4 Minutes	Critical thinking ability	<p>1. Ask the child to choose a picture if flower vase,</p> <p>2. Slide the paper until you see the picture on the slide. Then ask the children to complete the pictures.</p>
SUBTEST 6: Child with stroller	2 Minutes	Concentration	<p>1. Ask the child to choose the picture of child pushing a stroller,</p> <p>2. Open all pages so that child can see the pictures and ask the child to color the picture like the picture on the left of child pushing the stroller,</p> <p>3. For starters work the first row together.</p>
SUBTEST 7: Key	150 Second	Memory ability	<p>1. Ask the child to choose picture of a key</p> <p>2. After the key picture is selected by the child, move to the next slide. Then ask the child to choose a picture that is</p>

			similar to the picture on the flower slide.
SUBTEST 8: Grapes and Bicycle	270 Seconds	Understanding the object and assessing the situation	1. Ask the child to choose a picture of a grape, 2. Slide to the next paper. Then ask the children to find and choose the pictures of the dolls that are sitting in the next of pillow.
SUBTEST 9: Television	4 Minutes	Understanding the story	1. Ask the child to choose the picture of television, 2. After the television picture is selected by the child, proceed to the next slide. Then ask the child to choose the pictures that match the story that was read earlier.
SUBTEST 10: Butterfly	4 Minutes	Drawing a people	1. Ask the child to choose the picture of butterfly, 2. After the butterfly is selected by the child, go to the next test page and ask the child to describe the person.

Table 2.1 NST Page

C. Framework of Thinking

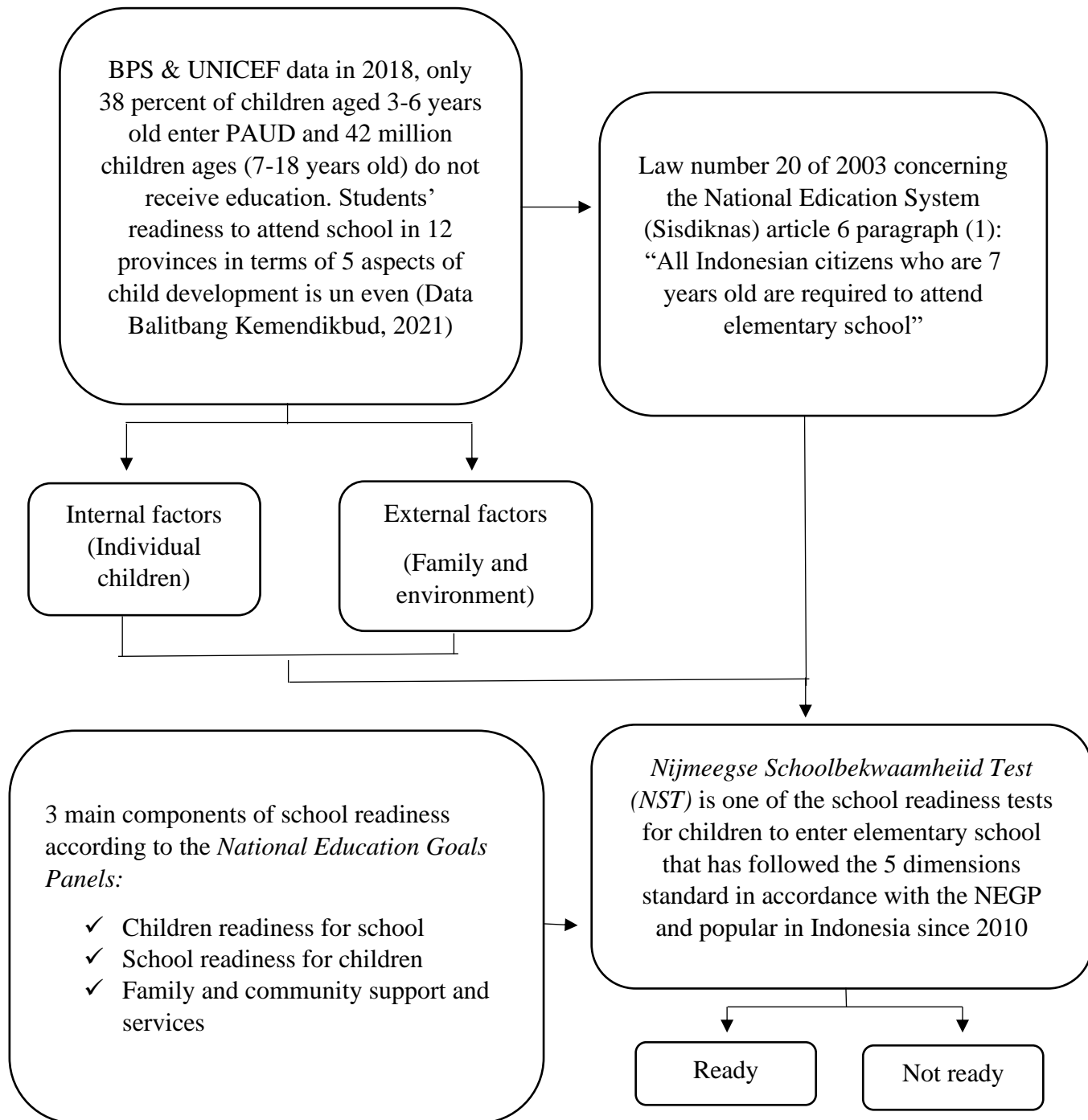


Figure 2.1 Framework of Thinking in Research

D. Research Hypothesis

The hypothesis in this study are as follows:

H₁: Early childhood age 5-6 years at kindergartens of Malang have maturity based on the results of the *Nijmeegse Schoolbekwaamheid Test (NST)*,

H₀: Early childhood age 5-6 years in 3 kindergartens of Malang do not have school readiness based on the results of the *Nijmeegse Schoolbekwaamheid Test (NST)*

CHAPTER III

RESEARCH METODOLOGY

A. Types of Research

Research This research is quantitative research using survey method. This type of research was chosen because in the process the researcher will take data using a test tool, namely the *Nijmeegse Schoolbekwaamheid Test* (NST) where in the exposure the data is in the form of scores. Apart from the test kits, the researcher also uses other instruments such as questionnaires, interview sheets, and documentation where the data is presented in the form of a description with the aim of complementing the quantitative data that the researcher has.

B. Place and Time of Research

This research was conducted at several kindergarten in Malang which are spread over 3 different sub-districts. The details of the kindergartens that are used as research locations are as follows:

No.	Name of Kindergarten	Address	Accreditation
1.	BA Restu 2	Pandeglang Street, Penanggungan, Klojen Sub-district, Malang, East Java 65113	A
2.	RA Al-Jihad	Rawa Street No. 46, Bunulrejo, Blimbing Sub-district, Malang, East Java 65139	B
3.	TK Nada	Selorejo Street B Block Lowokwaru, Lowokwaru Sub- district, Malang, East	C

		Java 65141	
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Table 3.1 Research Places

Meanwhile, the time of the research conducted by the research is starting from November 24th and ending on December 24th, 2021. The researcher conducts research and collects data periodically at the research location.

C. Research Population and Sample

The population of this study were all of the children age 5-6 years in kindergartens of Malang. While the research sample is children age 5-6 years in 3 kindergartens taken by random sampling method. The 3 kindergartens used in this study are located in 3 different sub-districts and have different accreditations. This is done in order to obtain data that is able to represent research data in the form of school readiness for early childhood age 5-6 years in kindergartens of Malang.

D. Research Variables

This study has one variable that is measured, namely school readiness.

E. Operational Definition

School readiness is the achievement of children's maturity in aspects of development which include physical and motor development, social emotional development, cognitive development, language and communication development, and motivation and work attitude so that they can continue their education to the elementary school level.

F. Techniques and Instruments of Data Collection

This study used test and documentation techniques. The instruments used in this study are as follows:

1. The *Nijmeegse Schoolbekwaamheid Test* (NST)

The *Nijmeegse Schoolbekwaamheid Test* (NST) is a measuring tool to determine the maturity of aspects that support children's readiness to enter Elementary School (SD) which includes aspects of physical health and motor, social-emotional, cognitive, language and communication development, as well as motivation and work attitude of children. This test consists of 10 subtests, with a test description that contains pictures or completes the picture as well as the answers, each of which reveals different abilities. The 10 kinds of subtests along with explanations of the items in the NST are as follows:

No.	Page	Subtest	Orientation	Number of items	Implementation description
1.	Clown & wecker	Observation of shape and ability to distinguish	Cognitive & fine motor	8	Consists of 8 items. In each question there is a picture (on the left) that must be matched with one of the five selected pictures (on the right). Children are asked to choose among the five choices of pictures, which one is the same

					as the picture on the left.
2.	Book	Fine motor ability	Physical and fine motor	8	Consists of 8 items. Each question is in the form of 2 pictures. One image is complete, the other is incomplete. Children are asked to complete the picture with a curved shape, according to the example.
3.	Candle & Mushroom	Understanding of size, number, and comparison	Cognitive	8	Consists of 8 question items. In each question, there are several things or people in a row. Children are asked to show the order of objects or people or point to objects that

					match the mentioned concepts (the middle one, the fourth the smallest, the five, the most, the first and the last)
4.	Fish	Sharp observation	Cognitive	8	Consists of 8 question items. Each consists of forms that are disguised among other forms. Children are asked to show (color) the shape of the disguised animal
5.	Flower Vase	Critical thinking ability	Motivation and work attitude of children	8	Consists of 8 questions. Each question is in the form of an incomplete picture. Children are asked to complete the missing parts of the picture so

					that the parts are complete.
6.	Children and Strollers	Concentration	Motivation and work attitude of children	12	Consists of 12 lines of various shapes. Children are asked to look for one shape of the image that has been determined among the rows of other shapes in a certain time.
7.	Key	Memory ability	Cognitive	16	Consists of 16 picture items. Children are asked to choose 8 pictures that have been shown before.
8.	Grape and Bicycle	Understanding the object and assessing the situation	Social emotional	8	Consists of 8 questions. In each question there are 4 choices of pictures or situations. The child is asked to show which

					picture corresponds to the social concept mentioned
9.	Television	Understanding the story	Language and communication	15	Consisting of 15 picture selection items. Children are asked to choose a picture that matches the story told to the child. (previously, the child was read a story where the child had to pay attention. The choice of pictures was not shown first)
10.	Butterfly	Drawing people	Physical dan motor ability	-	The child is asked to draw a person on a blank sheet of paper

Table 3.2 NST Test

To find out if a child is ready for school, the child is asked to complete the entire test, then score. Then the scoring results are consulted

with the table so that it can be seen whether early childhood age 5-6 years at kindergartens of Malang already have school readiness or not. As for the technical tests in this study, researchers used test sheets in the form of paper and color markers to assist students in the process of administering the test. The researcher gave instructions using a *manual book* where the child being tested carried out the instructions according to the instructions from the researcher.

G. Instrument Validity and Reliability

This study uses *content validity* (content validation) to validate the instrument used. The content validation used is in the form of *expert judgment*, namely Psychologist so it is not necessary to do content validation independently by the researcher. This is because the researcher uses the *Nijmeegse Schoolbekwaamheid Test (NST)* and has become a guide for many previous studies so that the instrument used can be said to be worthy of distribution.

In addition to the validity test, an instrument in research must meet reliability standards. Because it has received validation from psychologists referring to the test equipment used in the study, this test tool can be used in a sustainable period so that the measurement data obtained are said to be reliable.

H. Data Analysis Techniques

This research uses a quantitative approach with a survey method in which the form is in the form of a test. The technique used in the analysis of the data obtained in the study is descriptive statistics. This technique was chosen by the researcher because this study aims to analysis the data by describing or describing the data collected as they are with the intention of making conclusions that apply in general. This descriptive statistic is also used by the researchers to describe the basic characteristics of the research results by providing a summary of the data accompanied by a simple analysis from the researcher.

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

A. Description of Research Result

The researcher conducted non-experimental research with a test method entitled “School Readiness of Early Childhood Age 5-6 Years Based on The *Nijmeegse Schoolbekwaamheid Test (NST)*: a Survey in 3 Kindergartens of Malang” in December 2021. The researcher started the research by asking for a research cover letter from the Faculty of Education and Teacher Training Maulana Malik Ibrahim Islamic State University Malang to three kindergartens with accreditation and different sub-district locations in Malang (**look at research location in chapter 3 in point b**).

After obtaining permission from three kindergartens above, the researcher began to collect research data in the form of tests on research samples in each kindergarten. Data collecting of *Nijmeegse Schoolbekwaamheid Test (NST)* one-time gradually to get the data school readiness of early childhood age 5-6 years in based on internal indicators are *ready children* which refers to *The National Education Goals Panel (NEGP)*. Based on the research that has been done, obtained the following results:

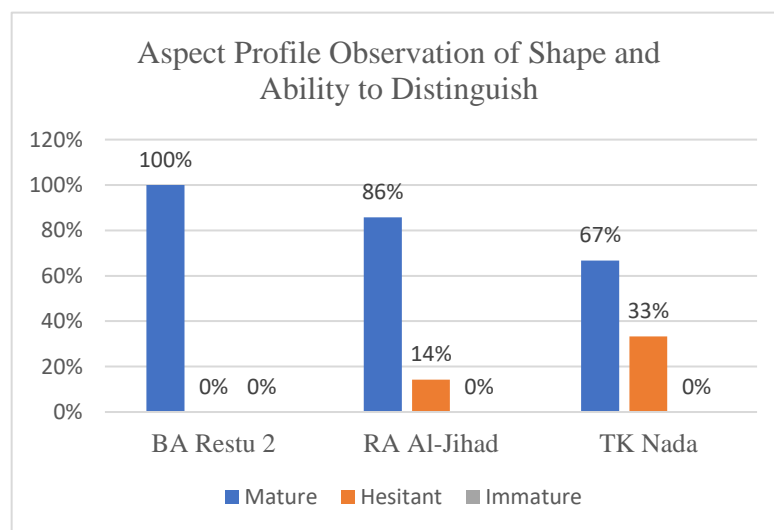


Figure 4.1- Aspect Profile of Observation of Shape and Ability to Distinguish

Figure 4.1 shows that in BA Restu 2 100% of students are at a mature level, in RA Al-Jihad 86% of students are at mature level, 14% are hesitant, while in TK Nada, students who are classified as mature are 67% and 33% the remaining are at the level of hesitant. Based on this data, it is known that almost all students at 3 kindergartens have matured in the ability to observe and distinguish. This can be interpreted cognitively students have been able to recognize and look for differences and similarities between various forms through observations made. This aspect is used as the basis for the ability to recognize letters and numbers correctly.

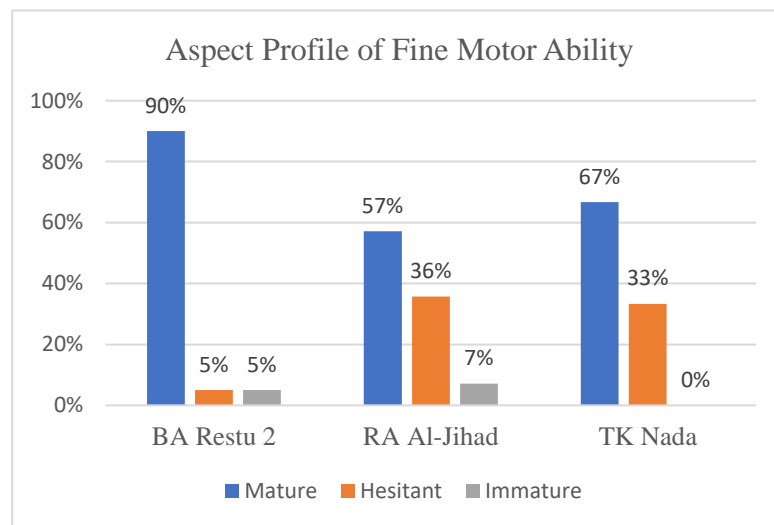


Figure 4.2- Aspect Profile of Fine Motor Ability

Figure 4.2 shows that in BA Restu 2, 90% of students are at the mature level, 5% are hesitant, and 5% are immature. As for RA Al-Jihad, 57% of students are at the mature level, 36% are in hesitant, and 7% are immature. While in TK Nada, 67% students are at the mature level, 33% are hesitant and 0% are immature. The existence of this data shows that some students have readiness to work on tasks that require smooth hand movements such as writing, coloring, drawing, and others. Meanwhile, children who are still in the stage of hesitant still have obstacles to be able to use writing instruments flexibly. Meanwhile, children who are still immature, have not been able to hold writing instruments properly and carry out directed and controlled finger

movements. This aspect of fine motor skills is an important basis for children to be able to carry out writing activities that are academic demands in elementary schools. In addition, fine motor skills are also the basis for children to carry out self-help activities independently such as eating and drinking alone, wearing socks, brushing their teeth and buttoning their own clothes.

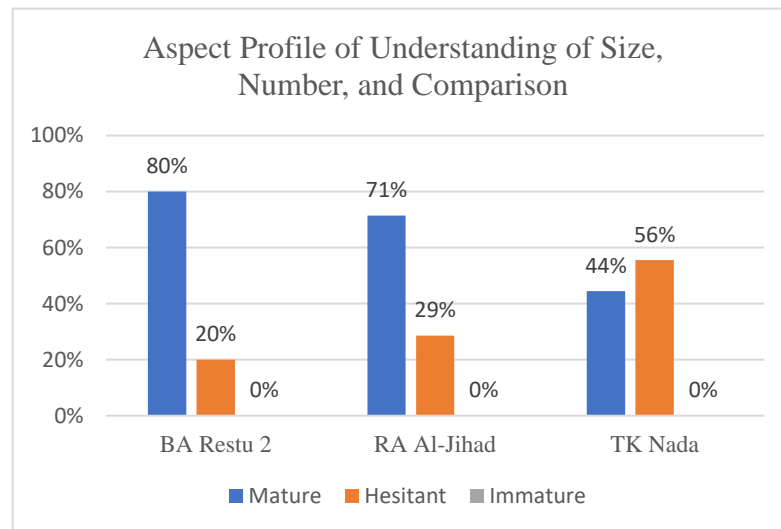


Figure 4.3- Aspect Profile of Understanding of Size, Number, and Comparison

Figure 4.3 shows that 80% of students in BA Restu 2 have maturity, 20% are at the level of hesitant, and there are no immature students. While in RA Al-Jihad, 71% students are at the mature level, 29% are at the hesitant level, and there are no immature students. Meanwhile, in TK Nada, 44% of students are at the mature level, 56% are at the hesitant level, and there are no students who are at an immature level in aspects of size, number, and comparison. This means that cognitively most of the students at the kindergarten that will enter elementary school have been able to understand the concepts of capacity, number, comparison, and sequence. This ability is the basis for them to understand mathematics lessons related to number operations such as subtraction and addition.

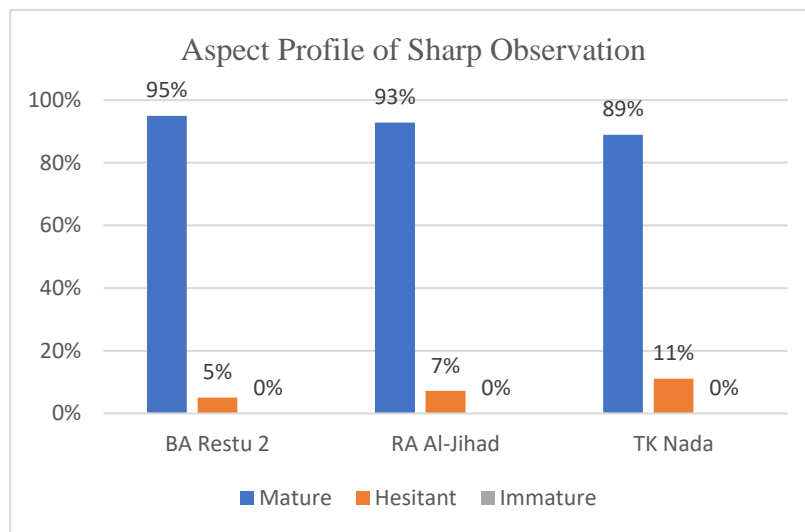


Figure 4.4- Aspect Profile of Sharp Observation

Figure 4.4 shows that 95% of BA Restu 2 students are at the mature level and the remaining 5% are at the hesitant level. While in RA Al-Jihad, 93% students are at the mature level and the remaining 7% are at the hesitant level. As for TK Nada, 89% students are at the mature level and the remaining 11% are at the hesitant level. This means that most students are cognitively able to separate between *figure and ground*, which is which part is the focus, and which part should be ignored so as not to disturb the object that is the focus of observation. This aspect forms the basis for a child's ability to read, where he is required to separate which letters, words, and sentences are the focus for reading and which ones need to be ignore.

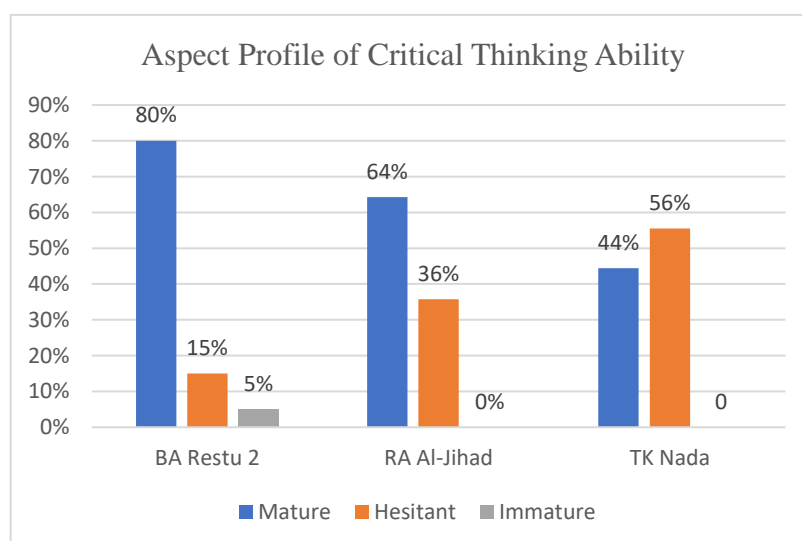


Figure 4.5- Aspect Profile of Critical Thinking Ability

Figure 4.5 shows that 80% students in BA Restu 2 already have maturity, 15% are at the hesitant level, and the remaining 5% are immature. As for RA Al-Jihad, 64% are at the mature level, and the remaining 36% are at the hesitant level. As for TK Nada, 44% students are at the mature level, and the remaining 56% are at hesitant level. This indicated that there is a significant difference in the maturity level of the 3 kindergartens above. Based on these differences, it can be interpreted that the cognitive abilities of students who have been able to distinguish between important and unimportant things from an object still tend to be varied. This ability is the basis for the ability to determine priorities in carrying out various tasks that will be faced by students when they are at the elementary school level.

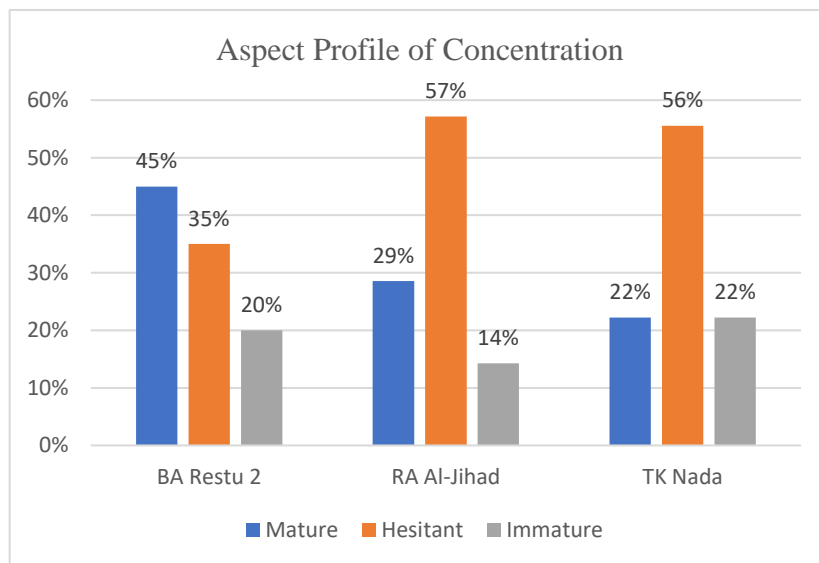


Figure 4.6- Aspect Profile of Concentration

Figure 4.6 shows that in BA Restu 2, 45% students are at the mature level, 35% are at the hesitant level, in the remaining 20% are immature. While in RA Al-Jihad, the concentration maturity level of students 29%, 57% are hesitant, and 14% are immature. Meanwhile, in TK Nada, 22% are mature, 56% are hesitant, and 22% are immature. Based on this data, those who still dominate are students who are at the level of hesitant. From this aspect profile,

it can be seen that students are still hesitant to be able to focus on one particular type of task. This ability is a provision for students to be able to complete academic assignments in elementary school to completion with good quality.

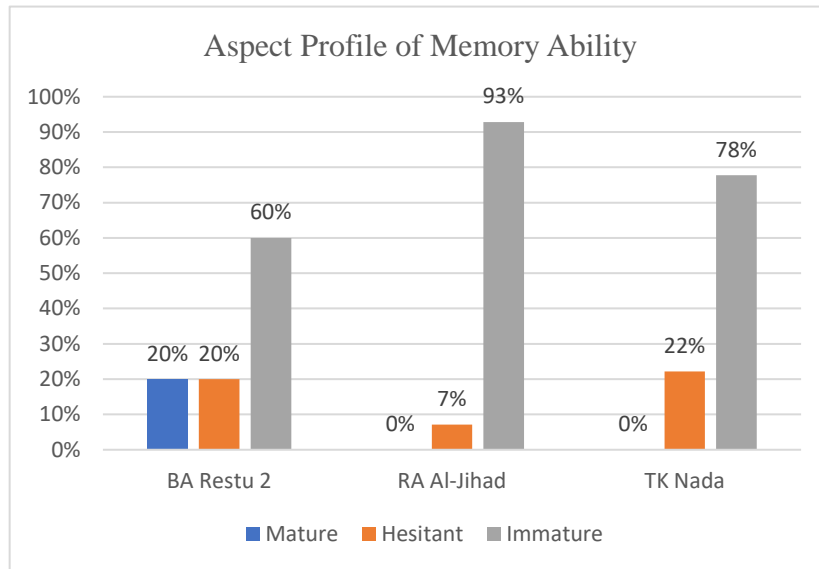


Figure 4.7- Aspect Profile of Memory Ability

Figure 4.7 shows that 20% students in BA Restu 2 are at the mature level, 20% are hesitant, and the remaining 60% are immature. As for RA Al-Jihad, there are no students who have memory maturity, 7% of students are hesitant, and the remaining 93% are immature. While in TK Nada is also the same, there are no students who have memory maturity, 22% are hesitant, and 78% do not have maturity. This indicates that most students still have difficulty being able to remember various important information including subject matter later when they are in elementary school and can use these memories when needed.

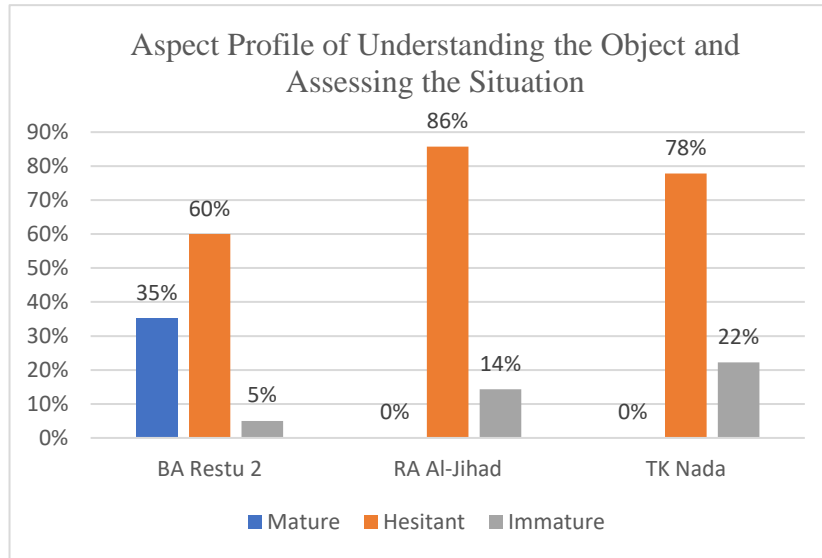


Figure 4.8 Aspect Profile of Understanding the Object and Assessing the Situation

Figure 4.8 shows that in BA Restu 2, 35% of students have maturity, 60% are hesitant, and 5% are immature. While in RA Al-Jihad no one has maturity, 86% are hesitant and 14% are immature. Meanwhile, in TK Nada it is also the same, there are no students who have maturity, 78% are hesitant, and 22% are not yet mature. This means that there are still many students who do not have the maturity to understand social rules and judgments which include right-wrong, good-bad, and so on. This cognitive understanding is important so that they can anticipate and regulate behavior in accordance with the expectations and rules of the environment. Meanwhile, students who are still at the hesitant level and immature, still experience obstacles and difficulties in behaving in accordance with environmental expectations and rules, so that is they do not get stimulation in this aspect, they have the potential to experience obstacles in adaptation and socialization in elementary school.

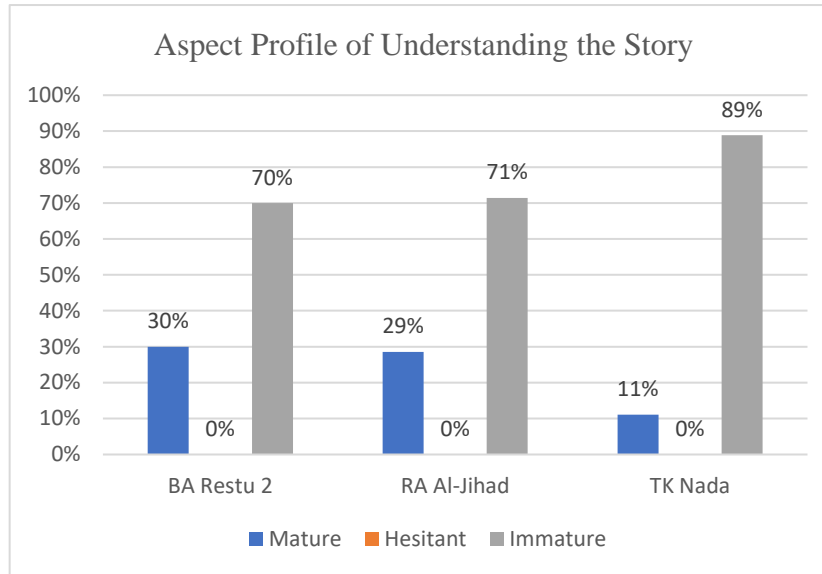


Figure 4.9- Aspect Profile of Understanding the Story

Figure 4.9 shows that in BA Restu 2, 30% of students have maturity, and the remaining 70% are immature. As for RA Al-Jihad, 29% have maturity and the remaining 71% are immature. While in TK Nada, 11% of students have maturity and 89% are immature. This indicates that students at the 3 kindergartens above still have difficulty in receiving, processing, storing, and recalling quite a lot of information given at once. This is a provision for students to receive direction and subject matter in elementary schools whose delivery is classical.

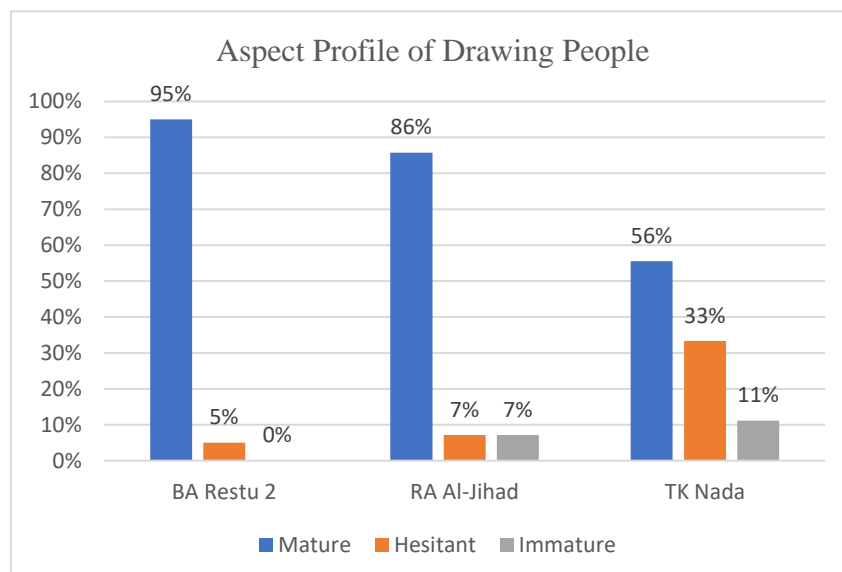


Figure 4.10- Aspect Profile of Drawing People

Figure 4.10 shows that 95% of students in BA Restu 2 already have maturity and the remaining 5% are at the hesitant level. As for RA Al-Jihad, 86% of students have maturity, 7% are hesitant, and 7% are immature. Meanwhile, in TK Nada, 56% of students are classified as mature, 33% are hesitant, and the remaining 11% are immature. This means that most students already have a good awareness of their body parts. It also shows that some of these students have been accustomed and trained to use their body parts to carry out various activities. Meanwhile, for the category of students who are classified as hesitant and immature, it is said that they are still not trained to use their body parts so they need to be given various activities that involve the movement of their limbs, so that awareness of their body (*body image*) can increase.

B. Answers to Research Questions

Based on the guidelines regarding the *Nijmeegse Schoolbekwaamheid Test (NST)*, there are three levels of school readiness which are contained in the subtest norm, namely the immature, hesitant and mature scale. The details regarding the three levels of school readiness are as follows:

Subtest	Category Score		
	Immature	Hesitant	Mature
Observation of shape and ability to distinguish	0-3	4	5-8
Fine motor ability	0-1	2-3	4-8

Understanding of size, number, and comparison	0-3	4	5-8
Sharp observation	0	1-2	3-8
Critical thinking ability	0-2	3	4-8
Concentration	0-2	3-4	5-8
Memory ability	0	1-3	4-8
Understanding the object and assessing the situation	0-3	4	5-8
Understanding the story	0	1	2-8
Drawing people	0-3	4	5-8

Table 4.1 NST Subtest Norms

Quantitatively, the results of each subtest are summed, then compared with group norms to determine the overall maturity level, whether including immature, hesitant, and mature. Qualitatively, the maturity position of each subtest is a profile description of the 10 aspects. From this profile, it can be seen which aspects still need to be stimulated for each student. Thus, although quantitatively the level of maturity can be the same, qualitatively the direction of stimulation of each child can be different depending on the profile of the aspects of his NST.

Based on test data on 43 students consisting of 20 BA Restu 2 students, 14 RA Al-Jihad students and 9 Nada TK students, various results were obtained regarding the level of developmental maturity that the child achieved. The accumulation of each achievement level of school readiness in students affects the conclusion that children have reached the level of school readiness which is

included in the category of immature, hesitant, or mature. The complete data are as follows:

a. BA Restu 2

No.	Name of Student	School	Gender	Psychological Profile			Information
				Mature	Hesitant	Immature	
1.	KH	BA Restu 2	F	Subtest 1, 2, 3, 4, 5, 6, 10	Subtest 8	Subtest 7, 9	Ready
2.	JV	BA Restu 2	M	Subtest 1, 2, 3, 4, 5, 9, 10	Subtest 6, 7, 8	-	Ready
3.	NY	BA Restu 2	F	Subtest 1, 3, 4, 5, 9, 10	Subtest 2, 6, 8	Subtest 7,	Ready
4.	ZY	BA Restu 2	F	Subtest 1, 2, 3, 4, 5, 6, 8, 9, 10	-	Subtest 7	Ready
5.	AF	BA Restu 2	M	Subtest 1, 2, 3	Subtest 4, 5, 8, 10	Subtest 6, 7, 9	Ready
6.	AD	BA Restu 2	M	Subtest 1, 2, 3, 4, 5, 6, 9, 10	Subtest 8	Subtest 7	Ready
7.	HF	BA Restu 2	M	Subtest 1, 2, 3,	-	Subtest 7	Ready

				4, 5, 6, 8, 9, 10			
8.	SL	BA Restu 2	M	Subtest 1, 2, 3, 4, 6, 10	Subtest 5, 8	Subtest 7, 9	Ready
9.	FT	BA Restu 2	M	Subtest 1, 3, 10	Subtest 4	Subtest 2, 5, 6, 7, 8, 9	Not Ready
10.	FD	BA Restu 2	M	Subtest 1, 2, 3, 4, 5, 7, 8, 10	Subtest 6	Subtest 9	Ready
11.	RR	BA Restu 2	F	Subtest 1, 2, 3, 4, 5, 6, 8, 10	Subtest 3	Subtest 7, 9	Ready
12.	DF	BA Restu 2	M	Subtest 1, 2, 3, 4, 5, 8, 9, 10	Subtest 6	Subtest 7	Ready
13.	AH	BA Restu 2	M	Subtest 1, 2, 3, 4, 5, 8, 9, 10	Subtest 6	Subtest 7	Ready
14.	BH	BA Restu 2	M	Subtest 1, 2, 4, 5, 7, 10	Subtest 3, 6, 8	Subtest 9	Ready
15.	AE	BA Restu 2	F	Subtest 1, 2, 3, 4, 5, 6, 7, 10	Subtest 8	Subtest 9	Ready

16.	AA	BA Restu 2	F	Subtest 1, 2, 3, 4, 5, 8, 10	Subtest 6	Subtest 7, 9	Ready
17.	QE	BA Restu 2	F	Subtest 1, 2, 3, 4, 7, 10	Subtest 5, 8	Subtest 6, 9	Ready
18.	AL	BA Restu 2	F	Subtest 1, 2, 3, 4, 5, 6, 10	Subtest 7, 8	Subtest 9	Ready
19.	CL	BA Restu 2	F	Subtest 1, 2, 4, 5, 10	Subtest 3, 6, 7, 8	Subtest 9	Ready
20.	AQ	BA Restu 2	F	Subtest 1, 2, 3, 4, 5, 6, 10	Subtest 7, 8	Subtest 9	Ready

Table 4.2 Data on School Readiness of Early Childhood Age 5-6 Years Based on the NST in BA Restu 2

b. RA Al-Jihad

No.	Name of Student	School	Gender	Psychological Profile			Information
				Mature	Hesitant	Immature	
1.	AY	RA Al-Jihad	F	Subtest 1, 3, 4, 5, 10	Subtest 2, 6, 8	Subtest 7	Ready
2.	KN	RA Al-Jihad	F	-	Subtest 1, 3, 6, 8	Subtest 2, 4, 5, 9, 10	Not Ready

3.	GN	RA Al- Jihad	F	Subtest 1, 2, 3, 4, 5, 9, 10	Subtest 6, 8	Subtest 7	Ready
4.	ZK	RA Al- Jihad	M	Subtest 1, 3, 4, 9, 10	Subtest 2, 5, 6, 8	Subtest 7, 9	Ready
5.	HB	RA Al- Jihad	M	Subtest 2, 4, 5, 9, 10	Subtest 1, 3, 6, 8	Subtest 7	Ready
6.	NF	RA Al- Jihad	M	Subtest 1, 3, 4, 5, 6, 9, 10	Subtest 2, 8	Subtest 7, 9	Ready
7.	AD	RA Al- Jihad	M	Subtest 1, 2, 3, 4, 5, 10	Subtest 6, 8	Subtest 7, 9	Ready
8.	AT	RA Al- Jihad	F	Subtest 1, 3, 4, 5, 6, 9, 10	Subtest 2, 8	Subtest 7	Ready
9.	AK	RA Al- Jihad	M	Subtest 1, 2, 3, 4, 5, 6, 10	Subtest 8	Subtest 7, 9	Ready
10.	FT	RA Al- Jihad	M	Subtest 1, 2, 4, 5, 10	Subtest 3, 6, 8	Subtest 7, 9	Ready
11.	NR	RA Al- Jihad	F	Subtest 1, 2, 3, 4, 6, 10	Subtest 5	Subtest 7, 8, 9	Ready

12.	KY	RA Al- Jihad	F	Subtest 1, 2, 3, 4, 10	Subtest 5, 6, 8	Subtest 7, 9	Ready
13.	HL	RA Al- Jihad	F	Subtest 1, 3, 4, 10	Subtest 2, 5, 7, 8	Subtest 6, 9	Ready
14.	TT	RA Al- Jihad	F	Subtest 1, 2, 4, 5	Subtest 3, 10	Subtest 6, 7, 8, 9	Not Ready

Table 4.3 Data on School Readiness of Early Childhood Age 5-6 Years in RA Al-Jihad

c. TK Nada

No.	Name of Student	School	Gender	Psychological Profile			Information
				Mature	Hesitant	Immature	
1.	KN	TK Nada	M	Subtest 2	Subtest 1, 3, 4, 5, 6, 10	Subtest 7, 8, 9	Not Ready
2.	LC	TK Nada	M	Subtest 4	Subtest 1, 3, 5, 8	Subtest 2, 6, 7, 9, 10	Not Ready
3.	FZ	TK Nada	F	Subtest 1, 2, 4, 5, 10	Subtest 3, 7	Subtest 6, 9, 10	Ready
4.	ZF	TK Nada	F	Subtest 1, 2, 3, 4, 5, 10	Subtest 6, 7, 8	Subtest 9	Ready
5.	AM	TK Nada	M	Subtest 1, 4, 5	Subtest 2, 3, 6, 8, 10	Subtest 7, 9	Ready

6.	NN	TK Nada	M	Subtest 2, 3, 4, 5, 10	Subtest 1, 6, 8	Subtest 7, 9	Ready
7.	ZR	TK Nada	F	Subtest 1, 2, 3, 4, 6, 9, 10	Subtest 5, 8	Subtest 7	Ready
8.	NJ	TK Nada	M	Subtest 1, 2, 3, 4, 6, 10	Subtest 5	Subtest 7, 8, 9	Ready
9.	FH	TK Nada	M	Subtest 1, 4	Subtest 2, 3, 5, 6, 8, 10	Subtest 7, 9	Ready

**Table 4.4 Data on School Readiness of Early Childhood Age 5-6 Years
Based on NST in TK Nada**

Based on the data above, it is known that there are several child developments that tend to be dominant to non-dominant. It is measured based on the subtests contained in the NST and is associated with developmental orientation in children. So, if sorted based on the dominance of the maturity level of school readiness, early childhood age 5-6 years at the 3 kindergartens are the dominant children who have the first developmental maturity, in subtest 4, namely sharp observations. Then followed by subtests 1, 2, 10, and 3 which indicate that children have a tendency to maturity in their cognitive and fine motor development. Then at the lower level, the child is dominant in subtests 5, 6, and 9. Being at a level close to basic indicates that the child's cognitive understanding is also still not fully mature. It is proven by children who still have difficulty in solving problems related to concentration, critical thinking skills, and understanding this story. In addition to cognitive abilities, these three subtests are also oriented towards language and communication skills, social emotional and children's motivation and work attitudes. The most basic level in the NST subtest that is tested is that the child is not dominant in subtests 8 and 7, namely understanding objects and assessing

situations and memory abilities. Look again at **Table 3.1** where these two subtests are oriented to the cognitive and social emotional development of children.

C. Discussion

Based on the results of data analysis conducted by researchers on the results of the NST test, the school readiness of early childhood age 5-6 years at kindergartens of Malang is still classified as varied, which can be seen from the internal factors that influence students. Based on indicators of school readiness referring to *The National Education Goals Panel (NEGP)*, the internal factor of children's readiness for school is based on *children's readiness for school*.

Children's *readiness for school* is known based on several aspects of development that are measured including physical and motor development, social emotional, cognitive, language and communication, as well as motivation and work attitude. *The Nijmeegse Schoolbekwaamheid Test (NST)* accommodates the measurement of these 5 aspects of child development. This can be seen from those tested on children. The indicator that a child is declared ready is based on the accumulated test achieved by each child after undergoing the test. **Of the 43 children who took the test, 5 of them with details of 1 student (BA Restu 2), 2 students (RA Al-Jihad), and 2 students (TK Nada) were declared not ready while 38 others were ready to continue to the next level of education.**

First, a detailed explanation of the indicators of physical readiness and motor development of children, measured based on subtests 2 (fine motor) and subtests 10 (drawing people). The results of the measurements that have been carried out are 74,4% of children already have physical readiness and motor development. This indicates that the child already has the ability and readiness in carrying out tasks which require smooth hand movements such as writing, coloring, drawing, etc. Therefore, it is important to measure this aspect. Meanwhile, for children who are still at hesitant level and immature (**Look at Figure 4.2**) based on the results of the analysis from the researchers, it is necessary to provide training and capacity building by schools, such as by

providing a new program or including it as additional training in children's learning time scheduled. This can also be the one of the things that become a note for parents when accompanying children to study at home so that they know for sure what aspects of development need to be improved for their children.



Figure 4.11 One of the students in kindergartens of Malang who is carrying out the *Nijmeegse Schoolbekwaamheid Test (NST)*

Second, with regard to aspects of children's social and emotional development contained in subtests 8 (Understanding the object and assessing the situation) The results of the measurement of this one aspect are 16,2% of children who have readiness. This indicates that some students do not yet have the maturity to do understand social rules and judgments which include right-wrong, good-bad, and so on, where this ability is one of the things that they need to have and are declared ready to go to elementary school. Based on existing data, it can be seen that it is necessary to develop and evaluate this aspect of child development in the hope that later the child

will really be able to manage themselves and understand in assessing the rules around them and adjust well to it. Because the number of children who are not ready is counted more than children who are ready, the researcher suggests that this is certainly one of the things that need to be considered important by both schools and parents. The inculcation of the value of the rules that apply in the environment around children needs to be taught and emphasized to children through habituation both at school and at home.

Third, children's cognitive development is measured based on subtests 1 (observation of shape and ability to distinguish) and subtest 3 (understanding of size, number, and comparison) and subtest 7 (memory ability). The details of child development maturity in subtest 1 are 79,1%, subtest 3 are 69,7%, and 7 are 9,3%. Based on this data, children already have the ability to observe, distinguish and understand size, number and comparison but still do not have a strong memory of something. Children who are still at hesitant level and immaturity in each of the above subtests need to be given development and improvement. The ability of children's memory is how children can remember learning material when later in elementary school. This, of course, researchers consider important, because some subjects in elementary school require children to be able to memorize things and have a mature memory to be able to absorb and follow learning optimally. One of the subjects at school that requires a mature child's memory is Mathematics. Due to the demands of children to be able to recognize, distinguishing, and remembering the formulas given by the teacher, the researcher analyzed that it was necessary to make efforts to increase these abilities by teachers and parents as well as using a fun method which makes it easier for children to remember things, always invites children to recall things whatever he had been taught, or something else.

Fourth, aspects of language development and communication are measured based on subtests 9 (understanding the story) The maturity of this developmental aspect is only 25,5%. This indicates that there are still a lot of children who do not have mature readiness when given enough explanation or information at a certain time. Children who are still at

hesitant level and immature regarding language and communication development (**Look at Figure 4.9**) also have poor memory subtests results. Therefore, the researcher analyzed that increasing the vocabulary and the ability of children to be able to understand and explain the story or information given to them is very necessary to be given. Teachers and parents here have the same obligation to pay attention and look for alternative ways that can improve children's abilities in learning both at school or at home with parents.

Fifth, children's motivation and work attitude. This development is measured in subtest 5 (critical thinking ability) and subtest 6 (concentration). The readiness of children to go to school seen in this aspect is 67,4% in subtest 5, and 34,8% in subtest 6. These two aspects have the aim of knowing how far the child can focus on the instructions given to them. Based on the analysis of the researchers, this ability is very much needed when children enter elementary school due to the existence of different subjects, more assignments, and, longer study time than when attending early childhood education will require learning motivation and mature work attitude in the child. If this is not mature in the child, what will happen is that the child will be burdened and not ready for an elementary school life which is much different from the early childhood education earlier. Then, for children who are still at hesitant level and immature regarding the two subtests, once again schools and parents need to prepare children's readiness to go to school.

In general, early childhood age 5-6 years in Malang kindergartens already have school readiness and can continue their education level. This can be seen based on the results of the *Nijmeegse Schoolbekwaamheid Test (NST)* which was tested on students and measurements with different indicators found in each kindergarten. If you look at the school readiness theory proposed by Kagan and Rigby (Kagan, 2003) where school readiness includes two main areas, namely *readiness to school* and *readiness to learn*, then based on the research results obtained, so that it can be fulfilled in this study. It is known that each of the subtests tested in the *Nijmeegse*

Schoolbekwaamheid Test (NST) is indeed used to determine the maturity level of children who are about to enter elementary school, the prognosis or forecasting of a child's achievements when they are in elementary school, as well as to determine the child's certain abilities those who are considered mature or immature so that they require training, coaching, development, improvement more related to the child's school readiness.

Meanwhile, based on the theory of social development that underlies the concept of readiness put forward by Learner (Lerner, 1997) it is written that school readiness of early childhood age 5-6 years is measured by covering the development of maturity and experience that children have had before, so that children are needed to learn skills more specifically. We can all know that in elementary schools, teachers are no longer teaching children things that children should have prepared when attending early childhood education level. These things include the ability of children to read, write, count, how children interact with peers and the environment and how children must be ready to adapt to the learning environment in elementary school. That is why, it is important to know for sure about the extent of children's school readiness in this area. The measurement of this is facilitated by measuring the school readiness of early childhood age 5-6 years using the *Nijmeegse Schoolbekwaamheid Test (NST)*.

There is another theory that is considered relevant to school readiness, namely *The Maturation Theory* proposed by Gesell which uses chronological age as the main indicator for determining a child's school readiness (Nurhayati, 2018). However, based on the results of this study, chronological age can no longer be used as a determining indicator in knowing and measuring school readiness for early childhood age 5-6 years better than younger children and vice versa. This can also be the basis for equal treatment of students in improving their school readiness.

So, it can be concluded that early childhood age 5-6 years in kindergartens of Malang already have school readiness both measured by the measurement scale used by each kindergarten, based on the *Nijmeegse*

Schoolbekwaamheid Test (NST) and is in accordance with the other theories that are directly related to the theory of school readiness in early childhood, especially early childhood age 5-6 years who will continue their education to the elementary school level.

D. Limitation of the Research

This research has been attempted and carried out in accordance with scientific procedure as much as possible. However, it still has limitation, namely:

1. Targeted data retrieval gets maximum results, but the questionnaire received by the researcher against the respondent cannot be accepted entirely,
2. The rooms for taking tests for students should be distinguished to get maximum test results, but some kindergartens do not fully have adequate rooms so that researchers use makeshift rooms to collect test data on students,
3. Due the time when data collection was carried out at the end of the semester, researchers could not take maximum data on teachers and school principals because they were both busy with various end-of-school activities,
4. The lack of domestic research on the same topic makes it quite difficult for researchers to find supporting sources in this research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research that has been done by researchers in knowing the school readiness of early childhood age 5-6 years based on the *Nijmeegse Schoolbekwaamheid Test (NST)* in 3 kindergartens of Malang, it can be concluded as follows:

1. School readiness of early childhood age 5-6 years in terms of the ten subtests tested in the *Nijmeegse Schoolbekwaamheid Test (NST)*, namely observation of shape and ability to distinguish, fine motor, understanding of size, number, and comparison, sharp observation, critical thinking ability, concentration, memory, understanding object and situation assessment, understanding stories, and drawing people are related to aspects of *children's readiness for school* in *The National Education Goals Panels (NEGP)* which measure children's physical and motor development, social emotional, cognitive, language and communication, as well as motivation and work attitude. In general, students already have maturity, especially in the aspects of physical and motoric development as well as cognitive. However, three other aspects, namely social emotional, language and communication as well as motivation and work attitude of children still need more attention to be improved so that children can truly have the maturity of comprehensive developmental aspects in supporting their school readiness.
2. The most dominant early childhood development based on the results of the *Nijmeegse Schoolbekwaamheid Test (NST)* is the physical motoric and cognitive development of children which is in line with the maturity of children in subtests 4, 1, 10, 2, and 3 as well as children's developmental aspects that require special treatment because many children are still immature in the subtest are social emotional development, language and communication as well as motivation and work attitude of children which are in line with subtests 5, 6, 9, 8, and 7.

B. Implications

1. Readiness for school is something that is closely related to development in early childhood. This is directly related to how children can meet certain measurement standards against predetermined indicators. The results of this study indicate that school readiness in early childhood age 5-6 years is measured by indicators of several aspects of development in early childhood including physical and fine motor development, social emotional development, social emotional development, language and communication development as well as motivation and work attitudes.
2. *Nijmeegse Schoolbekwaamheid Test (NST)* is a school readiness test that refers to aspects of child development based on *The National Education Goals Panels (NEGP)*. This implies that this measurement tool is needed to measure school readiness of early childhood age in various kindergartens of Malang.

C. Suggestions

Suggestions given by the researcher are intended for input and improvement for the parties who are the advice of this research so that it can develop even better. Among them are:

1. For kindergartens of Malang to have the right measuring tools in measuring tools according to student needs, the school can know for sure what treatment should give to children in prepare children to continue their education to the next level of education,
2. For the government, especially the Malang Education Office, to pay more attention to all Malang kindergartens of Malang in measuring school readiness for early childhood age 5-6 years who will continue to elementary school education,
3. For further research, it is expected to develop a questionnaire to make it easier for respondents to provide information so that the data obtained is deeper.

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APPENDICES

Appendix 1: Documentation

Appendix 2: Research Cover Letter from Faculty

Appendix 3: Evidence of Thesis Consultation

Appendix 4: *Nijmeegse Schoolbekwaamheid Test (NST)* Instrument

DOCUMENTATION

Figure 1: Several schools that were sampled for research



Figure 2: Some portraits of the process data retrieval



RESEARCH COVER LETTER FROM THE FACULTY


KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 65132, Indonesia, E-Mail: info@iainmalang.ac.id

Nomor: 2022/03.17/LD.0111/2021
 Tanggal: 11 November 2021
 Kepada: **Siti Peneliti**
 Nama: **Yuli Kurnia RA Al-Subul**
 di: **Malang**

Assalamu'alaikum W. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	Puji Nur Fauziah
NIM	0140010
Jurusan	Pendidikan Islam Anak Usia Dini (PAUD)
Sekolah - Tahun Akademik	Ganjil - 2021/2022
Judul Skripsi	Konsep Berkeadilan Siswa Kelompok B Berdasarkan Rujukan Sekolah Dasar/TK/PAUD Kota Malang
Lama Penelitian	November 2021 sampai dengan Januari 2022 (1 bulan)

Siapa dia untuk melakukan penelitian di lembaga/lahana yang terdapat di bawah ini.

Demiikian, atas perhatian dan kerjasama Bapak/Ibu yang baik diucapkan terimakasih.

Wassalamu'alaikum W. Wb.


 Dr. Muhammad Yaqub, MA
 0341-8223 2000/3 1 322

Terselalu:
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 2. Alim


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Assalamu'alaikum W. Wb.

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 Tanggal: 11 November 2021
 Kepada: **Siti Peneliti**
 Nama: **Yuli Kurnia PAUD Kota**
 di: **Malang**

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EVIDENCE OF THESIS CONSULTATION



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BUKTI KONSULTASI DAN BIMBINGAN SKRIPSI

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
02 Agustus 2021	Judul proposal	Membuat bab 1	
11 September 2021	Bab 1-3	Merevisi judul, rumusan masalah, tujuan penelitian, dan analisis data menggunakan regresi time series	
13 September 2021	Hasil revisi judul, rumusan masalah, tujuan penelitian, dan mengganti analisis data	Mengganti teknik analisis data menjadi uji F, merevisi rumusan masalah	
11 November 2021	Konsultasi pra penelitian	Meminta surat pengantra izin penelitian ke fakultas	
19 November 2021	Revisi instrumen penelitian	Revisi redaksi pertanyaan kuesioner penelitian	
6 Januari 2022	Konsultasi bab 4 poin a	Melanjutkan mengerjakan bab 4 poin b	
7 Januari 2022	Konsultasi bab 4 poin b	Merevisi bab 4 poin c	
8 Januari 2022	Revisi bab 4 poin b	Melanjutkan mengerjakan bab 4 poin c	
12 Januari 2022	Konsultasi skripsi lengkap	<i>acc</i>	

Malang, 12 Januari 2021

Dosen Pembimbing,

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**NIJMEEGSE SCHOOLBEKWAAMHEID TEST (NST)
INSTRUMENTS**

