



Diagnostic Assessment In Identifying Learning Readiness Of Grade 1 Students At Elementary School Muhammadiyah Plus Batam

Titin Listiati¹, Sholehuddin ²

^{1,2} Muhammadiyah University of Jakarta, Indonesia

E-mail: titinlistiati44@guru.sd.belajar.id ¹, sholehuddin@umj.ac.id ²

Corresponding Author: titinlistiati44@guru.sd.belajar.id

Abstract

The gap readiness Study student grade 1 school base is problematic crucial pedagogical, where diversity background behind education child age early, stimulation family, and maturity social-emotional create variation profile wide readiness, while practice assessment comprehensive and standardized diagnostics Not yet fully institutionalized in schools basic research This aim For explore carrying out diagnostic assessments in identify readiness Study student Grade 1 of Muhammadiyah Plus Elementary School Batam. Type research used is study qualitative with field research approach, involving two class teachers, two tens eight students and parents as data sources. Research results on non- cognitive dimensions show that student enter school with enthusiasm tall However accompanied by anxiety transitional significant, reinforcement - dependent motivation external, interest strong in activity kinesthetic However low on tasks academic structured, welfare varying psychological, as well as habit minimal learning outcomes limited stimulation structured at home. In the dimensions cognitive, identified gap wide in mastery letters, numbers, motor skills smooth, and understanding beginning core material for grade 1. Mapping readiness Study produce distribution two tens nine percent student category Ready, fifty percent Less Ready category, and two tens One percent Not Ready category. Obstacles Study main detected covering disturbance focus and attention short, readiness read low, readiness social limited, maturity motor fine not optimal, and difficulty regulations emotions. Implementation results study in the form of adoption practice assessment diagnostic integrated as policy mandatory at the beginning year teachings, teacher training in development multidimensional data instruments and interpretation, design learning differentiated based profile individual readiness, as well as development system mentoring involving teachers, friends peers, and parents.

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Keyword: Diagnostic Assessment, Readiness Learning, Transition School, Learning Differentiated.

INTRODUCTION

School education base is level the first formal education that became foundation for all over journey academic a children, at the same time be a transitional period critical decisive How child will view and undergo the learning process in the years next. At the point here it is a child For First the first time face to face with demands learning structured, expectations greater independence high, and environment more social complex compared to with what they natural at the level education child age early. Transition This is not just displacement physique from One building to building others, but rather A leap developments involving adjustments to various dimensions in a way simultaneous, starting from ability child regulate his emotions moment separate with figure sticky, adaptable with routine newer stiff, build relation with different teacher authorities character with educator previously, until face tasks demanding academics concentration and skills specific. Complexity transition This become the more real in context system education in Indonesia which is still show gap between approach dominant play in the park children with approach academics that tend to be formal in schools basic, creating what the experts say called as a school readiness gap or gap readiness potential schools hinder the learning process child since beginning presence they are on the bench school basic (Nurhayati & Rahmawati, 2021).

Readiness Study or school readiness has become construct central in discourse education base contemporary, no Again understood in a way narrow as ability child For reading, writing, and arithmetic, but as condition multidimensional which includes readiness physical, cognitive, social-emotional, and motivational which are together enable a child For involved in a way productive in experience formal learning. Shift paradigm This mark fundamental changes in method educators and makers policy look at children entering school basic, from just see what has been can done by children become understand child in a way intact as individual with profile unique strengths and needs. Perspective multidimensional This demand school For No only focus on development curriculum and methods teaching, but also on how recognize and respond diversity profile the readiness brought by each child moment first step to gate school. Failure in recognize profile readiness Study in a way accurate since beginning can culminating in giving experience learning that is not accordingly, which in turn will cause frustration, rejection to school, even formation draft self negative academic results that can endure throughout career education child. On the contrary, proper understanding about profile readiness every





child allows teachers to designing experience learning that is responsive and supportive, which will become foundation sturdy for development positive children in the future (Williams et al., 2022).

Facts on the ground show that students who enter grade 1 school base come with background very heterogeneous background, both in matter experience education child age early, quality stimulation at home, maturity social-emotional, as well as mastery ability prerequisite academic. Some child has go through education in the park quality children with structured curriculum and balanced approach between development academic and non-academic, temporary part other Possible only own experience informal learning at home or even No own experience preschool The same very. There are children being raised in literacy- rich environment, where books become part from daily life and activities read together is a fun routine, but on the other hand, many children have minimal exposure material reading and more Lots use up time with gadget or television without adequate assistance. Diversity This the more emphasized by the differences in pattern parenting, social status economy family, level parental education, as well as access to source Power education that is all contribute form profile readiness very varied learning between individuals. Facing such diversity width, apply approach uniform learning For all over students in grade 1 are not only No effective, but also not fair, because will profitable those who have ready and detrimental those who need it support more large (Thompson & Clark, 2023).

Research in various countries in general consistent show that gap readiness learning that occurs in class beginning own trend For survive and even widen along increase age, a a frequent phenomenon called as Matthew effect in education. Children entering school base with good preparation will get more Lots benefit from experience study in class, which is next will strengthen ability and confidence self they, meanwhile underprivileged children Ready will experience difficulty follow learning, feeling left behind, and develop attitude negative to schools that are increasingly hinder development they. Cycle this, if No intervened since early, will create gap increasing achievements difficult bridged at various levels further and contribute to more serious problems. Serious like stay class, drop out school, and low quality source Power humans in the future. Conditions This put grade 1 school base as a very strategic period at a time crucial, where the right intervention at the right time can change trajectory development academic a child in a way significant. However on the contrary, neglect to the gap that existed at the beginning precisely will consolidate inequality and hinder effort realize inclusive and equitable education (Pratiwi & Nugraha, 2022).

Ideal diagnostic assessment in grade 1 school base must be nature comprehensive,





covering two dimensions the same size importance and interdependence related, namely dimensions cognitive and non- cognitive dimensions. Dimensions cognitive covers abilities prerequisite academics who become foundation for learning reading, writing, and arithmetic, such as introduction letters and their sounds, awareness phonological, recognition numbers and concepts number basic, ability motor fine For writing, and understanding beginning to concepts simple that will studied in grade 1. While that is, the non- cognitive dimension covers aspects that are not lost importance like maturity emotion For adapt with environment new, motivation and interest to activity learning, welfare psychologically characterized with feeling safe and comfortable at school, habits learning that has been formed at home, as well as skills social For interact with teachers and friends peers. Both dimensions This No operate in a way separate, but rather each other influence in a way dynamic ; a children who are cognitive capable recognize letters and numbers Possible No can show his abilities optimally if He gripped anxiety intense separation, while children who are emotional ready and enthusiastic Possible still face obstacle Serious If He Not yet own awareness adequate phonology For follow learning reading. Only with evaluate second dimensions This in a way simultaneously and integrated, teachers can get complete portrait about readiness every students and design learning strategies that are truly responsive to individual needs (Anderson & Martinez, 2022).

Muhammadiyah Plus Elementary School Batam, as institutions committed education to quality and individual service to students, have make an effort implementing diagnostic assessment in grade 1 as step beginning For understand readiness Study students. School This own vision For organize holistic and responsive education to need every participant educate, which is reflected from the transition and orientation programs held every beginning year teachings. However Thus, the extent of the diagnostic assessment carried out truly capable identify profile readiness Study student in a way comprehensive, how is the implementation process ? ongoing, findings what is produced, and How results assessment the followed up in design learning, is unanswered questions answered in a way systematic through in -depth research. The existence of gap between idealism pedagogical about importance assessment diagnostic with reality implementation in the field become driver main implementation study this. Research This aim For explore and describe in a way deep implementation of diagnostic assessment in class 1 of Muhammadiyah Plus Elementary School Batam, identifying profile readiness Study students who were revealed from assessment said, detecting obstacles Study the beginning that appears, as well as formulate recommendation data -based for improvement quality practice assessment and learning in the classroom beginning school this (Lestari & Prabowo, 2021).





Significance study This No only lies in its contribution for Muhammadiyah Plus Elementary School Batam in a way institutional, but also for development treasury knowledge about diagnostic assessment practices in the classroom beginning school base in context Indonesia. Studies about assessment diagnostics in Indonesia is still relatively limited, especially those that are specific study assessment during the transition period from education child age early to school basic and includes non- cognitive dimensions besides dimensions cognitive research This expected can give description rich and contextual empiricism about how diagnostic assessment can implemented at school basics, challenges what is being faced, as well as How the result can utilized For increase quality learning. More Far again, research this also contributes to a more informed discourse wide about importance look at readiness school in a way holistic and the need for system education For provide adequate support for teachers in carry out assessment quality diagnostics. Findings from study This can become material reflection and learning for other schools that have characteristics similar, and become input for maker policy in designing programs and regulations that support practice assessment diagnostics in class beginning school base as a strategy for increase equality and quality education since its most basic foundation (Wulandari & Nugraha, 2024).

Based on all over description above, research about diagnostic assessment in identify readiness Study student Grade 1 of Muhammadiyah Plus Elementary School Batam This present as response to need real in the field will practice capable assessment give understanding comprehensive about profile students at the beginning journey education base they. Research This based on the premise that every child entitled get experience appropriate learning with needs, interests, and stages its development, and that teachers have capacity For provide experience the if they equipped with accurate and holistic information about his students. Diagnostic assessment, with thus, it is not just procedure technical matters that must be implemented Because demands administrative, but rather is manifestation from philosophy humanizing education human beings, who place child as center from all over decision pedagogical, and those who view diversity as wealth that must be managed in a way creative, not as obstacles that must be overcome standardized. Through study this, it is hoped can obtained greater understanding in No only about what is known and can be done done by students class 1, but also about Who they as unique individuals, what they are feel, what motivates them, and support what they need For transition with success towards the world of education the basis that will be become foundation for the future they (Saputra & Khairunnisa, 2022).



METHOD

Study This use type study qualitative with field research approach that aims get understanding deep about carrying out diagnostic assessments in identify readiness Study student Grade 1 of Muhammadiyah Plus Elementary School Batam. Approach qualitative chosen Because readiness Study nature multidimensional, encompassing non- cognitive and cognitive aspects that are not can reduced become numbers quantitative. Field research allows researchers present directly on location, interact with participants in context experience they, as well as catch the nuances and complexities of the diagnostic assessment process as carried out by teachers and experienced by students (Creswell & Poth, 2021). Primary data sources consist of from three group participants main, namely two first grade teachers as diagnostic assessment implementer, 28 students class 1 as the subjects being assessed, as well as their parents student as the party who knows background behind development children at home. Non- human data sources covering diagnostic assessment instruments, results Work students, notes teacher anecdotes, forms registration students, as well as document curriculum school (Miles et al., 2023). Determination data sources are based on the principle sufficiency and depth information, not representativeness statistics. All student involved as subject observation For get variation profile readiness learn as widely as possible (Abdussamad, 2022).

Data collection was carried out through three technique main. Interview deep used For dig information from teachers and parents, carried out in a number of session start from pre-assessment until post-assessment with semi- structured approach. Observation participatory implemented with researchers attend class during assessment For observe response emotional students, level concentration, interaction social, as well as expression moment face assignment. Study documentation complete the data with provide artifacts permanent like instrument assessment and results Work students (Rossman & Rallis, 2023). Procedure data collection is carried out in three stage : stage orientation For building rapport, stage exploration focused during four weeks, and stages confirmation for member checking (Sugiyono, 2023). Data analysis adopted the interactive model of Miles, Huberman, and Saldana which consists of from four flow : data collection, data condensation, data presentation, and withdrawal and verification conclusion. Data condensation includes selection, simplification, coding, and grouping of data into in themes. Data presentation is done in form narrative descriptive, matrix mapping students, and charts assessment process flow. Withdrawal conclusion done in a way gradually and continuously verified through triangulation and checking members (Miles et al., 2023).

Testing validity of data in study This done For ensure that findings and interpretations produced truly credible, can accountable, and reflective the reality being studied, not just biased



results or engineering researchers. Four criteria validity of the data used refers to the framework developed by Lincoln and Guba, namely credibility or credibility, transferability or transferability, dependability or dependability, and confirmability or certainty. Credibility as criteria main achieved through a series of strategies that include extension time involvement researchers in the field, diligent and persistent observation, triangulation sources and methods, checking peer, checking member or member checking, as well as analysis case negative. Extension time involvement done with add duration presence researchers in the field beyond original time planned, so that researchers own more opportunities wide For build trust with participants, understand culture and routine school in a way more deep, and catch possible dynamics No appear in period short. Observation diligent and persistent done with focus observation in a way consistent on relevant aspects with question research, taking notes in a way details every detail that is observed, and continues continuously compare findings observation with other data sources for identify consistency and contradiction (Abdussamad, 2022).

RESULTS AND DISCUSSION

Profile Readiness Study Grade 1 Students Based on Non- Cognitive Diagnostic Assessment Results

Student Grade 1 of Muhammadiyah Plus Elementary School Batam show profile readiness diverse learning based on the results of the non- cognitive diagnostic assessment carried out at the beginning year teachings. Assessment This dig dimensions emotions, motivation, interests, well-being psychological and habits learning that becomes foundation important before student follow formal learning. Field findings show that part big student enter environment school base with enthusiasm high, but also colored by significant anxiety to environment new. Observation during implementation assessment show Lots visible students nervous, hesitant, and on and on look for presence of parents, especially at three day first introduction period environment school. Symptoms like crying, refusing separated, and silent moment invited communicated by the teacher becomes view general, signifying that transition from park children to school base is leap quite emotional heavy for child age six until seven year. Interview deep with the class teacher confirm that attachment with figure caregiver main still very strong, so that farewell although only a few hours trigger discomfort real psychological (Nurfadhillah et al., 2022).

Despite anxiety beginning dominate, results observation advanced during two Sunday First show dynamics moving emotions positive. Students who were originally cry start show interest in activities class, although Still need individual mentoring from teachers. Interview data





with parents disclose that majority child Actually has own experience attending school at the level park children, but atmosphere school a more formal basis with more rules strict and expectations greater independence tall cause pressure separate study documentation to notes teacher anecdotes show pattern that students who get support adequate transition from parents, such as often invited discuss about school, read story about experience go to school, and trained independence base since at home, tend to show adaptation more emotions fast and stable. Findings This confirm that welfare psychological children in early childhood school No can separated from quality parenting and parental involvement in prepare children mentally face change big in life they (Rahmawati & Prastyo, 2023).

Aspect motivation visual learning from results non- cognitive assessment display interesting picture. The majority student state like come to school when question submitted in a way oral in informal atmosphere, but their nonverbal expressions moment face tasks structured often show doubt and dependence on teacher direction. Observation in class show that the students are very enthusiastic when teachers use interesting learning media like doll hand, card illustrated, or singing, but motivation the decrease drastic moment requested finish sheet individual work. Interview results with the teacher indicating that as big student Not yet own motivation intrinsic For learning, but rather relies heavily on reinforcement external in the form of praise, stickers star, or present small. The teacher admits that build motivation continuous learning in students class 1 requires strategies that are not only rely on rewards, but also create experience fun and relevant learning with the world of children. Findings This show existence gap between Spirit high school with readiness face demands academics who started introduced in a way gradually (Puspitasari & Handayani, 2021).

Interest student to activity learning also shows specific patterns based on type activities. Results of observations and interviews reveal that student Grade 1 of Muhammadiyah Plus Elementary School Batam show very high interest in activities involving movement physical, games, exploration object concrete, and activities art like drawing, coloring, and sing. On the contrary, activities are demanding static concentration in long time, like listen teacher's lecture or do task write, get lack of response enthusiastic. Study documentation to results work student during the assessment period show that the resulting images full colorful, expressive, and often accompanied by narrative rich oral at the moment requested tell his work. This is signify that in a way natural student class 1 has encouragement strong For express self through visual and verbal media, but interest the Not yet integrated with demands more formal academic emphasizes written symbols and numbers. Teachers need to bridge gap This with designing





smooth transition from the world of play to the world of learning academic through creative and appropriate approach with characteristics development children (Handayani & Suryani, 2024).

Welfare psychological students being measured through indicator feeling safe, comfortable and happy be at school show enough variety width. Interview data with student individually, although done with Language simple and friendly approach, revealing that around one third of the total number of students confess Still often miss Mother when at school, feel Afraid If No Can do assignments, or worry scolded by the teacher. Observation to interaction social in time Rest show that students who experience discomfort psychological tend aloof, reluctant join in game Friend peers, and more choose was near the teacher on duty. Findings This become signal important that welfare psychological No just condition No existence problem emotional, but rather includes a sense of belonging to environment school, perception positive to ability self, as well as quality connection with teachers and friends peers. Environment supportive schools in a way emotional proven become factor protective for vulnerable students experience difficulty adjustments, so that create climate warm and responsive class become need urgent that must be done filled since day First school (Wulandari & Nugraha, 2022).

Habit learning that is owned student before enter class 1 becomes one of the findings important factors that contribute to readiness they face formal learning. Interview results with parents disclose that only part small families who are conscious and structured build routine studying at home, such as read book every night, providing time special For explore tool write, or practice concentration through puzzle games. Most parents confess that activity children at home more Lots filled with play free without directions, watching television, or use gadget smart. The impact seen clear moment student faced with activities that require range attention more of fifteen minutes, where they easy distracted, anxious, and wanting quick switch to activity others. The teacher observes that students who come from from family with habit good study show ability regulations a better self high, such as capable wait turn, finish task simple until complete, and shows a desire know more big to material learning (Sari & Kurniawan, 2021).

Profile non- cognitive readiness that is captured from overall the above aspects show that student Grade 1 of Muhammadiyah Plus Elementary School Batam enter level education base with modality heterogeneous psychology. Enthusiasm and excitement become strength main thing that is needed maintained and directed, while anxiety, dependence on reinforcement external, as well as range short attention span become challenges that need to be overcome managed with the right learning strategy. Integrated data from interviews, observations, and studies documentation confirm that readiness Study is not entity uniform single, but rather mosaic from various interrelated dimensions influence. When a person student come to school





with Spirit tall but No capable regulate his emotions moment face frustration small, then readiness study become not optimal. On the other hand, students who are calm in a way emotional but minimal motivation will also face obstacle in the learning process. Approach holistic view child in a way intact become imperative in interpret results assessment non-cognitive diagnostics as base intervention pedagogical in the classroom early (Fitriani & Lestari, 2023).

Reflection from overall findings on non- cognitive aspects lead to a conclusion that the diagnostic assessment is only focus on ability academic solely will lost half from portrait readiness real students. Ability reading, writing and arithmetic of course important, but without foundation stable emotions, growing motivation from in, connected interests with personal experience, well-being psychological well -being and habits trained learning, then ability academic the will difficult develop optimally. School basic, especially in class early, have not quite enough answer big For ensure that transition from education child age early to education base walk with consider all over dimensions development children. Non- cognitive assessment results This become map comprehensive start For designing a sensitive transition program to individual needs of students and prevent emergence problem learn more serious later day (Saputra & Khairunnisa, 2022).

Identification Ability Prerequisite Academic Student Through Diagnostic Assessment Cognitive

Carrying out diagnostic assessments cognitive in grade 1 of Muhammadiyah Plus Elementary School Batam designed For identify ability prerequisite academics who become runway for formal learning at the level school basic. Instrument assessment focused on four main domains that is mastery letters, mastery numbers, abilities motor smooth, and understanding beginning to core material for class 1 which includes introduction sound letters, concepts number simple, and readiness writing. Assessment results show varying findings between individual, reflect difference background behind education child age early as well as stimulation received in the environment family. Observation direct moment student do tasks assessment give a rich picture of No only what students know, but also how they approach tasks, strategies used, as well response to difficulties faced. Individual approach in implementation assessment allows teachers to capture nuances ability every students who may No seen If only use test written classical (Mulyani & Hidayat, 2023).

Domain of control letter become one of the areas that provides description contrast between students. Assessment done through activity mention the letters shown in a way random, mention sound letters, and connect letter with objects that have prefix appropriate





sound. Findings in the field show that part student has capable recognize all over letter alphabet along with the sound with smooth and confident yourself, even some of them Already start stringing simple syllables. But on the other hand, there are group students who are still difficulty differentiate letters that are visually similar like letters b and d, p and q, and m and w. Difficulty This looks clear moment they must mention Name designated letter in a way fast, where doubts and mistakes identification often happened. Interview with the teacher expressing that students who experience difficulty introduction letter tend originate from background minimally stimulated back literacy, such as seldom read out book or No own access to material suitable reading at home. Mastery letter become predictor strong for readiness read beginning, and detected gaps since beginning This need intervention immediately so as not to develop become difficulty read more serious in class next (Wahyuni & Prasetyo, 2021).

Ability mastery numbers and concepts number the base also shows heterogeneous distribution among student class 1. Instruments assessment used covers activity counting object concrete, mentioning order numbers, recognizing symbol numbers, and compare quantity simple use term more many, more a little, or The same many. Observation results show that students who have experience play with objects manipulative like blocks, buttons, or beads at home show understanding draft more numbers sturdy. They No just memorize order number verbally, but truly understand correspondence one by one between object with spoken numbers. On the other hand, a number of student capable mention order number One until two tens with smooth, but when requested count objects in quantity eight, they often lost footsteps or count in a way No accurate. Phenomenon This show existence gap between verbal ability and comprehension conceptual, which becomes attention Serious Because learning mathematics in grade 1 demands more from just memorization. Students need build a strong sense of numbers to be able to follow learning operation count the basis that will be introduced in the following semester (Nugroho & Setiawan, 2022).

Ability motor smooth that becomes prerequisite important for activity writing in grade 1 also becomes focus in assessment cognitive activities assessment covering cutting following the curved line, stringing beads sized small, pick up grains, plagiarism form geometry, as well as hold pencil with the right way. Observation to activities This disclose that Lots students who are still show stiffness and lack of control of the muscles finger hands. Scissoring motion often Still rigid with results stray pieces Far from the line, while moment hold pencil, some big student use unfinished grip ripe like holding with all over finger or position too many fingers near with end pencil. Interview with teachers and parents confirm that today 's children more Lots use up time with activities that are not practice motor fine in a way intensive, such as watch videos or play





digital games that only involving movement swiping and tapping screen. The impact, when enter 1st grade and faced with demands write letter as well as numbers, students experience fatigue fast, the writing results are not readable, and frustration leading to rejection to activity writing (Amelia & Firdaus, 2023).

Analysis more deep to results assessment cognitive disclose existence correlation between experience education child age early with level mastery ability prerequisites. Study documentation to form registration and interview with parents show that students who take education in the park children with structured and readiness - oriented curriculum academic tend show better performance high in aspects introduction letters, numbers, and readiness write. However Thus, the teacher observes that student with background behind a very academic kindergarten precisely sometimes show signs saturation or anxiety moment face to face with drill -type tasks. On the other hand, students who come from from kindergarten with approach play and development strong social - emotional Possible own ability more academic low at the beginning, but show attitude learn more more exploratory and resilient Good moment face challenges. Findings This lead to reflection that readiness academic No can separated from non- cognitive readiness, and that second dimensions the each other strengthen One each other in form profile ready learners face demands education basis (Setiawati & Hakim, 2022).

Observation during implementation assessment cognitive also reveals aspects behavior learning that is not lost importance. There is students who are academic capable finish task with true, but show symptom anxiety tall like biting nails, avoiding contact eyes, or need a very long time to start task Because Afraid do error. On the contrary, there is students whose abilities academic Still low but show enthusiasm, desire know, and courage try high, though results his job Not yet accurate. Interview with the teacher emphasizing that assessment cognitive only measure product end without pay attention to the process and disposition Study will give an unequal and potentially misleading picture harm real students own potential but hampered by factors emotional. Authentic and comprehensive assessment, which combines process observation, interviews clinical, as well as analysis product Work students, become need urge in practice classroom assessment beginning school basis (Kusumawardhani & Ardiyanto, 2024).

Integration between various domains of ability prerequisite academic give description that every student own profile unique strengths and weaknesses. There is excellent students in introduction letter but weak in motor smooth, understanding students draft number with Good but Not yet recognize letters, and students who demonstrate average ability across all domains but with speed slow processing. Diversity profile This demand approach differentiated learning, where the teacher does not can apply uniform methods and expectations to all over students.





Assessment results diagnostic cognitive give clear map about point the beginning of each student, so that the teacher can grouping student in a way flexible based on need learn, not based on ability in a way overall. Domain - specific grouping allows every student get proper teaching targets in the area that becomes its weaknesses, while still get enrichment of the area that becomes its strength (Utami & Mahendra, 2023).

Distribution Pattern Readiness Study Students : Category Ready, Not Ready, and Not Ready

Mapping readiness Study student class 1 of Muhammadiyah Plus Batam Elementary School which was carried out with integrating non- cognitive and cognitive assessment data produce three category main that is Ready, Not Ready, and Not Ready. Categorization This No intended as a rigid and permanent label, but rather as portrait the beginning of a nature dynamic and can changed along the learning process as well as interventions provided by teachers. Determination category based on criteria developed by a team of teachers together researchers with consider combination between readiness emotions, motivation, habits learning, mastery prerequisite academic and ability motor smooth. Students who enter in category Ready is those who show maturity good emotions, have motivation and interest study enough, get used to it with routine learning, and has control part big ability prerequisite academic like know letters, numbers, and have control motor adequate smoothness. On the other hand, the Not Ready category occupied by students who show obstacle significant in aspects emotion like anxiety height and rejection to environment school, accompanied by with mastery prerequisite very minimal academic or even Not yet recognize letters and numbers The same once. Among second poles mentioned, the Less Ready category accommodate students who demonstrate part indicator readiness However Still need support on aspects certain (Susanti & Gunawan, 2022).

Mapping results show that of a total of two tens eight student class 1 of Muhammadiyah Plus Batam Elementary School, as many as eight student or around two tens nine percent enter in category Ready. Group student This display relative characteristics consistent in various session assessment. From the non- cognitive side, students category Ready capable adapt with environment class in time short, showing independence in manage equipment study alone, and respond teacher's instructions with cooperative. They also showed ability regulate good emotions, where when face difficulty or disappointment small, they can quick recover and return focus on activities. In cognitive, students in group This has recognize part big or all over letter alphabet, able counting object with accurate, can write Name Alone with clear, and show coordination motor smooth and ripe like ability cutting in accordance pattern and holding pencil with the correct tripod grip. Interview with parents from student category Ready disclose that





children This generally get stimulation consistent literacy and numeracy at home, good through activity read together, games educational, as well as involvement in routine daily training independence and responsibility answer. Profile student category Ready become asset for dynamics learning in class, because they can used as a peer tutor and model for others other friends who are still need support more intensive (Hasanah & Wijaya, 2021).

Less Prepared Group occupy proportion the biggest in distribution, namely as much as four twelve student or fifty percent of the total. Outstanding characteristics from group This is existence gap between non- cognitive and cognitive aspects that are not evenly. Some student in group This Possible has show adaptation good emotions, brave interact with friends and teachers, as well as show enthusiasm tall to activity class, but ability academic the prerequisites still below expectations, for example new recognize a number of letter or Still difficulty in coordination motor fine. On the other hand, there are also students who cognitive has own supplies knowledge enough letters and numbers, but experience obstacles in non- cognitive aspects like anxiety that still exists high, dependency overdoing it on the teacher, or difficulty concentrate more from ten minutes. This pattern show that readiness Study is construct multidimensional which is not can assessed from One aspect only. Observation in class show that student in Less Ready category This Actually own great potential For quick move to category Ready If get the right scaffolding. They need different approaches in accordance with profile each individual's individual barriers, so that the diagnosis is specific to each individual become very important For designing effective learning strategies (Aisyah & Darmawan, 2023).

Distribution pattern readiness Study This if examined more carry on show existence correlation with factors background behind certain. Data from form registration and interview beginning with parents show that incoming students category Ready part big originate from family with level higher parental education tall, have access to source adequate study at home, as well own history follow education child age quality early childhood. On the other hand, students Not Ready category more Lots originate from family with limitations economy, parents with education basic, or pattern foster care that tends to permissive without clear structure and routine. However Likewise, the teacher also emphasized that generalization This No nature absolute, because there is exceptions where students from background less back lucky precisely show good preparation blessing support from member other families like grandparents or older brother old. Findings This confirm that background behind social economy of course influential, but No determinant single, and that appropriate interventions at the community level school can become factor significant compensatory for students who come from from less conducive environment stimulative (Lestari & Prabowo, 2021).





Characteristics of each group readiness also shows difference in matter style learning and response to teacher's instructions. Observation structured during two Sunday First learning show that student category Ready tend more flexible in accept various method teaching, able Work in a way independent in period certain, and shows initiative in explore material. Students Less Ready category need more instructions explicit and gradual, get benefit big from demonstration and modeling directly by the teacher, as well as show improvement significant performance when given strengthening positive verbally. Meanwhile that, students Not Ready category need a very individual approach, with instructions One steps, high repetitions, as well integration between development emotional and academic that is not can separated. The teacher admitted that manage class with diversity such a need wide is complex challenges, especially with limited teacher - student ratio. Differentiation radical learning and management flexible classes become inevitability, not just difficult ideal choice realized (Nurhayati & Setiawan, 2023).

Dynamics movement between categories also start seen although period observation Still relatively short. Note teacher anecdotes show existence two students who were originally enter Not Ready category start show progress on week fourth learning, with indicator decrease frequency crying, starting brave respond teacher's greeting even though still very slow, and willing to sit in his chair Alone without must accompanied in a way physique continuous progress This happen along with implementation of supportive transition strategies, such as personal welcome at the gate school, provision of a quiet zone in the corner class, and buddy assignment from student category Ready for duty accompany and help. Findings This give optimism that category readiness is fluid, and that teachers have a very big role in facilitate movement student going to level more optimal readiness. Monitoring periodic and strategic adjustments based on individual student responses become key For ensure that No There is students who are left behind or neglected in the transition process in class beginning school basis (Permatasari & Nugroho, 2024).

Findings Obstacle Initial Learning and Initial Recommendations from Diagnostic Assessment Results

Implementation of diagnostic assessment in grade 1 of Muhammadiyah Plus Elementary School, Batam succeed identify a number of obstacle Study specific and necessary beginning handling immediately. Obstacles This No stand individually, but rather each other related and forming profile unique difficulties in each student. The most prominent findings is existence disturbance focus and attention experienced by more from half students in class. Observation





structured during session learning show that students This only capable maintain attention to the tasks assigned during range of five to ten minutes, after That they start restless, talking with friends, playing objects around it, or even strolling leave seating. Interview with the teacher expressing that phenomenon this is a big contrast with experience teaching in the years previously, where students class 1 in general Still capable follow instructions for fifteen until two tens minutes. The teacher guessed that improvement use gadget smart and exposure all-round digital content fast and changing participate contribute to the shortening range attention children generation moment this. In context learning, disorders focus This implications Serious Because part big activity academics in grade 1, such as listen teacher's explanation, listening story, or finish sheet work, requires ability adequate attention. Without appropriate intervention, students with disturbance focus risky tall experience backwardness academics are increasingly widen along increase complexity materials in classes next (Rachmawati & Firmansyah, 2023).

Other obstacles detected in a way significant is readiness low reading in some big students. Assessment results cognitive show that from two tens eight students, only around ten people who have recognize all over letters and able stringing syllables, while the rest Still be at the stage introduction letter partial or even Not yet recognize letter The same once. Observation more deep to student with readiness read low disclose that the problem No just not yet mastered skills decoding, but also on more aspects fundamental like awareness phonological, visual discrimination, and comprehension about writing function. Some student No capable differentiate sound similar letters, no understand that writing brings meaning, or No can identify sound beginning from a spoken word. Interview with teachers and parents confirm that students This own experience very minimal literacy, both at home and at all levels education previously. Reality this is very worrying remember research in the field education base in a way consistent show that ability reading in class beginning is foundation critical for success academics throughout eye lessons at the level next. Delay in control read will create detrimental domino effect, because students who do not Can read will difficulty access information from text in all eye lessons (Widiastuti & Hartono, 2022).

Readiness motor smooth yet ripe become obstacle next identified in a way clear. Assessment show that more from half student experience difficulty in activities that require coordination eye-hand and control muscle precise fingers. The impact is very noticeable in activities writing, where many student show handle wrong pencil, too much pressure strong or too weak, the writing size is not consistent, and rapid fatigue. Observation more carry on disclose that student with motor smooth yet ripe tend avoid activities involving tool write, and when





forced do it, they show high frustration and results remote work from hope. Interview with the teacher indicating that low readiness motor fine This is an increasingly common phenomenon often found in a number of year lastly, allegedly related with change pattern play children who are increasingly less active manipulative and increasingly dominated by interaction with screen touch. Implications from obstacle this is very serious Because curriculum class 1 places demands enough writing height, from write letters, words, up to sentence simple. Students who are constantly experience failure and frustration in write risky develop attitude negative to activity academic in a way general, which can endure until level more education high (Zahra & Hidayatullah, 2024).

Obstacle regulations emotions also become findings important things that need to be done attention special. A number of student show significant difficulties in manage emotion negative like angry, disappointed, or sad in context learning. When facing difficult task or experience failure small, students This show an unexpected reaction proportional like cry hard, throwing object, refuse continue activity The same once, or even go out from class. Observation show that explosion emotion This No only bother the students concerned, but also disrupts the learning process all over class because teachers have to divert attention For calm student said. Interview with parents disclose that even at home students This show pattern similar when his wish No fulfilled, indicating that obstacle regulations emotion is relative characteristics stable cross context. Root problem This often related with pattern inadequate care consistent in apply limitations, minimum habituation face frustration in a way healthy, or even existence factors neurobiological that requires assessment more continued by professionals. In context learning, obstacles regulations emotion make student difficult For involved in the learning process natural will always involving challenges, mistakes, and efforts repetitive before reach mastery (Permata & Aditya, 2022).

Based on overall findings obstacle Study beginning said, the class teacher together researchers formulate a series recommendation the beginning of a nature practical and implementable. Recommendations First is the need build routine structured and accessible classes predicted For provide a sense of security as well as practice attention student in a way gradual. Routine This covers visual schedule posted on the wall, clear transitions between One activity with activity next, and use signal auditory like song or count For signify the beginning something activity. For overcome disturbance focus, teachers are advised For share session learning become segments short duration ten up to fifteen interspersed minutes with movement physique or transition active. The use of multisensory, involving learning media movement, touch, and engaging visuals are also key strategies. For maintain involvement





students who have range attention short. Teachers are also recommended For apply system strengthening consistent positive, no only in the form of present objects, but also in the form of praise specific to effort and progress, as well as chance become leader small in activity certain. This whole strategy aim For create environment responsive learning to need attention and regulation self student class 1 which is still in stage development (Kusumawati & Haryanto, 2023).

Recommendation second related with handling readiness low reading through literacy programs integrated structured in activity daily. Teachers are recommended For allocate time special every day For activity read together, where the teacher reads book story illustrated with voice loud while showing writing and involving student in predict road story. Activities phonics explicit teaching connection sound letters in a way systematic need entered in timetable daily, with duration short However frequency high. Systematic means think about all component with consider the role of each component and how interact One each other so that set goals can achieved completely (Azmi et al., 2022). So, share For students who are still very behind, teachers are advised For provide session individual intervention or group small outside of regular hours, with use appropriate material with their level. Mini library in the corner class with books patterned sentence simple and repetitive need held and accessed in a way free by students. Schools also need involving parents through a home reading program, where parents pushed For read book to child every evening and discuss its contents, as well as given guide simple about method support development literacy children at home. Approach collaborative between school and family is the most effective strategy For accelerate acquisition ability reading to students who experience early lag grade 1 (Ramadhani & Susanti, 2021).

Recommendation third target improvement readiness social through deliberate learning designed For develop interpersonal skills. Teachers are advised For in a way explicit teaching and modeling skills social base like method greeting, how to join in games, how to request please, and how finish conflict simple. Activities learning cooperative in group small with clear structure, such as think-pair- share or game role, can become vehicle For practice skills social in authentic context. Placement strategic seating, where students with readiness social Good seated close together with students who are still difficulties, can create chance for modeling and support peer. Buddy system program, where every student new or students who are still difficulty adapt get Friend companion from more students ready, done proven effective in speed up integration social. Share student with difficulty more social seriously, teachers can compile contract individual behavior with small agreed targets together, and involving parents For strive more Lots chance play with Friend peers outside of school hours. Development readiness social No





Can considered as impact side job from learning academic, but rather must become curriculum hidden which is aware orchestrated by the teacher (Wahyudi & Ningsih, 2023).

Recommendation fourth focused on development motor fine through integration activity fun pre- writing and not threatening. Teachers are recommended For provide diverse training activities muscles fingers and coordination eye-hand every day, like playing with playdough, stringing together beads, putting together puzzles, tracing, cutting, folding paper, and drawing free. Activities This should served in station format or corners class that can selected and explored by students in a way independent. Use tool ergonomic writing like pencil triangle, pencil grip, or even crayon short and compelling tripod grip needed considered For students who are still use unfinished handle mature. Expectations to student writing results need customized with level development each individual's motor skills, where the teacher provides appreciation to effort and progress as small as whatever, not only to neatness and correctness form letters. It is also important to educate parents to provide more Lots chance play manipulative at home and reduce time screen that is not productive. Development motor fine is investment term the length of the result will seen No only on the quality of the handwriting, but also on the credibility self and independence student in finish tasks academic (Suryani & Fauzi, 2022).

Recommendation fifth target obstacle regulations emotion through creation climate supportive classes and teaching skills social-emotional in a way explicit. Teachers need to start year teachings with focus on development positive personal relationships with every students, so that student feel known, accepted, and safe. Co-regulation strategy, where the teacher is present as a calm and supportive figure moment student experience turmoil emotions, need trained and applied in a way consistent, such as help student naming his emotions, validating his feelings, and offered constructive choices. Corner calm or calming corner inside equipped class with objects sensory such as stress balls, books story about emotions, and comfortable pillows can become place for student For calm self in a way independent learning about emotions, such as recognize various type emotions, understanding triggers, and practice calming strategies self, need entered as part from curriculum regular, not only as response incidental to incident. For student with obstacle regulations heavy emotions, teachers need to collaborate with parents and energy professional like psychologist or counselor child For develop a comprehensive and consistent strategy between home and school. Handling obstacle regulations emotions in class beginning is action preventive measures that will prevent emergence problem better behavior and academics serious later day (Apriliani & Sudrajat, 2024).





CONCLUSION

Diagnostic assessment carried out in a way comprehensive in grade 1 of Muhammadiyah Plus Elementary School Batam succeed reveal heterogeneity readiness Study students who include two dimensions main mutual integrated, namely non- cognitive and cognitive dimensions. In the non- cognitive dimension, it was found that student enter school base with enthusiasm tall However overshadowed anxiety significant transitional, motivation that is still depends on reinforcement external, interest strong in activity kinesthetic and art However low on tasks academic structured, welfare varying psychological with one third student Still show longing and worry, as well as habit minimal learning outcomes limited stimulation structured at home. In the dimensions cognitive, identified gap wide in mastery letters, numbers, motor skills smooth, and understanding beginning correlated grade 1 core material close with background behind education child age early and quality stimulation in the environment family. Mapping readiness Study produce distribution two tens nine percent student category Ready, fifty percent Less Ready category, and two tens One percent Not Ready category, with characteristics specifics that indicate that readiness Study is construct multidimensional and spectrum that is not can assessed in a way dichotomous. Obstacles Study main detected covering disturbance focus and attention short on more from half students, readiness low reading, readiness limited social, maturity motor suboptimal smoothness, as well as difficulty regulations emotions that require handling immediately. All findings confirm that integrated non - cognitive and cognitive diagnostic assessment is foundation essential For understand profile Study every student in a way whole and design intervention appropriate pedagogical target since day First classroom learning beginning school base.

School base can adopt diagnostic assessment practice integrated as policy mandatory in every beginning year teachings class 1, with allocate two Sunday First special For activity non- cognitive and cognitive assessment before start learning curricular in a way full, so that teachers have map comprehensive individual readiness. Grade 1 teachers need to trained in a way intensive For develop instrument assessment valid diagnostics, carry out observation structured, doing interview clinical with students and parents, as well as interpreting multidimensional data become profile learning that can followed up in form learning differentiated. Based on profile the resulting readiness, the teacher designs a management strategy flexible classes with grouping student in a way dynamic per domain of needs, not based on category readiness in a way as a whole, so that every student get teaching appropriate target areas of weakness at a time enrichment in areas of strength. Routine class structured with segment learning short intermittent movement physical, integration activity motor fine daily, literacy program





structured with session phonics explicit and reading together every day, and corner calm For regulations emotion need made into element permanent in design learning grade 1. Schools also need build system mentoring three layers, where students category Ready made a buddy for Students are less ready and not ready, the teacher gives individual interventions for those who require more scaffolding intensive, and involving parents through literacy and stimulation programs at home with guide practical provided in a way periodically. For student with obstacle seriously, school weave partnership with psychologist child or power professional other use develop an intervention program consistent comprehensive between school and home, as well as do monitoring periodically every month For evaluate movement category readiness and adapt intervention strategies in a way sustainable. Policy school in reduce burden administrative teachers and provide source Power adequate learning, incl tool props manipulative, books reading multi-level, and multisensory media, becoming factor supporters crucial for the implementation of diagnostic assessment No stop at the stage identification but truly manifest in practice responsive and humanistic learning in every class beginning.

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