



Nurturing Foundational Capabilities: Parental Roles in the Early Childhood to Primary School Transition

Vera Purwodiningsih*, Wuri Astuti, Adinda Meivyriyan N, A'la Fatihatul F, Anggun Faradiva, Desta Nanda Y

Universitas Negeri Malang, Indonesia

Email : vera.purwodiningsih.2201536@students.um.ac.id

DOI: <https://doi.org/10.61987/jemr.v5i5.3159>

ABSTRACT

Keywords:

Parental Involvement;
School Transition;
Early Childhood
Education; Home
Literacy

*Corresponding Author

Indonesia's Merdeka Belajar Episode 24 initiative has transformed the transition from early childhood education to primary school by eliminating entrance screening, introducing orientation phases, and emphasizing six foundational competencies. This study aimed to examine parental facilitation in supporting children's adjustment from early childhood education to primary school, particularly in developing foundational competencies, pre-academic prerequisite skills, non-labeling attitudes, and early home literacy practices. A descriptive quantitative approach was employed involving 150 caregivers of Group B kindergarten children. Data were collected using validated Likert-scale instruments and analyzed using percentage statistics to describe parental engagement across the targeted dimensions. The findings showed a very good overall level of parental engagement (80%). The highest ratings were found in cultivating foundational competencies and maintaining non-labeling attitudes (82% each), while pre-academic prerequisite skills reached 71%. Early home literacy practices recorded the lowest score (64%), indicating persistent parental concerns about primary school academic expectations. These findings imply that systematic parenting guidance and collaborative workshops involving early childhood institutions and education authorities are needed to strengthen home literacy practices and align parental support with national transition policies.

Article History:

Received: June 2026; Revised: July 2026; Accepted: August 2026

Please cite this article in APA style as:

Purwodiningsih, V., Astuti, W., Meivyriyan N, A., Fatihatul F, A., Faradiva, A., & Nanda, D. Y. (2026). Nurturing Foundational Capabilities: Parental Roles in the Early Childhood to Primary School Transition. *Journal of Educational Management Research*, 5(5), 6074-6088.

INTRODUCTION

The transition from early childhood education (ECE) to primary school is a socially important developmental process because it shapes children's adjustment to new academic, social, and emotional expectations. Successful transitions can support continuity in learning, strengthen children's confidence, and reduce unnecessary pressure during entry into formal schooling. Research

indicates that school readiness is multidimensional, involving academic, social, emotional, and behavioral capacities rather than isolated literacy or numeracy skills (Mardiah et al., 2024; Meng et al., 2023; Rahmawati et al., 2025). Parents are particularly important because children's preparation extends beyond classroom activities into everyday home experiences. Home learning environments can support early literacy and mathematics development, while family-school connectivity can facilitate continuity during transition (Skwarchuk et al., 2022; Tobin et al., 2022). Therefore, understanding how parents implement transition-support roles is important for developing developmentally appropriate and family-inclusive educational practices that benefit children, families, and schools.

This study is theoretically grounded in perspectives viewing children's readiness as developing through interaction between learning experiences, family environments, and contexts. Brunerian learning theory explains that children construct understanding through enactive and iconic experiences before progressing toward symbolic representation, making home experiences relevant to early learning preparation (Wynne et al., 2026; Achmad et al., 2025). Bronfenbrenner's ecological perspective further positions parents as influential components of children's immediate environments, while connections between home and school can shape continuity across educational settings (Abbas et al., 2025; El Zaatari & Maalouf, 2022). These theories support examining parental practices across learning skills and developmental capabilities. Developmentally appropriate practice emphasizes responsiveness to children's individual characteristics rather than imposing uniform expectations (Kessler & Castner, 2024; Wright et al., 2024). Accordingly, these perspectives provide a basis for examining parental support through learning and developmental stimulation, and respect for developmental trajectories.

Despite policy efforts to promote enjoyable and holistic transitions, families may still experience uncertainty about what children should achieve before entering primary school. Social expectations can encourage parents to emphasize academic performance, particularly early reading, writing, and mathematics, potentially narrowing their understanding of school readiness. Research shows that home environments and family practices are associated with children's literacy, mathematics, cognitive, and social-emotional development, although effects can vary across family circumstances (Skwarchuk et al., 2022; Xia, 2024). Parents also differ in how they understand and experience engagement with ECE settings, showing that family participation cannot be reduced to one pattern (Levickis et al., 2023; Anapah et al., 2026). Transition research further indicates that children's experiences depend on interactions

among children, families, teachers, and educational contexts (Wilders & Wood, 2023; Cook et al., 2024). Thus, strengthening parental understanding and implementation remains an important challenge for families.

Previous research has examined ECE-to-primary transitions through children's experiences, teacher perspectives, parental involvement, and transition activities. Reviews indicate that school readiness and transition are multidimensional processes requiring coordination among children, families, and educational institutions (Meng et al., 2023; González-Moreira et al., 2023). Several studies have examined combinations of transition activities and family engagement, demonstrating that transition support extends beyond classroom preparation and instruction (Cook et al., 2024; Purtell et al., 2022). Research on home learning environments also documents associations between parental practices and early literacy and mathematics skills (Skwarchuk et al., 2022; Arifin et al., 2025). However, much of this literature investigates individual aspects of readiness or family engagement rather than systematically measuring how parents implement a comprehensive transition-role framework. This limitation leaves limited quantitative evidence currently about how extensively parents enact specific transition-support responsibilities in everyday settings before children enter formal primary school.

A further limitation concerns integration of academic preparation with social-emotional development and child-responsive parenting within a single framework. Existing studies demonstrate the importance of family-school partnerships, culturally inclusive engagement, and children's developmental experiences, but these areas are often examined separately (McWayne et al., 2022; Tobin et al., 2022; Wilders & Wood, 2023). Research highlights differences in parental involvement across socioeconomic contexts, indicating that family practices cannot be assumed to be uniform (Xia, 2024; Bayat & Madyibi, 2022; Lestari & Prianthara, 2026). Consequently, evidence remains insufficient regarding parental roles during the ECE-to-primary transition when prerequisite skills, foundational capabilities, and avoidance of comparative labeling are considered together. Addressing this gap is important because a transition framework may be implemented unevenly across domains. Empirical measurement can identify which parental practices are relatively established and which require greater reinforcement, thereby strengthening transition support for families and educational practitioners.

The novelty of this study lies in operationalizing parental support for the ECE-to-primary transition as an integrated multidimensional framework comprising prerequisite skill support, stimulation of six foundational capabilities, and avoidance of comparative labeling. Rather than treating school readiness as a child characteristic alone, the study examines what parents

actually report doing to prepare children through everyday practices. This approach makes parental implementation observable across learning, socio-emotional, physical, cognitive, moral, and child-responsive dimensions within one measurement structure. The study also distinguishes overall implementation from domain-specific patterns, allowing stronger and weaker areas of parental practice to be identified without reducing transition preparation to academic achievement. By applying this framework quantitatively to a defined population of kindergarten Group B parents, the study provides a structured empirical picture of parental transition support and offers a practical basis for designing more balanced parent-oriented transition programs.

The research problem is the insufficient empirical understanding of how extensively parents implement diverse roles in preparing children for the transition from ECE to primary school. The study argues that effective transition support should not be represented solely by academic preparation, because children also require social-emotional, physical, cognitive, moral, and self-care capabilities, together with respect for individual developmental differences. Therefore, implementation needs examination across multiple domains rather than through a single readiness indicator. This study measures the implementation level of these roles among parents of Group B kindergarten children and identifies patterns across these domains. Its contribution is twofold: first, it provides quantitative evidence describing parental practices during a crucial educational transition; second, it identifies domains that may require targeted reinforcement. The findings are expected to support balanced, child-responsive, family-centered transition planning within ECE and primary education systems and practice.

RESEARCH METHODS

This study employed a descriptive quantitative research design using a cross-sectional survey to measure the implementation of parental roles through numerical indicators and summarize response patterns systematically. A quantitative design was selected because the research focused on obtaining standardized measurements from a relatively large group of parents and presenting the results through frequencies, percentages, and achievement levels. Survey research is appropriate when researchers seek structured, comparable information from respondents using standardized instruments, provided that measurement procedures and data quality are carefully controlled (Lim & Koay, 2024; Wilson et al., 2024). The descriptive orientation was adopted because the study did not examine causal relationships or mediation effects, but instead aimed to portray the extent to which parental roles were implemented among Group B kindergarten students during the 2025/2026 academic year overall.

The study was conducted in Merjosari Village, Lowokwaru District, Malang City, involving Group B kindergarten students and their parents or guardians during the 2025/2026 academic year. The location was selected because eight kindergarten institutions in the area collectively represented a defined population of 272 parents, providing an appropriate setting for describing parental role implementation across several educational institutions. The population comprised all 272 parents or guardians of Group B students. Cluster random sampling was used to select six kindergarten institutions as sampling clusters, after which eligible parents within the selected clusters were invited to participate. The target sample was 162 respondents based on a 5% margin of error, while 150 valid questionnaires were ultimately obtained. Sampling decisions were guided by principles of appropriate technique selection and sample-size determination (Ahmed, 2024; Jasmin et al., 2025).

Data were collected using a structured, closed-ended questionnaire administered to parents or guardians in the selected kindergarten institutions. Responses were recorded on a five-point Likert scale ranging from Always (5) to Never (1). The questionnaire initially contained 26 statements developed from the study's parental-role dimensions and was reviewed by two educational evaluation experts to establish content validity. Expert review and empirical testing were considered important because survey instruments require systematic evidence that items adequately represent the intended construct (Hill et al., 2022; Stefana et al., 2025). A field test involving 34 non-sample respondents was then conducted. Item validity analysis retained 17 statements with item-total correlations of 0.370–0.845, exceeding the specified criterion of 0.339. Reliability testing produced Cronbach's alpha of 0.748, indicating acceptable internal consistency for the present survey instrument overall.

Data were analyzed using descriptive percentage statistics to determine the level of parental role implementation. The percentage achievement was calculated as $P = (f/N) \times 100\%$, where P represents the percentage achievement, f represents the empirical score obtained, and N represents the maximum possible score. The resulting percentages from all valid responses were interpreted using five achievement categories: 80%–100% as Very Good, 60%–79.99% as Good, 40%–59.99% as Moderate, 20%–39.99% as Low, and 0%–19.99% as Very Low. This analytical procedure was selected because the study sought to describe patterns rather than estimate causal effects or test mediation models. Careful survey analysis and transparent and systematic reporting of measurement procedures are recommended to strengthen the interpretability and credibility of quantitative findings and reporting in survey-based studies (Gottfried, 2024; Miller & Lengler, 2025).

RESULTS AND DISCUSSION

Results

Respondent Characteristics

Table 1. Demographic Profile of Parent Respondents (N = 150)

Demographic Parameter	Sub-Group Classification	Count (n)	(%)
Educational Attainment	Elementary / Junior High School	24	16.0%
	Senior High / Vocational School	51	34.0%
	Diploma Level (D1–D3)	9	6.0%
	Undergraduate Degree (S1)	50	33.3%
	Postgraduate Degree (S2–S3)	15	10.0%
Occupational Status	Homemaker / Full-Time Caregiver	84	56.0%
	Private Employee / Civil Servant	27	18.0%
	Self-Employed / Merchant	11	7.3%
	Educator / Academic Staff	8	5.3%
	Miscellaneous Roles	20	13.4%
Number of Dependent Children	1–2 Children	109	72.7%
	3–5 Children	41	27.3%

Table 1 presents the demographic characteristics of the 150 parent respondents. Regarding educational attainment, the largest group consisted of respondents with senior high or vocational education (34.0%), followed by those holding undergraduate degrees (33.3%). Respondents with elementary or junior high education accounted for 16.0%, while 10.0% held postgraduate degrees and 6.0% held diploma-level qualifications. In terms of occupational status, homemakers or full-time caregivers represented the largest group (56.0%), followed by private employees or civil servants (18.0%). Self-employed respondents accounted for 7.3%, educators or academic staff for 5.3%, and respondents in other occupational categories for 13.4%. Regarding the number of dependent children, 72.7% of respondents reported having one to two children, whereas 27.3% reported having three to five children.

Prerequisite Skill Support

Table 2. Performance Summary for Prerequisite Skill Support

Code	Operational Indicator Description	Obtained	Maximum	%	Rating
P1	Home facilitation of emergent literacy routines (interactive storybook reading)	479	750	64%	Good
P2	Practical informal numeracy experiences using surrounding objects	554	750	74%	Good
P3	Implementation of enjoyable learning strategies without compulsion	561	750	75%	Good
Mean	Domain 1 Cumulative Outcome	1,594	2,250	71%	Good

Table 2 shows that the cumulative score for Domain 1 was 1,594 out of a maximum score of 2,250, corresponding to 71% and classified as Good. All three indicators were also classified as Good. P3, concerning the implementation of enjoyable learning strategies without compulsion, recorded the highest percentage at 75%, followed by P2, concerning informal numeracy experiences, at 74%. P1, concerning home facilitation of emergent literacy through interactive storybook reading, recorded the lowest percentage at 64%. Thus, the descriptive pattern indicates relatively similar performance across the three indicators, although the emergent literacy indicator had the lowest observed percentage within this domain.

Foundational Capabilities

Table 3. Cultivation of Six Foundational Capabilities

Code	Foundational Capability Indicator	Obtained	%	Rating
P4	Religious/Moral Values (Role modeling & religious routines)	679	91%	Very Good
P5	Social-Communication (Emotionally constructive guidance during tantrums)	571	76%	Good
P6	Social-Communication (Habituating sharing & empathy)	637	85%	Very Good
P7	Social-Communication (Promoting polite language usage)	648	86%	Very Good
P8	Emotional Maturity (Patient parental responses to distress)	605	81%	Very Good
P9	Emotional Maturity (Clear explanations of house rules)	604	81%	Very Good
P10	Positive Learning Disposition (Supporting home exploration)	606	81%	Very Good
P11	Motor Skills & Self-Care (Fostering daily independence)	634	85%	Very Good
P12	Motor Skills & Healthy Habits (Regular shared physical exercise)	579	77%	Good
P13	Cognitive Readiness (Identifying concrete objects at home)	599	80%	Very Good
P14	Cognitive Readiness (Observing natural home surroundings)	615	82%	Very Good
Mean	Domain 2 Cumulative Outcome	6,777	82%	Very Good

As shown in Table 3, Domain 2 obtained a cumulative empirical score of 6,777, corresponding to 82% and a Very Good classification. Nine of the eleven indicators were classified as Very Good, while two indicators were classified as Good. P4, concerning religious and moral values, recorded the highest percentage at 91%. This was followed by P7 (86%), P6 (85%), and P11 (85%). P8,

P9, and P10 each recorded 81%, while P14 reached 82% and P13 reached 80%. The two indicators classified as Good were P12, concerning regular shared physical exercise (77%), and P5, concerning emotionally constructive guidance during tantrums (76%). P5 therefore represented the lowest percentage within Domain 2.

Avoidance of Comparative Labeling

Table 4. Avoidance of Comparative Labeling

Code	Attitudinal Indicator Description	Obtained	%	Rating
P15	Respecting individual learning rhythms and growth pacing	605	81%	Very Good
P16	Refraining from negative or rigid labels	619	83%	Very Good
P17	Offering effort-focused praise and encouragement	624	83%	Very Good
Mean	Domain 3 Cumulative Outcome	1,848	82%	Very Good

Table 4 indicates that Domain 3 obtained a cumulative score of 1,848 and an overall achievement percentage of 82%, classified as Very Good. All three indicators were classified as Very Good. P16, concerning refraining from negative or rigid labeling, and P17, concerning effort-focused praise and encouragement, each achieved 83%. P15, concerning respect for individual learning rhythms and developmental pacing, recorded 81%. The differences among the three indicators were therefore relatively small, with a three-percentage-point difference between the highest and lowest observed percentages.

Overall Parental Role Implementation

Table 5. Consolidated Overall Implementation Score

Overall Assessment Unit	Empirical Sum	Maximum Score	%	Classification
Cumulative Parental Role Execution	10,219	12,750	80%	Very Good

Table 5 presents the consolidated results across all 17 survey indicators. The total empirical score was 10,219 out of a maximum possible score of 12,750, producing an overall achievement percentage of 80%, which was classified as Very Good. The cumulative score was derived from the three domains: Domain 1 contributed 1,594 points, Domain 2 contributed 6,777 points, and Domain 3 contributed 1,848 points. These domain scores collectively produced the overall empirical score of 10,219. Descriptively, Domain 2 and Domain 3 both reached 82% and were classified as Very Good, whereas Domain 1 reached 71% and was classified as Good. The results therefore show variation across domains despite the overall classification of parental role implementation as Very Good.

Discussion

The overall parental role implementation reached 80% and was classified as Very Good, indicating that parents generally supported children's transition from early childhood education to primary school. This finding is consistent with Mardiah et al. (2024), who emphasize that school readiness involves interconnected academic, social, and emotional dimensions rather than academic preparation alone. Similarly, Meng et al. (2023) highlight the importance of family involvement in supporting children's transition experiences. The present finding extends this perspective by demonstrating quantitatively that parental practices can be observed across prerequisite skills, foundational capabilities, and attitudes toward children's individual development. However, the overall result should not be interpreted as evidence of uniformly strong implementation because Domain 1 achieved only 71%, indicating variation among dimensions. This pattern supports the argument that transition readiness is multidimensional and requires balanced support rather than an exclusive emphasis on academic preparation.

Domain 1 obtained 71%, with enjoyable learning strategies (75%) and informal numeracy experiences (74%) exceeding emergent literacy support through interactive storybook reading (64%). The stronger numeracy result is consistent with literature emphasizing the importance of everyday experiences in developing early mathematical understanding (Thiel, 2025; Dierkx et al., 2025). Meanwhile, the comparatively lower literacy score suggests that home literacy practices may require greater attention. Bear (2022) and Wauters and Dirks (2024) describe interactive literacy activities as important contexts for emergent literacy and broader language development. Petrie et al. (2023) further demonstrate the relevance of parent–child interaction during storybook reading. Thus, the present findings broadly align with existing literature, while identifying interactive home literacy as a comparatively less developed component of parental transition support in the studied population.

The 82% result for Domain 2 demonstrates relatively strong parental support for foundational capabilities, particularly religious and moral values (91%), polite language (86%), empathy (85%), and independence (85%). These findings are consistent with Mardiah et al. (2024), who identify social and emotional competencies as essential components of school readiness. They also correspond with Farisia and Mukhoyyaroh (2025), who conceptualize learning readiness as extending beyond academic competence. However, the lower scores for constructive guidance during tantrums (76%) and shared physical exercise (77%) indicate that parental support is not equally developed across all capabilities. This variation complements Hanifah and Kurniati (2024), who emphasize the importance of adult support during transition preparation. The

present results therefore reinforce a holistic understanding of readiness while showing that emotional regulation and physical-health routines may require more consistent parental implementation.

Domain 3 also reached 82%, with all three indicators classified as Very Good. Respecting individual learning rhythms (81%), avoiding negative or rigid labels (83%), and providing effort-focused encouragement (83%) indicate that respondents generally reported child-centered attitudes toward developmental differences. This finding is consistent with Kessler and Castner (2024) and Wright et al. (2024), who emphasize developmentally appropriate practice and responsiveness to children's individual characteristics. It also aligns with Wilders and Wood (2023), whose work illustrates that children's experiences of transition are shaped by how readiness and learning are understood. The present finding differs from approaches that conceptualize school readiness primarily through standardized academic expectations. Rather than measuring readiness only through children's skills, the findings demonstrate the relevance of parental attitudes toward developmental pace and learning processes. This provides additional empirical support for a more child-responsive conception of transition preparation.

The findings also correspond with research emphasizing continuity between home and school. The overall Very Good classification suggests that parents constitute an important component of children's transition environment, consistent with Tobin et al. (2022), who highlight family–school connectivity during transition to primary school. Similarly, Purtell et al. (2022) demonstrate the relevance of parent engagement in early childhood contexts, while McWayne et al. (2022) advocate culturally inclusive home-to-school partnerships. However, the present study focuses specifically on parental practices within the home rather than directly measuring the quality of school–family interaction. This distinction is important because successful transition cannot be attributed to parental practices alone. Cook et al. (2024) show that combinations of transition activities involving children and families can contribute to transition experiences. Accordingly, the current findings should be understood as evidence of parental implementation within the broader transition ecosystem.

A notable contribution of this study is its empirical integration of three parental domains within a single quantitative framework: prerequisite skill support, foundational developmental capabilities, and avoidance of comparative labeling. Existing studies frequently examine school readiness, family engagement, or transition activities as interconnected but distinguishable areas (Meng et al., 2023; González-Moreira et al., 2023). The present framework brings these dimensions together and quantifies their implementation at the parental level. Its novelty therefore lies less in introducing an entirely new construct than

in operationalizing parental transition support through a multidimensional measurement structure that simultaneously captures learning facilitation, socio-emotional development, and child-centered attitudes. The domain-level variation further provides a practical basis for identifying areas requiring reinforcement, particularly home literacy, emotional guidance, and physical activity. This multidimensional approach may complement existing transition research by making parental implementation more systematically observable.

Overall, the findings contribute to the literature by positioning parents not merely as recipients of transition information but as active agents in constructing children's readiness through everyday practices. The results support literature advocating holistic, developmentally appropriate, and family-inclusive transitions (Mardiah et al., 2024; McWayne et al., 2022; Zhang & Pu, 2026). At the same time, the differences between stronger and weaker indicators demonstrate that a high overall score does not eliminate specific areas for improvement. The study's main contribution is therefore the empirical identification of a multidimensional pattern of parental support in which learning, socio-emotional development, physical habits, and non-comparative attitudes coexist within one transition framework. Its practical implication is that parent-oriented transition programs should not focus exclusively on literacy and numeracy, but should also strengthen emotional co-regulation, healthy routines, and respect for individual developmental trajectories. Further research can examine these patterns across diverse socioeconomic and educational contexts.

CONCLUSION

This study concludes that parental support for the transition from early childhood education to primary school was generally very good (80%), although its implementation varied across domains. The most important finding is that parents demonstrated stronger engagement in cultivating foundational capabilities and avoiding comparative labeling (82% each), whereas prerequisite skill support was comparatively lower (71%), particularly in home-based emergent literacy activities (64%). The key lesson is that effective school transition should not be reduced to academic preparation but should integrate cognitive, social-emotional, physical, moral, and child-responsive support. The implication of these findings is that transition programs should provide systematic guidance for parents, particularly to strengthen interactive home literacy while maintaining holistic developmental practices. The scientific contribution of this study lies in operationalizing parental transition support as an integrated multidimensional framework encompassing prerequisite skills, six foundational capabilities, and non-labeling attitudes, thereby extending transition research beyond child-centered readiness measures. However, the study is limited by its cross-sectional descriptive design, self-reported data, and

focus on a defined group of Group B kindergarten parents, which limits causal interpretation and broader generalizability. Future research should employ longitudinal and mixed-method designs, incorporate observations or teacher reports, and examine parental transition practices across diverse socioeconomic and educational contexts.

REFERENCES

- Abbas, A., Shahzad, M. H., Ekowati, D., Fenitra, R. M., & Suhariadi, F. (2025). System Interaction and Human Development: Bronfenbrenner Theory's Interplay for Leadership in Organization. *Integrative Psychological and Behavioral Science*, 59(3), 55. <https://doi.org/10.1007/s12124-025-09923-6>
- Achmad, F., Riau, D. P., & Akadira, T. (2025). Evaluating Public Service Quality: Why Employee Performance Outshines Service Standards and Work Culture in Shaping User Satisfaction. *Business and Applied Management Journal*, 3(2), 349–362. <https://doi.org/10.61987/bamj.v3i2.1638>
- Ahmed, S. K. (2024). How to Choose a Sampling Technique and Determine Sample Size for Research: A Simplified Guide for Researchers. *Oral Oncology Reports*, 12, 100662. <https://doi.org/10.1016/j.oor.2024.100662>
- Anapah, M. G. I., Al Musadieq, M., & Ruhana, I. (2026). Psychological Mechanisms of Employee Engagement: The Mediating Role of Job Satisfaction in the Relationship between Participative Leadership, Work-Life Balance, and the Work Environment in Cooperatives. *Business and Applied Management Journal*, 4(1), 145–162. <https://doi.org/10.61987/bamj.v4i1.2169>
- Arifin, M., Jazilurrahman, J., & AS, A. H. (2025). Continuous Improvement in Learning Innovation Management to Enhance Students' Learning Motivation. *Business and Applied Management Journal*, 3(1), 168–182. <https://doi.org/10.61987/bamj.v3i1.1302>
- Bayat, A., & Madyibi, S. (2022). The Home Environment and Parental Involvement of Preschoolers in Philippi, a Low-Income Area: Do They Hinder or Support Early Learning? *South African Journal of Childhood Education*, 12(1), 1–10. <https://doi.org/10.4102/sajce.v12i1.1055>
- Bear, D. R. (2022). Literacy Activities That Highlight Emergent and Beginning Literacy Development. *The Reading Teacher*, 76(2), 211–222. <https://doi.org/10.1002/trtr.2106>
- Cook, K. D., Ehrlich Loewe, S., Kabourek, S., Francis, J., Schaper, A., Thomson, D., ... & Kauerz, K. (2024). How Do Combinations of Transition Activities Available to Children and Families Predict Successful Kindergarten Transitions? *Early Education and Development*, 35(4), 740–765. <https://doi.org/10.1080/10409289.2023.2229715>

- Dierkx, V., Van De Rijt, B., Hessen, D., Van Luit, H., & van Viersen, S. (2025). Early Numeracy Development as a Foundation of Mathematics Achievement in Primary Education. *Learning and Individual Differences*, 121, 102706. <https://doi.org/10.1016/j.lindif.2025.102706>
- El Zaatari, W., & Maalouf, I. (2022). How the Bronfenbrenner Bio-Ecological System Theory Explains the Development of Students' Sense of Belonging to School? *SAGE Open*, 12(4), 21582440221134089. <https://doi.org/10.1177/21582440221134089>
- Farisia, H., & Mukhoyyaroh, T. (2025). Students' Learning Readiness from Kindergarten to Primary School. *Jurnal Cakrawala Pendas*, 11(2), 402–417.
- González-Moreira, A., Ferreira, C., & Vidal, J. (2023). Review on Research Methods for Studying Transition from Early Childhood Education to Primary Education. *Education Sciences*, 13(3), 254. <https://doi.org/10.3390/educsci13030254>
- Gottfried, J. (2024). Practices in Data-Quality Evaluation: A Large-Scale Review of Online Survey Studies Published in 2022. *Advances in Methods and Practices in Psychological Science*, 7(2), 25152459241236414. <https://doi.org/10.1177/25152459241236414>
- Hanifah, S., & Kurniati, E. (2024). The Role of Early Childhood Education Teachers in Preparing Early Childhood Learning Readiness in the Transition Period. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 12(3), 517–524. <https://doi.org/10.23887/paud.v12i3.80623>
- Hill, J., Ogle, K., Gottlieb, M., Santen, S. A., & Artino, A. R., Jr. (2022). Educator's Blueprint: A How-To Guide for Collecting Validity Evidence in Survey-Based Research. *AEM Education and Training*, 6(6), e10835. <https://doi.org/10.1002/aet2.10835>
- Jasmin, J., Syaifuddin, S., Rosyidah, U., Sudirman, M. S., & Esa, A. (2025). Home Procurement Solution: The Utilization of Tawatu' in the Musharakah Mutanaqishah Agreement for Home Ownership. *Business and Applied Management Journal*, 3(2), 378–393. <https://doi.org/10.61987/bamj.v3i2.1636>
- Kessler, S., & Castner, D. (2024). Curriculum Theory and Developmentally Appropriate Practice. *International Journal of Early Years Education*, 32(3), 565–579. <https://doi.org/10.1080/09669760.2024.2370845>
- Lestari, N. K. I. D., & Prianthara, I. B. T. (2026). Burnout, Boredom, and Gen Z Productivity: The Roles of Positive Cyberloafing and Digital Mindfulness. *Business and Applied Management Journal*, 4(2), 276–294. <https://doi.org/10.61987/bamj.v4i2.2298>
- Levickis, P., Murray, L., Lee-Pang, L., Eadie, P., Page, J., Lee, W. Y., & Hill, G. (2023). Parents' Perspectives of Family Engagement with Early Childhood Education and Care During the COVID-19 Pandemic. *Early Childhood Education Journal*, 51(7), 1279–1289. <https://doi.org/10.1007/s10643-022-01376-5>

- Lim, W. M., & Koay, K. Y. (2024). So You Want to Publish in a Premier Journal? An Illustrative Guide on How to Develop and Write a Quantitative Research Paper for Premier Journals. *Global Business and Organizational Excellence*, 43(3), 5–19. <https://doi.org/10.1002/joe.22252>
- Mardiah, L. Y., Wulan, S., & Akbar, Z. (2024). Strategies of Kindergarten Teachers and Parents in Preparing Children's School Readiness: Academic, Social, and Emotional Perspectives. *Al-Athfal: Jurnal Pendidikan Anak*, 10(1), 61–71. <https://doi.org/10.14421/al-athfal.2024.101-06>
- McWayne, C. M., Melzi, G., & Mistry, J. (2022). A Home-to-School Approach for Promoting Culturally Inclusive Family-School Partnership Research and Practice. *Educational Psychologist*, 57(4), 238–251. <https://doi.org/10.1080/00461520.2022.2070752>
- Meng, C., Cohrsen, C., Lau, L., & Carrie, G. (2023). Perspectives of Children, Parents and Teachers on School Readiness and School Transitions in Mainland China: A Narrative Literature Review. *Asia-Pacific Journal of Research in Early Childhood Education*, 17(1), 91. <https://doi.org/10.17206/apjrece.2023.17.1.91>
- Miller, S., & Lengler, J. (2025). Strengthening Quantitative Research in International Business: Best Practices for Methods and Results Sections. *Critical Perspectives on International Business*. <https://doi.org/10.1108/CPOIB-01-2025-0018>
- Petrie, A., Robert, M. A. Y. R., Fei, Z. H. A. O., & Montanari, S. (2023). Parent-Child Interaction During Storybook Reading: Wordless Narrative Books Versus Books with Text. *Journal of Child Language*, 50(1), 104–131. <https://doi.org/10.1017/S0305000921000763>
- Purtell, K. M., Jiang, H., Justice, L. M., Sayers, R., Dore, R., & Pelfrey, L. (2022). Teacher Perceptions of Preschool Parent Engagement: Causal Effects of a Connection-Focused Intervention. *Child & Youth Care Forum*, 51(5), 937–966. <https://doi.org/10.1007/s10566-021-09661-x>
- Rahmawati, R., Rubini, B., & Novita, L. (2025). Strategies for Improving Teacher Performance Using a Local Expertise Approach: A Study Using POP-SDM. *Business and Applied Management Journal*, 3(2), 238–251. <https://doi.org/10.61987/bamj.v3i2.1635>
- Skwarchuk, S. L., Douglas, H., Cahoon, A., LeFevre, J. A., Xu, C., Roy, E., ... & Susperreguy, M. I. (2022). Relations Between the Home Learning Environment and the Literacy and Mathematics Skills of Eight-Year-Old Canadian Children. *Education Sciences*, 12(8), 513. <https://doi.org/10.3390/educsci12080513>

- Stefana, A., Damiani, S., Granziol, U., Provenzani, U., Solmi, M., Youngstrom, E. A., & Fusar-Poli, P. (2025). Psychological, Psychiatric, and Behavioral Sciences Measurement Scales: Best Practice Guidelines for Their Development and Validation. *Frontiers in Psychology*, 15, 1494261. <https://doi.org/10.3389/fpsyg.2024.1494261>
- Thiel, O. (2025). Playing Gebeta in Preschool: Informal Pathways to Early Numeracy Through Directionality and Bundling. *Education Sciences*, 15(10), 1365. <https://doi.org/10.3390/educsci15101365>
- Tobin, E., Sloan, S., Symonds, J., & Devine, D. (2022). Family-School Connectivity During Transition to Primary School. *Educational Research*, 64(3), 277–294. <https://doi.org/10.1080/00131881.2022.2054451>
- Wauters, L., & Dirks, E. (2024). Interactive Storybook Reading to Enhance Language, Literacy, and Social-Emotional Skills. *Journal of Deaf Studies and Deaf Education*, 29(2), 286–287. <https://doi.org/10.1093/deafed/enae003>
- Wilders, C., & Wood, E. (2023). 'If I Play I Won't Learn': Children's Perceptions and Experiences of Transition and School Readiness from Maternelle to Year 1. *Journal of Early Childhood Research*, 21(2), 162–180. <https://doi.org/10.1177/1476718X221145460>
- Wilson, A. B., Bay, B. H., Byram, J. N., Carroll, M. A., Finn, G. M., Hammer, N., & Organ, J. M. (2024). Journal Recommended Guidelines for Survey-Based Research. *Anatomical Sciences Education*, 17(7), 1389–1391. <https://doi.org/10.1002/ase.2499>
- Wright, B. L., Friedman, S., & Bredekamp, S. (2024). Looking Back to Move Forward: Reflecting on Developmentally Appropriate Practice to Advance Equity in Early Childhood Education. *International Journal of Early Years Education*, 32(3), 530–546. <https://doi.org/10.1080/09669760.2024.2343060>
- Wynne, S., Robinson, C., & O'Connor, D. (2026). A Brunerian Theoretical Framework for ECE: A Review of Jerome Bruner's Theoretical Contributions to Early Childhood Education. *International Journal of Early Childhood*, 58(2), 1003–1020. <https://doi.org/10.1007/s13158-026-00502-3>
- Xia, X. (2024). Parental Involvement and Chinese Children's Cognitive and Social-Emotional School Readiness: Differential Effects Across Family Socioeconomic Status. *Children and Youth Services Review*, 161, 107647. <https://doi.org/10.1016/j.childyouth.2024.107647>
- Zhang, J., & Pu, S. (2026). The 'Problem' of School Transition and Its 'Scientific' Solution: Re-Examining ECE Policy Through the Ethics of Care. *British Educational Research Journal*. <https://doi.org/10.1002/berj.70218>