

TESIS

**TEACHERS' PERCEPTIONS ON SCHOOL READINESS: A CASE OF MTWARA
REGION-TANZANIA.**



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PROGRAM STUDI PENDIDIKAN ANAK USIA DINI

FAKULTAS ILMU PENDIDIKAN

UNIVERSITAS PENDIDIKAN INDONESIA

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TESIS

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Magister Pendidikan Anak Usia Dini



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DECLARATION OF AUTHERSHIP

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ABSTRACT

This study focused on exploring kindergarten school teachers' beliefs and actions regarding school readiness, as well as how they contribute to the smooth transition of children into school settings in Tanzania's Mtwara Region. Qualitative research approach were employed in this study comprising both primary and secondary sources of data. To allow the researcher to investigate an in-depth of information from the respondents, unstructured and semi-structured interviews with an open-ended interview strategy were used. About 10 kindergarten school teachers were attended as a sample population in this study while following all protocols of interview. Thematic analysis procedures were applied as a qualitative analysis methods to assess and evaluate the findings of the study. The findings of this study revealed different perspectives demonstrated by the kindergarten school teachers basing on the meaning and awareness of school readiness, school readiness skills, school curriculum and learning environments, school readiness assessments and improvements as well as parental and school teachers' roles in school readiness. The findings show that not all kindergarten teachers are familiar with the concept of school readiness, and some of them lack professional certification in the field of early childhood education. Most of them rely on experience to teach children in their respective classrooms. Therefore, it is recommended that on-going in-service training should be done by the government and other education stakeholders to develop a clear understanding of school readiness and transition to school to all kindergarten school teachers. The government should place significant emphasis on ECE professions through empowering various colleges that offers ECE courses across the country, ensuring that prospective teachers have sufficient practical knowledge and abilities necessary to provide high-quality early childhood education in various schools around the country.

Key words: school readiness; perceptions; childhood; learning autonomous; Tanzania.

ABSTRAK

Studi ini berfokus pada mengeksplorasi keyakinan dan tindakan guru sekolah TK mengenai kesiapan sekolah, serta bagaimana mereka berkontribusi pada kelancaran transisi anak-anak ke lingkungan sekolah di Wilayah Mtwara Tanzania. Pendekatan penelitian kualitatif digunakan dalam penelitian ini yang terdiri dari sumber data primer dan sekunder. Untuk memungkinkan peneliti menyelidiki informasi mendalam dari responden, wawancara tidak terstruktur dan semi terstruktur dengan strategi wawancara terbuka digunakan. Sekitar 10 guru sekolah TK hadir sebagai populasi sampel dalam penelitian ini dengan mengikuti semua protokol wawancara. Prosedur analisis tematik diterapkan sebagai metode analisis kualitatif untuk menilai dan mengevaluasi temuan penelitian. Temuan penelitian ini mengungkapkan perspektif berbeda yang ditunjukkan oleh guru sekolah TK berdasarkan makna dan kesadaran kesiapan sekolah, keterampilan kesiapan sekolah, kurikulum sekolah dan lingkungan belajar, penilaian dan peningkatan kesiapan sekolah, serta peran orang tua dan guru sekolah di sekolah. kesiapan. Temuan menunjukkan bahwa tidak semua guru TK memahami konsep kesiapan sekolah, dan beberapa di antaranya kurang memiliki sertifikasi profesional di bidang pendidikan anak usia dini. Kebanyakan dari mereka mengandalkan pengalaman untuk mengajar anak-anak di kelasnya masing-masing. Oleh karena itu, direkomendasikan bahwa pelatihan in-service yang sedang berlangsung harus dilakukan oleh pemerintah dan pemangku kepentingan pendidikan lainnya untuk mengembangkan pemahaman yang jelas tentang kesiapan sekolah dan transisi ke sekolah kepada semua guru sekolah taman kanak-kanak. Pemerintah harus memberikan penekanan yang signifikan pada profesi PAUD melalui pemberdayaan berbagai perguruan tinggi yang menawarkan kursus PAUD di seluruh negeri, memastikan bahwa calon guru memiliki pengetahuan dan kemampuan praktis yang memadai yang diperlukan untuk memberikan pendidikan anak usia dini berkualitas tinggi di berbagai sekolah di seluruh negeri.

Kata kunci: kesiapan sekolah; persepsi; masa kanak-kanak; belajar mandiri; Tanzania.

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LIST OF ABBREVIATIONS

ECE- Early Childhood Education

ECCD- Early Childhood Care and Development

ECCE- Early Childhood Care and Education

ECD- Early Childhood Development

MoEVT- Ministry of Education and Vocational Training

RTI- Research Triangle Institute

WHO- World Health Organization

UNICEF- United Nations Children's Fund

USAID- United States Agency for International Developments

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