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# From Play to Learning : Designing a Transition Model to Early Childhood School Readiness

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**Abstract**

This study aims to develop a contextual transition learning model to improve the readiness of early childhood schools in Jakarta. The method used is based on Borg & Gall's research and development process, which involves the stages of needs analysis, model design, limited testing, evaluation, and model refinement. A needs analysis of 150 children showed that 43% were ready, 38% were somewhat prepared, and 19% were not ready, with the main weaknesses identified in the social-emotional and independence aspects. The designed model consists of six phases: relaxation, orientation, exploration, collaborative planning, implementation, and expression, based on neuropedagogical principles. Limited testing results showed significant improvement, with the ready category increasing from 43% to 61%, while the not ready category decreased from 19% to 8%. Expert validation resulted in an average score of 3.78 (very good). These results suggest that the contextual transition model is effective in enhancing children's readiness and have implications for teacher practice, parental involvement, and systematic educational policy.

## 1. INTRODUCTION

One of the most important developmental phases in a child's life is the transition from early childhood education to primary education. This transition involves not only the physical movement of students from one learning environment to another but also significant psychological, social, and academic changes that students experience as a result of this stage (Hapidin et al., 2024; Williams et al., 2019). Transitional learning is a term that refers to the systematic process that helps children cope with change positively and adaptively (Pudyaningtyas et al., 2025; Rahmawati et al., 2024). In the Indonesian context, particularly in urban areas such as Jakarta, the transition becomes increasingly challenging due to socioeconomic, cultural, and educational background differences in preschool.

Children's school readiness is directly influenced by well-designed transition learning, particularly in academic, social, and emotional aspects (Kalinde et al., 2024; Pudyaningtyas et al., 2025). According to Nurhayati (2019), school readiness is not only measured by age or cognitive ability, but also encompasses the ability to control emotions, interact with others, and a desire to learn (Nurhayati, 2019). Therefore, the creation of a transition learning model is crucial for the current education system to ensure that all children receive a good education from the outset. Effective transition requires more than changes in curriculum or study plans. This comprehensive approach integrates various aspects of child development. It includes enhancing social skills such as listening, collaborating, and managing conflicts, as well as developing foundational skills like reading and arithmetic (Ita et

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al., 2024; Pan et al., 2019; Surandika et al., 2023). Children who can control their behavior, adapt to new routines, and have high levels of concentration are better prepared to face academic challenges in elementary school (Booth et al., 2019). Transitional learning places children at the center of the educational process, recognizing the importance of interactions between children and their environment. This aligns with Bronfenbrenner's ecological approach to development, which states that a child's readiness is the result of continuous interaction between individual elements and their environment, including family, school, and community (Harrington et al., 2020). The roles of teachers, parents, and policymakers are crucial in providing an environment that supports positive transitions in this context.

Transitional learning faces many challenges in the real world. On the one hand, systematic transitional curricula have not been implemented in many kindergartens. As a result, children enter elementary school without adequate preparation (Durkin et al., 2022). Conversely, some elementary schools lack welcoming or adaptation systems that consider the diverse experiences of children in kindergarten. These failures can cause children to experience stress, learning difficulties, or even behavioral regression at the beginning of the school year. Several studies also reveal other significant issues. First, when formal learning starts, children struggle academically because there is frequently a disconnect between the kindergarten curriculum and the objectives of primary school (Surandika et al., 2023) . Second, children's capacity to adjust and build peer connections is impacted by the low level of socioemotional preparedness that persists, particularly in urban settings (Shrivastava et al., 2019). Third, despite studies showing that cooperation between the family and the school is essential for children's adjustment, parental participation in the transition process is frequently low (Pudyaningtyas et al., 2025; Pujianti et al., 2024). Fourth, there are fragmented and uneven practices resulting from many instructors' lack of proper training in adopting successful transition techniques (Wijayanti & Fauziah, 2020).

As longitudinal studies have shown, the quality of preschool education is positively correlated with student success in elementary school. In particular, this correlation is evident in language skills, social-emotional development, and working memory (Durkin et al., 2022). During the transition phase, play-based learning (play-based learning) has also been shown to help children learn to collaborate and take responsibility (Kalinde et al., 2024; Loubser et al., 2016). This method not only makes children feel comfortable while learning, but also creates a foundation for lifelong learning. The need for stable and flexible transition learning models is becoming increasingly evident in Jakarta, a densely populated urban area with diverse socioeconomic and cultural dynamics. Early childhood education services in this region vary in terms of teaching staff, facilities, and parental involvement. This inevitably impacts the readiness of children entering elementary school and requires transition strategies tailored to local conditions (Ita et al., 2024).

Transitional learning can combine the curriculum and learning approaches of kindergarten and elementary school. The aim is to improve basic academic skills, increase school engagement, enhance resilience, and boost children's confidence in facing learning challenges (Franco et al., 2017). Additionally, this model must foster strong relationships between kindergarten and elementary school teachers, enabling them to collaborate effectively. Furthermore, social and emotional components influence transition. Children who struggle to manage their emotions or establish healthy social relationships are at risk of experiencing difficulty adjusting to a more formal classroom setting. In such situations, transition programs should be designed to improve emotional understanding, empathy, and conflict resolution (Harrington et al., 2020). Teachers should be trained in transition strategies such as helping children establish routines, cope with separation from parents, and adjust to a more organized classroom structure.

For success, parents must be involved in the transition process. Parents who understand their children's needs and challenges during the transition period can provide better emotional and cognitive support. Collaboration between schools and parents through school visit programs, seminars, or orientations can improve children's readiness and increase parents' confidence in accompanying their children (Dangol & Shrestha, 2020).

In some global practices, successful transition interventions usually include enhancing the role of teachers as emotional facilitators, school introductions, and peer mentoring programs. Considering local values and available resources, each of these elements can be adapted to the Indonesian educational context (Shrivastava et al., 2019). Therefore, the first strategic step in addressing the challenges of primary education in Indonesia is to create a transition learning model based on good practices and empirical evidence. Theoretically, a learning design approach that combines the principles of developmentally appropriate practice (DAP), which provides stimulation appropriate to children's developmental stages, with the principle of continuity of learning, which maintains continuity in the learning process from kindergarten to elementary school, can be used to develop a transitional learning model (Venter, 2022). Additionally, this strategy must consider national events, such as the independent curriculum and government-funded character-building programs.

Previous studies on transitional learning have provided valuable insights, yet most still have limitations. For example, Durkin et al. (2022) focused on the long-term effects of statewide pre-kindergarten programs but did not design a contextualized transition model for urban areas. Kalinde et al. (2024) highlighted play-based approaches as effective in fostering readiness; however, their findings were not tested in metropolitan contexts, such as Jakarta. Surandika et al. (2023) examined cognitive readiness in one-year early childhood programs, yet did

not address socio-emotional or independence aspects. Meanwhile, Pujianti et al. (2024) emphasized parental roles, but without integrating school-level intervention models.

Compared to these studies, the novelty of this research lies in developing a contextual and integrative transition model that (1) combines cognitive, social-emotional, and independence indicators, (2) involves active collaboration between teachers and parents, and (3) is empirically tested in a metropolitan context with diverse socioeconomic backgrounds, such as DKI Jakarta. The purpose of this study is to develop and investigate a contextual and applicable transitional learning model designed to enhance the school readiness of kindergarten and early elementary school students in the DKI Jakarta area. This research will not only contribute theoretically to the development of a locally contextualized transition model but also offer practical solutions for use by teachers, educational institutions, and policymakers. As a result, the transition learning model will not only improve students' academic, social, and emotional abilities but also strengthen the foundation of national education, especially in building a resilient and lifelong learning generation.

## 2. METHODS

This study uses a mixed research and development (R&D) approach, adapting the stages proposed by Borg and Gall, which include need analysis, model design, limited trail, evaluation and model refinement (Assyauqi, 2020; Borg et al., 2014; Dilla AT et al., 2024). The use of this approach is appropriate because it not only allows for quantitative measurement of the model's effectiveness but also provides qualitative insights into the experiences of teachers, parents, and children during the transition process. This study was conducted in five administrative areas of Central, East, West, North, and South Jakarta, with participants consisting of 150 children aged 5 to 7 years, 20 teachers, 10 school principals, and 10 parents. The data collected included quantitative information, in the form of children's school readiness scores, and qualitative information obtained from interviews and classroom observations.

The instrument used in this study was the School Readiness Questionnaire, developed based on indicators from UNICEF and the Ministry of Education, which assessed four domains: cognitive, social-emotional, independence, and language communication. In addition, structured observation sheets were used to document children's behavior during group activities, daily routines, and structured play sessions. Semi-structured interview guides were provided to teachers and principals to gather their perspectives on children's readiness for elementary school. This study comprises two types of data: qualitative and quantitative. Qualitative data were obtained from interviews about cognitive, social-emotional, independence, and language-communication abilities. Quantitative data were obtained from the results of validity analysis, practicality analysis, and effectiveness analysis. Validity analysis was conducted using validation sheets by media experts, language experts, and subject matter experts. Practicality analysis was measured using teacher observation sheets.

In contrast, effectiveness analysis was conducted by observing children in relation to assessment indicators of cognitive, social-emotional, independence, and language-communication abilities, and based on teacher responses through teacher response questionnaires. The data collection techniques used for this study were interviews, observation, documentation, and questionnaires. Interviews were conducted with teachers about the learning process in preparing children to enter elementary school.

The data analysis technique employed in this study was product validity data analysis, utilizing validation sheets provided by subject matter experts, language experts, and media experts. To determine the validity of the data analysis, a Likert scale was employed, comprising five categories: inferior, poor, fair, reasonable, and very good (Sugiyono, 2015). The level of practicality was measured using a teacher observation sheet. The aspects assessed on the teacher observation sheet during the learning process ranged from initial activities, core activities, and closing activities. The level of effectiveness was assessed using a child observation sheet and a teacher response questionnaire. The child observation sheet contained indicators for assessing cognitive, social-emotional, independence, and communication skills. In analyzing the child observation sheet data, the assessment criteria used were not yet developed, were in the process of development, were developing as expected, and were developing very well. The teacher response questionnaire was assessed after the learning process. The aspects assessed in the teacher response questionnaire included the delivery of material in accordance with the development phase of the model created and the presentation of the game media, using a Likert scale with responses ranging from strongly disagree to agree strongly. Data analysis to measure the level of validity, practicality, and effectiveness used the following formula:

$$P = \frac{\sum x}{\sum x1} \times 100\%$$

Explanation:
P = Percentage
$\sum x$ = Total number of respondents' answers
$\sum x1$ = Total maximum score for the assessment aspect

The following is an overview of the Borg & Gall model development research that will be conducted, consisting of five stages leading up to model refinement. This research uses an integrated research and development (R&D) approach, adopting the stages proposed by Borg and Gall, which include needs analysis, model design, limited testing, Evaluation, and refinement. The Borg & Gall research and development model emphasizes a systematic cycle from needs identification to final product refinement. The first stage is need analysis, which is conducted through field observations and interviews to uncover real needs, learning gaps, and problems faced by users or learners. This information becomes a valid basis for designing a context appropriate model. The second stage is Model Design, which involves creating an initial prototype for transition learning based on the results of the needs analysis. At this stage, theory and field findings are combined to produce a conceptual design that is ready for testing. Next, the limited trial stage is conducted with limited trials at two partner schools in Jakarta. This trial aims to assess the feasibility, ease of implementation, and initial response of teachers and children to the model. The fourth stage is Evaluation, which evaluates the effectiveness of the model by measuring success indicators, such as an increase in school readiness scores or children's ability to adapt. This Evaluation also includes input from teachers and education practitioners. The final stage is Model Refinement, which involves refining the model based on the evaluation results to produce a final product that is more contextual, valid, and ready for broader use. Through these stages, the resulting model is not only theoretical but also applicable to the field's needs. The following is a flowchart of the model development stages (Figure 1).

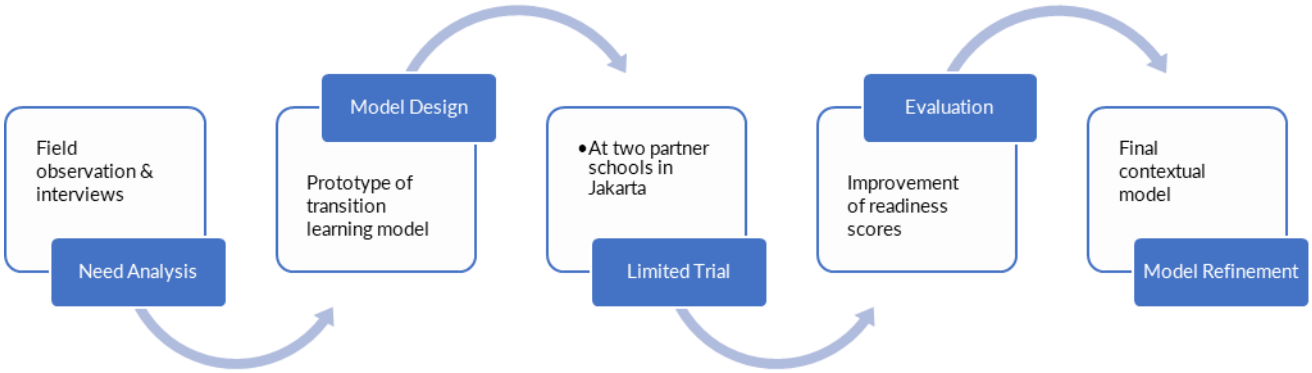


**Figure 1. The Model Development Stages**

## 3. RESULT AND DISCUSSION

*Need Analysis*

The initial stage reveals that many kindergartens in Jakarta have not implemented a structured transition curriculum, while some elementary schools also lack adaptation programs that consider the children's prior experiences. Based on the results of a questionnaire administered to 150 children, it was found that 43% of children were in the Ready category, showing relatively stable cognitive and social abilities; 38% of children fall into the Quite Ready category, still requiring assistance, especially in non-academic aspects, and 19% of children fall into the Not Ready category, with significant weaknesses in social-emotional and independence aspects. Social-emotional and independence aspects are the weakest. These findings are in line with Shrivastava et al. (2019) and Surandika et al. (2023), who emphasize that without systematic preparation, children are likely to face academic and emotional difficulties when entering formal school. This distribution is illustrated in the Figure 2.

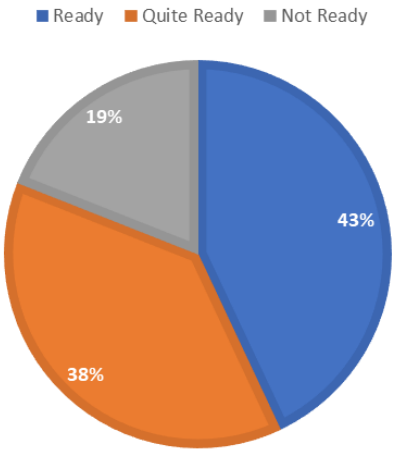


**Figure 2. School Readiness of Early Childhood**

The results of the needs analysis indicate that many kindergartens in Jakarta have not yet systematically implemented the transition curriculum. At the same time, some elementary schools also lack adaptation programs that consider children's early experiences. These findings are in line with the views of Pianta & Kraft-Sayre, who emphasize that effective transitions require coordination between early childhood education institutions and elementary schools so that children can adapt better socially and academically (Pianta & Kraft-Sayre, 2003).

Without careful planning, children are at risk of experiencing obstacles in the early stages of school. The distribution of readiness found—43% of children in the Ready category, 38% in Quite Ready, and 19% in Not Ready—shows that most children still need support, especially in the social emotional and independence aspects. This is consistent with the research by Rimm-Kaufman & Pianta, which confirms that social-emotional skills play a central role in children's success in the early years of elementary school, often even more so than initial academic abilities (Rimm-Kaufman & Pianta, 2000).

The most prominent weaknesses are in the areas of social emotional skills and independence. Ladd et al, emphasize that children with good social skills, such as the ability to form relationships with peers and manage emotions, tend to show more positive academic adjustment in elementary school (Ladd et al., 1999). Similarly, Dockett & Perry, note that children's independence in managing themselves, for example, being able to complete simple tasks without assistance, is a crucial indicator of school readiness (Dockett & Perry, 2007).

The findings of this study also reinforce the results of studies by Shrivastava et al. and Surandika et al., which state that a lack of systematic preparation has a direct impact on the emergence of academic and emotional difficulties in children when they enter formal school. This suggests that interventions at the early childhood education stage should not only focus on educational aspects, but also prioritize the development of self-regulation, social skills, and independence (Shrivastava et al., 2019; Surandika et al., 2023).

Thus, the Need Assessment stage emphasizes the need to develop a comprehensive transition learning model. This model must integrate the academic, social-emotional, and independence aspects of children, and be supported by parental involvement and collaboration between PAUD teachers and elementary school teachers, as emphasized by Fabian & Dunlop, in the transition to school framework (Dunlop & Fabian, 2007).

*Model Design*

Based on the results of the needs analysis, a prototype transition learning model was developed that integrates four main domains, namely cognitive, social-emotional, independence, and language and communication. This model is designed as an integrated learning framework based on neuropedagogical principles. It emphasizes a balance between cognitive, social-emotional, independence, and language and communication aspects by integrating fun, active activities so that children can learn naturally without feeling pressured. Each phase in this model is designed to stimulate children's brains, facilitate emotional engagement, and reinforce meaningful learning experiences (Bernier et al., 2017; Williams et al., 2019). The following are the steps for implementing the transitional learning model.

The first phase, Relaxation, provides children with time to calm themselves through quiet breathing, soft music, or gentle body movements. This phase aims to create a brain condition that is ready to receive learning stimuli, so that children enter the learning process relaxed and focused. Next, the second phase, Orientation, emphasizes building emotional connections between educators and children. Through stories, pictures, or interesting questions, children become emotionally invested in the learning theme, which enhances their attention and intrinsic motivation. In the third phase, Exploration, children are invited to explore learning concepts through games, observation, and simple experiments. These exploratory activities stimulate curiosity and form new neural connections, leading to a deeper understanding of the concepts. The fourth phase, Collaborative Planning, involves

children in jointly determining the tools, materials, and steps of the activity. This collaboration not only develops social skills but also increases a sense of ownership of the learning process, so that children feel they are an active part of the activity. The fifth phase, Implementation, is the core stage where children engage in structured play activities. They complete challenges, build something, or communicate ideas, so that learning becomes meaningful and internalized practically. Finally, the sixth phase, Expression, provides space for children to reflect on their learning experiences through various means, such as pictures, stories, songs, or body movements. This reflection process strengthens long-term memory while giving children the opportunity to express themselves fully. With six integrated phases, this model provides a holistic and enjoyable transition approach that prepares children to face the challenges of elementary school learning with confidence and enthusiasm (Figure 3) .

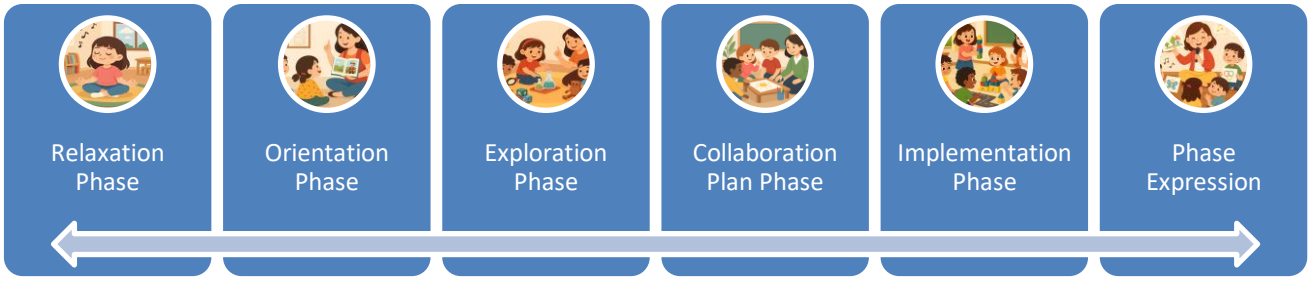


**Figure 3. Transition Model Development Phase**

Experts will validate the results of the following model development before being field tested. The following are the components of the transition learning model (Table 1)

**Tabel 1. Table Book Of Transition Model Development**

| Components Model | Content Display |
|---|---|
| Model Identity Page | Displays the full title of the book, the author's name, the institutional affiliation, and the publication details. |
| Foreword Page | Contains a foreword from the author explaining the background of the book's creation, its purpose, and acknowledgments to relevant parties. |
| Table of Contents Page | Table of contents containing the structure of chapters, subchapters, and pages to facilitate reader navigation. |
| Page Chapter 1 | Description of the background and importance of the transition from early childhood education to elementary school, the purpose of the guidebook, the target audience, and the urgency of the Synergistic Ransi model. |
| Page Chapter 2 | Theoretical explanation of what the Synergistic Ransi model is, its objectives, syntax (six phases of learning), pedagogical principles, prerequisites for implementation, and the role of teachers and child involvement. |
| Page Chapter 3 | Details of each phase: Relaxation, Orientation, Exploration, Collaborative Planning, Implementation, and Expression-Reflection, along with objectives, teacher roles, sample activities, practical tips, and formative assessments. |
| Page Chapter 4 | Technical guidelines for implementing the model in the classroom, sample lesson plans, step-by-step instructions, practical tips, and strategies for dealing with classroom dynamics. |
| Page Chapter 5 | Presents conclusions on the results of developing the Synergic Ransi model and suggestions for teachers, schools, and policy makers. |
| Bibliography Page | The bibliography includes national and international references that serve as the theoretical basis for the model. |

The validation results from three experts indicate that this transition learning model achieved an overall average score of 3.78, placing it in the Very Good category. In more detail, the model identity aspect was rated as good, with an average score of 3.8. The experts considered the title to be quite interesting, using language that was easy to understand and presenting meaningful content. In terms of the model description aspect, the average score reached 3.9; the model was considered capable of providing a clear overview, including strong basic ideas, and presenting easy-to-understand and straightforward illustrations.

The model objectives aspect received an average score of 3.9, with the note that the objectives were measurable, transparent, and adaptable to the conditions of the learning subjects. In terms of the principles of model use, the average score was 3.7; the experts assessed that the principles used were consistent with the model, although the clarity of the illustrations of the principles needed to be strengthened. Furthermore, in terms

of the requirements for model use, the average score was 3.7; the experts assessed that the description of the roles of teachers and students before the model was used was quite clear, although it could be further elaborated.

Finally, the model syntax aspect received the highest average score of 4.0. This demonstrates that the learning steps and the roles of teachers and students in each phase of learning are clearly described and easy to understand. Thus, the expert validation results confirm that this model is suitable for implementation in the field. However, there is still room for improvement in the clarity of the illustration of the principles and the details of the roles of teachers and students in the early stages of learning.

The Model Design stage produced a prototype of an integrated transitional learning model with four main domains, namely cognitive, social-emotional, independence, and language and communication. This integration aligns with the ideas of Bodrova & Leong, who emphasize the importance of striking a balance between cognitive and social-emotional aspects in early childhood education, as academic development cannot be separated from emotional readiness and self-regulation (Bodrova & Leong, 2024).

The six-phase learning sequence (relaxation, orientation, exploration, collaborative planning, implementation, and expression) demonstrates a comprehensive approach that combines neurological stimulation with meaningful learning experiences. According to Immordino-Yang & Damasio, emotional involvement in learning can strengthen cognitive processes and long-term memory, so the integration of emotional aspects into this model increases its effectiveness (Immordino-Yang & Damasio, 2011).

The expert validation results, which showed an average score of 3.78 (excellent category), reinforce that this model is conceptually feasible for field testing. These findings align with Plomp's, view that expert validation is a crucial step in development research, ensuring consistency between the model's objectives, principles, and syntax (Plomp, 2013). In addition, the highest scores on the aspects of model identity and syntax indicate that this model is communicative and systematic, two essential criteria that, according to Joyce, Weil, & Calhoun, a learning model must have to be easily understood by teachers and effectively used in the classroom (Joyce et al., 2016).

Thus, the developed transition learning model not only meets academic standards but also considers the practical needs of teachers in the field. A robust validation process provides a basis for proceeding to the limited trial phase, allowing the model to be further refined before wider implementation.

**Limited Trial**

The Limited Trial phase was conducted in two partner schools in Jakarta, involving classroom teachers and children in the transitional age group. This limited trial aimed to assess the feasibility of the model syntax, the responses of teachers and children, and initial indications of its effectiveness in terms of school readiness.

In general, teachers reported that the six phases of the model (relaxation, orientation, exploration, collaborative planning, implementation, and expression) can be effectively applied in daily activities.

The Relaxation phase helped children to focus and calm down before starting activities, in line with the findings of Diamond & Lee, that simple self-regulation activities can improve children's attention and emotional control (Diamond & Lee, 2011). The Exploration and Implementation phases proved to be the most engaging for children, as they provided direct experiences through play, observation, and simple experiments, in line with the learning-by-doing approach emphasized by Kolb (Passarelli & Kolb, 2023).

From the results of observations and assessment sheets, 72% of children showed improvement in social-emotional and independence indicators, such as daring to express their opinions, waiting for their turn, and completing tasks without assistance. Teachers also assessed that the Collaborative Planning phase was effective in building a sense of shared responsibility, in line with Beneke, opinion that children's involvement in planning increases their sense of ownership and motivation to learn (Beneke et al., 2019).

Overall, teachers' responses to the model fell within the "Good" to "Very Good" category, with the note that the implementation time for each phase needed to be adjusted to suit classroom conditions. Meanwhile, children's responses showed high enthusiasm and increased active involvement. This is in line with the findings of Zhou (2024), who emphasized that contextual, enjoyable, and actively engaging learning models can improve the quality of learning involvement (Zhou, 2024).

Thus, this limited trial phase suggests that the developed transition model has strong initial feasibility and the potential to enhance children's readiness for elementary school learning, particularly in non-academic aspects such as social-emotional development and independence.

**Evaluation**

The results of the study show a significant increase in children's readiness scores in all domains evaluated. In the cognitive domain, the average score increased from 76.2 before the intervention to 84.1 after the intervention, indicating that children became better able to understand instructions and participate in problem-solving activities. The social-emotional domain showed a more pronounced increase, from 70.4 to 83.2, reflecting children's improved ability to interact positively with peers and regulate their emotions during classroom activities. Similarly, the independence domain increased from 68.7 to 82.5, as children demonstrated greater independence in tasks such as organizing personal belongings and completing tasks without constant teacher assistance. Finally,

the language and communication domain increased from 72.1 to 85.6, indicating a rise in children's confidence in expressing their ideas and participating in discussions. The following are the details of the score increases:

**Table 3. Comparison of Children's Readiness Scores Before and After the Transition Model Intervention**

| Readiness Aspect | Before | After |
|---|---|---|
| Cognitive | 76.2 | 84.1 |
| Social Emotional | 70.4 | 83.2 |
| Independence | 68.7 | 82.5 |
| Language & Communication | 72.1 | 85.6 |

Overall, the average readiness score increased from 72.5 to 84.3, highlighting the effectiveness of the transition learning model in holistically preparing children for elementary school. Teachers observed that children were more engaged, cooperative, and adaptive to classroom routines. Teachers also reported that structured routines such as daily storytelling and project-based activities helped children adapt more quickly. These results provide strong empirical evidence that a structured transition model can significantly improve school readiness when consistently implemented in the early stages of primary education. These findings support Erikson's psychosocial theory, particularly in the industry versus inferiority stage, where a structured and supportive environment can build self-confidence and competence (Emiliza, 2019).

**Model Refinement**

The Model Refinement stage was carried out based on the results of limited trials. Improvements were focused on syntax, the duration of each phase, and the presentation of instructions to make them more straightforward for teachers. Based on teacher feedback, it was suggested that the Relaxation phase be shortened so as not to reduce the time allocated to the core phase, while the Collaborative Planning phase was guided with concrete examples to make it easier for children to understand their roles. These adjustments are in line with the recommendation by Plomp, that the developed learning model must undergo an iterative refinement process to make it more contextual and applicable (Plomp, 2013).

Additionally, the illustrations in the model guidebook were simplified with clear pictures to facilitate teachers' understanding of the steps. This is in line with the opinion of Dick, Carey, & Carey, who emphasize the importance of clear instructions and supporting media in ensuring the implementation of the model (Dick et al., 2001). The refinement also considers children's involvement in the reflection process. The Expression phase is expanded with different activity options (drawing, storytelling, singing, or body movements) to suit children's diverse learning styles. This is in line with Davis et al, theory of multiple intelligences, which states that children have multiple intelligences that need to be facilitated through various media of expression (Davis et al., 2011).

The refinement results show that the model has become more flexible, communicative, and suitable for urban early childhood education classrooms. Thus, the resulting Transition Learning Model has undergone the full Borg & Gall cycle from needs analysis, design, limited testing, evaluation, to refinement and is now ready to be implemented more widely as a comprehensive alternative strategy for the transition from early childhood education to elementary school.

## 4. CONCLUSION

This study demonstrates that the contextual transition learning model can significantly enhance children's school readiness, particularly in terms of social-emotional, independent, and communication aspects. These findings are interesting because they prove that a six-phase approach involving teachers and parents can be a practical solution to educational challenges in urban areas. The implications are that teachers obtain practical guidance, parents are encouraged to be more active, and policymakers need to design systematic transition regulations. For further research, this model can be tested more widely in various social and cultural contexts.

## 5. ACKNOWLEDGMENTS

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