

The Cultural Production of the Educated Person: A Case Study the New Student Admission in Pangkalpinang Bangka

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ABSTRACT

The purpose of this article is to produce new findings or the development of existing theories stating that "the more mature the child the easier it will be for the teacher to teach". The findings from this research can be used to provide criticism and information for policy, education, and teachers and parents regarding whether children should enter school at the age of 6 and why parents must comply with state regulations on new student admission process (PPDB). The research was conducted in Pangkalpinang, Bangka Belitung Island Province. The researcher observes 4 schools, 7 homeroom teachers of first grade, 4 principles and 235 students of first grade. The technique in collecting data in this article are structured interview and participant observation. This study uses qualitative research method through anthropological approach using ethnography. Finally, the data analysis technique in this article uses reduction, display and verification of data. The article asks whether the culture of school in Bangka Island promote or hinders the principle of the proper age of School. We found that Jean Piaget's stages of cognitive development have influenced the proper age for school in Bangka Island. The authors believe that Bangka follows the cultural global construction in determining the proper age of a child to enter the elementary school.

Keywords: Cultural Production, Student Admission Process, School Age

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INTRODUCTION

Parents still think that school is a place to learn, a place that can make their children smart, a place that can help them achieve prestigious professions desired (Zahwan Adri, 2019, p. 12). Some parents feel anxious when their children are about to enroll to school (Carlton & Winsler, 1999, p. 338), since it is going to be their first time facing the process of new students' admission (Fitrianingrum, 2022). This can be observed through a few research which then reported by both printed and online media. The popular press reported on the proper age to register to elementary school, there emerged certain expression such as the *anak bawang* (underdog), *murid ikutan* (a follow-up student), (Selangke, 2019), insufficient age (Jessica, 2018), and immature (Zulhaqi, 2013).

In each student admission on June and July, there are several news on the students' readiness to study at school. Stakeholders such as parents, the government, schools, education observer and psychologists discuss about the appropriate age to go to school. One of the news were written by Nurhasanah. She wrote an article entitled

"Anak usia di bawah 6 tahun tidak bisa masuk SD merupakan aturan dari pusat". The article which was published on Borneonews channel reported the case at one of the elementary schools in Sukamara. On July 2018, the department of education and culture of Sukamara stated that they refused A number children whose age is insufficient to enroll as new students. The school refused these children for the regulation released by the department of education and culture through the basic education data (dapodik) stating that it could only accept student aged 6 years old and above. Additionally, the secretary of education and culture of Sukamara, Sugiyono, said that those who are under 6 years old will not be included in Dapodik. The students' dapodik greatly influence the implementation of the teaching and learning process at schools, which is related to the implementation of the school operational assistance program teacher certification, national exam participant data and others (Nurhasanah 2018).

In 2020 a YouTube channel uploaded a video entitled "*Batas Usia Masuk SD (Sekolah Dasar), Panduan Resmi*". The creator of the channel displays a table of the age range of children who may enter elementary school in 2020. The table explained the age range or minimum limit for children to enter elementary school, if as of June 1st 2020 the child is 6 years old then the child may enter elementary school. The table explains that the age range or the minimum limit for children to enter elementary school is if as of June 1 2020 the child's age has reached 6 years and children under the age of 6 can enter elementary school if they have a recommendation letter from a psychologist (https://www.youtube.com/watch?v=a_1JyIfMHVY, n.d.)

The Ministry of Education and Culture Regulation Number 14 of 2018 Article 6 states that "a child who is 5 years and 6 months old on July 1 may be accepted in elementary school if he/she has exceptional intelligence/talent and psychological readiness, as evidenced by a recommendation from a professional psychologist." This Regulation Number 14 of 2018 provides an opportunity for parents to enroll their children under the age of 6 in elementary school. A psychologist's recommendation letter states that children aged 5 years and 11 months to 5 years and 6 months are gifted and talented children. The indicators of gifted children are intelligence in academic fields, while talented children are intelligent in practical fields such as sports, music, dance, and so on. (Prichilia, 2019). Based on the Law No. 17 of 2017 concerning the PPDB, a) new students aged 7 years old must be accepted as students, and b) new students aged at least 6 years old on July 1st of the current year are eligible to apply (Acceptance of New Students in Kindergartens, Elementary Schools, Junior High Schools, High Schools, Vocational High Schools, or other equivalent forms, 2017, p. 5).

School readiness is the readiness or competence of children to enter formal school. (Rahmawati et al., 2018, p. 203). According to parents and teachers, children are ready for school if they can adapt to the school environment. Meanwhile, the interviewed students spoke more about the importance of knowing the rules and consequences if they break them (Dockett & Perry, 2002, p. 79). School readiness, on one side, is related to academic competence which is often correlated with reading and mathematics achievement (Kai Fung & Kien Hoa Chung, 2023, p. 3; Valiente et al., 2021, p. 2), the other side, is also related to various competencies including basic thinking skills, social-emotional maturity, motor development, self-discipline, and other skills (Cuskelly & Detering, 2003, p. 43; Heller et al., 2012, p. 920; Shallwani, 2009).

Understanding school readiness is also different in three countries such as Sweden, Germany and the USA. Swedish thinking about school readiness is heavily

influenced by German ideas. German believes that school readiness is characterized by psychological development and there is also a correlation between physical and psychological development. The physical and psychological develop well at the age of six. Therefore, it is a good time to start school. Meanwhile, the USA declared that school readiness is read readiness. It is possible for children with a mental age below six years to make normal progress in reading during the first school year (Ljungblad, 1964, p. 164).

Jean Piaget, a leading expert in the field of cognitive psychology and child psychology (Hall, 2000, p. 169; Rowland, 1968, p. 481; Wijayanti, 2015, p. 91), theorized that human cognitive abilities consist of four stages starting from birth to adulthood. (Ibda, 2015; Juwantara, 2019, p. 28; Rowland, 1968a, p. 148; Buterbaugh & Laaperi, 1983; Khiyarusoleh, 2016; Muhibbin Syah, 2009). The last stage, namely concrete operational stage (age 7-11 years), is the right age to enroll the elementary school. In the concrete-operational period, children acquire a cognitive ability called a system of operations (unit of thinking steps) which functions to coordinate their thoughts and ideas with specific events into their thinking. The unit of thinking steps will become the basis for the formation of intuitive intelligence. In the operational intelligence of children who are in the concrete operational stage, there is a cognitive operational system that includes conservation, addition of classes, and multiplication of class (Piaget, 1950, 1959, 1971). The next enlargement regarding "school readiness" is how to make students ready. Eisenberg et al., in their article, focus primarily on the importance of students' social and emotional development, especially their effortful control (EC) and the many ways in which EC is relevant to the relationships students form in school as well as how they perform academically. Eisenberg et al believe that effortful control are the key to school readiness (Eisenberg et al., 2010, p. 682; Rothbart et al., 2008, p. 338; Spinrad et al., 2007, p. 1170). Increasing school readiness can also be done by using concrete strategies such as authoritarian parenting style, coercive parenting, (MacPhee et al., 2018, p. 10) and by improving children's social and academic competence such as providing children with family experiences and opportunities in their early childhood (Mashburn & Pianta, 2006, p. 160; Pianta, 2002, p. 12)

In a study on new student admissions, researchers found one study that used an anthropological approach, as done by Kathryn M. Anderson-Levitt. Anderson-Levitt's research states that in the United States today, elementary school teachers label children as "he's a January kid" or "he has his birthday in August." Similarly, in France, teachers also mention children named Julie as being older because she was born in January, Albert as being 5 years and 6 months old, and Sebastian as being 5 years and 3 months old. Anderson-Levitt questions the teachers and parents in France and the United States who differentiate children as "young and old" and "levels" based on their age in months. Anderson-Levitt argues that this is a new model of the contemporary industrial world to name childhood by sorting children based on age or level (in the case of Sebastian). They claimed that this new model is a new construction of culture (Kathryn M. Anderson-Levitt, 1996, p. 57). According to Anderson-Levitt, within certain period of time, the terms "old and young" in a classroom have become structured in school society. Children who cannot follow lessons are considered too young while those who can understand the lessons are considered old enough for school. This is an example of how "age" is used as a measure of a child's academic success and failure. When a first-grade student cannot follow the lesson because they cannot concentrate and do not want to do exercises, teachers say that the child is too

young. Thus, young age is considered the cause of the child's academic failure. Anderson-Levitt argues that this fact does not lead to a discourse on immaturity but rather constructs an understanding that children under 6 years old cannot learn well in the classroom. In other words, this event has constructed the belief that a 5-year-old child is stupid. (Kathryn M. Anderson-Levitt, 1996, pp. 73-74).

Keith Crnic and Gontran Lamberty state in the introduction to their article that despite the best intentions of those who care about the education process of young children, talking about children's readiness for school remains controversial, complex, and potentially misunderstood. Of course, early childhood is a remarkable time, marked by developing abilities and curiosity. Crnic and Lamberty argue that it is very surprising that the opinion that five years old has become a common standard for assessing a child's unpreparedness for school prevails. However, it is also surprising that there is little empirical evidence to suggest that five years old is the optimal age for children to start school (Crnic & Lamberty, 1994, p. 91).

Crnic and Lamberty argue that while only a few groups suggest that the age of five is the optimal age for starting school, there are also a few groups that suggest that some other ages may be better. In fact, according to Crnic and Lamberty, proposals to limit the age of school readiness are misguided and arbitrary. Age limits mean imposing a rigid schedule on the highly variable development of children. Despite a great deal of literature on school readiness over the past two decades, a clear conceptual definition of school readiness is still lacking (Jahreie, 2022, p. 2). Moreover, the complexity of the developmental process that leads to success in the classroom has hindered efforts to clarify what it means to be "ready for school" (Crnic & Lamberty, 1994, p. 92).

Based on preliminary research conducted in July-August 2021, researchers conducted initial interviews with the homeroom teachers of first grade. After that, researchers also made observations at their schools, such as state elementary school No 1 Pangkalpinang, state elementary school no 8 Riau Silip and Madrasah Ibtidaiyah Nahdatul Ulama (a private Islamic school) Pangkalpinang. Researchers saw that the lowest age of students accepted into the school was 5 years 8 months and the oldest was 8 years. Age is the main indicator of whether or not students are accepted into the elementary school and this is regulated by the state. The results of interviews with 3 homeroom teachers of first grade revealed that students in the first six months of first grade considered studying in elementary school to be the same as studying in kindergarten. For example: the children who are forced to go home because they don't like studying at school. The child does not want to complete the assignment because he is more interested in coloring. Moreover, some of these children still unable to read and count. During this transition period, according to one of the teachers, it is important for the first grade's teachers to teach in the style of a kindergarten teacher.

Researchers conducted this research to show that on the one hand, children who were accepted into school at the age of 5 years 8 months or 7 years old, at first, still had difficulty adjusting to learning after almost a year of school in grade 1 because their parents lack of assistance for children in repeating their lessons at home. However, on the other hand, there are also children aged 5 years and 8 months who are able to learn well at school more than students above their age because parents pay attention to their children's education. Age indicators are an important point for the state in determining whether a child is ready to start studying at school. This research provides certain facts regarding how teachers and schools in Pangkalpinang understand "school readiness". school Readinesss is the child's Age or the child's skills based on ability to

read or write, or the child's emotional maturity. Therefore, the gap between this research and the previous research presented above is on the formulation of the term ready and not ready in accordance with the fact presented by the homeroom teachers of the first graders in Pangkalpinang

Based on the aforementioned background, this study aims to examine how schools determine children based on age and maturity, as well as the PPDB in elementary schools in the Bangka Belitung Province. The research will focus on the new student admission process in 2021 and their learning process in first grade of elementary schools in the Bangka Belitung Province. The argument of this research is that elementary schools in Bangka Belitung have accepted children in accordance with government regulations. The government's regulation regarding the appropriate age for entering school is based on the consensus of Jean Piaget's findings on children's intellectual development (Donaldson & McGarrigle, 1974; Khiyarusoleh, 2016; Piaget, 1950, 1959, 1971), which are structured in the field of education. When this regulation is applied, the school in pangkalpinang has followed the global construction regarding the appropriate age for entering school.

Pierre Bourdieu believed that education plays a significant role in reproducing and perpetuating the social classes that exist in society (Bourdieu, 1967, p. 340; Gordon, 1984; Nash, 1990, p. 435; Pierre Bourdieu, 1986, p. 241; Willis, 1981). The emergence of the theory of reproduction is useful in explaining how schools function to reproduce existing structural differences of class, gender and sexuality, but are at the same time active agents of cultural production. Furthermore, based on the perspectives of Levinson and Holland on schools, they view them as sites for the formation of subjectivities through the production and consumption of cultural forms (Diko, 2006, p. 88; Levinson & Dorothy Holland, 1996, pp. 13-14; Parker, 2009, pp. 62-63). School readiness is defined as the level of a student's readiness to receive certain learning materials (Doherty, 1997, p. 1; Kagan, 1992, pp. 48-49; Lewit & Baker, 1995, p. 129). Therefore, the premise of this research is that schools operate in promoting, enforcing, and maintaining culture under strong structural constraints, namely the state

METHOD

This ethnographic research was conducted in primary schools located on the Pangkalpinang. The research sample was taken using purposive sampling techniques (Kasiyan et al., 2019), as follows:

- a. Representation seen from the types of elementary schools
- b. Representation from heterogeneous-homogeneous, superior-non-superior of elementary schools
- c. Representation from urban and rural areas of elementary schools

Based on the reasons above, the selected research subject or school for this study is as in figure 1. The researcher observes 4 schools, 7 homeroom teachers of first grade, 4 principles and 235 students of first grade.

Table 1 Research Location and Informant

No	Elementary School	Student of first Grade		Homeroom Teacher	Principle
1.	SD Negeri 8	Kelas 1	18	The Homeroom Teacher	1
2.	SD Negeri 1	Kelas 1 A	40	Homeroom Teacher 1 A	1

		Kelas 1B	40	Homeroom Teacher 1 B	
3	MINU	Kelas 1	22	Homeroom Teacher	1
4	SD Negeri 10	Kelas 1 A	40	1 Homeroom Teacher 1A	1
		Kelas 1B	38	1 Homeroom Teacher 1B	
		Kelas 1 C	37	1 Homeroom Teacher 1C	
Total		7 Kelas	235	7 Homeroom Teachers	5 Principles

The primary data for this study is concrete operational theory as one of the cognitive development stages by Jean Piaget. The secondary data for this study is obtained through relevant literature such as books, articles, dissertations, online newspapers, online articles, online journals, and others. The data collection techniques used in this study are interviews, observations, and documents (Merriam, 2009, p. 75). The researcher conducted observations for 3 months, 2 months in July-August 2021 and 1 month in March 2022. The researcher also conducting studies on data of PPDB document of 1st-grade student and the PPDB regulation. The data analysis techniques used in this study are data reduction, data display, and data verification. The researcher examined whether the school had admitted students in accordance with the PPDB regulations set by the government, as regulated by Indonesian Regulation No. 1 of 2021.

RESULT AND DISCUSSION

7 Years old as the appropriate age to enter elementary school: State regulations and field's evidence

Researchers visited SD Negeri 8 Riau Silip in Bangka Regency, a school located in Deniang Village, Riau Silip District. The headmaster of SD Negeri 8, Maryono, stated that there were no difficulties in the 2021 PPDB process. The community understands that elementary schools cannot accept students who are under 6 years old. Maryono also explained that students who are less than 6 years old at the time of entering elementary school cannot be inputted into Dapodik. As stated in Article 3, Paragraph 1, Point b of the Minister of Education and Culture of the Republic of Indonesia Regulation No. 1 of 2021 concerning new student.

Figure 1 Regulation of the Minister of The Republic of Indonesia Number 1 of 2021 concerning PPDB SD Article 3

Prospective new students of grade 1 (one) elementary school must meet the age requirements:

1. a. 7 (seven) years or
b. at least 6 (six) years old on July 1 of the current year
2. In the implementation of PPDB, elementary schools prioritize the acceptance of new students for grade 1 (one) who are 7 (seven) years old
3. The minimum age requirement as referred to in paragraph (1) point b can be exempted to a minimum of 5 (five) years and 6 (six) months old on July 1 of the current year for prospective students who have: a. exceptional intelligence

- and/or talent and b. psychological readiness
4. Prospective students who have exceptional intelligence and/or talent and psychological readiness as referred to in paragraph (3) must be supported by a written recommendation from a professional psychologist.
 5. If a professional psychologist as referred to in paragraph (4) is not available, the recommendation can be made by the school's teacher council

From the regulation above, the researchers argue that the government regulation approves the development of developmental psychology, especially Jean Piaget's findings on children's intellectual development.

Maryono stated that the school's PPDB is conducted based on this regulation. In the PPDB for the 2021 academic year, the school found one applicant who had reached the age of 7 years and 6 months, but the guardian could not provide a birth certificate. At the time of the child's birth, the parents did not obtain a birth certificate. As a result, the School Principal and the School Council decided not to accept the child. Subsequently, the child's guardian brought the case to the Education Department of Bangka Regency. Maryono stated that he had explained the reason why the child was not accepted. It was because the important requirement to prove that the child was already 7 years and 6 months old - the birth certificate - was not available. Maryono stated that a child who has reached the appropriate age for school cannot attend the school without their personal data being completed. Therefore, the parents should complete it before the child enters school. Likewise with two other school principals, whom researchers interviewed, two other principals who explained that the child's age is the only condition for the child to be accepted in elementary school. The requirements for registration were a family card, birth certificate and parents' identity cards.

Table 2 PPDB Document of 1st-Grade student 2021

SCHOOL	Students	Highest age		Lowest Age	
		Date of birth	Age	Date of birth	Age
MINU	22	2014/06/02	7 years 1 months	2015/08/03	5 years 11 bulan
N0 8	18	2013/03/28	8 years 4 months	2015/03/23	6 years 4 bulan
N0 1	80	2014-01-25	7 years 6 months	2015/08/01	5 years 11 bulan
N0 10	115	2014/02/12	7 years 5 months	2016/01/26	5 years 6 bulan
Total	235				

The data above is taken from PPDB documents of the four schools. From the data above, the researcher argues that schools in general accept children according to government regulations that adopt the development of developmental psychology, especially Jean Piaget's findings on children's intellectual development.

Negotiation Space in State Regulations: field's evidence

In figure 2 contains data on the age of grade 1 students in the PPDB 2021. It is shown that children born in August 2015 and January 2016 were still accepted even though at the time of PPDB, they were only 5 years 11 months or 5 years 6 months old,

which is below 6 years old. The researcher argues that in this case, schools and parents negotiate with state regulations and guidelines. The Head of the Madrasah (KAMAT) MINU, Mr. Zainuddin Alwi, explained that there is a regulation for new student admissions, namely a circular with the number B.67/DJ.I/Dt.I/HM.01/01/2022, which contains the following information:

Figure 2 Circular on PPDB 2021 nomor B.67/DJ.I/Dt.I/HM.01/01/2022.

- a. New student candidates who are 7 (seven) years old must be accepted as students, taking into account the capacity limit based on the established class size; and
- b. New student candidates who are at least 6 (six) years old on July 1 of the current year can be accepted, taking into account the capacity limit based on the established class size.
- c. New student candidates who are under 6 (six) years old but have exceptional intelligence/talent or readiness to learn can be accepted, which is evidenced by a written recommendation from a professional psychologist. If it is not available, the recommendation can be made by a school/madrasah teacher.
- d. The new student candidates referred to in points a, b, and c above are not allowed to be selected through academic or literacy tests.

According to Kamat MINU, based on various experiences in accepting students in his school during the 2021 PPDB in July, there were several students who were less than 6 years old, such as 5 years and 9 months. Kamat MINU explained that students who are underage (less than 6 years old) can be accepted at MINU. This is because MINU follows the regulation in Figure 5 which contains the PPDB 2021 circular number B.67/DJ.I/Dt.I/HM.01/01/2022 point C, which states that school/madrasah teachers can provide recommendations that the child is able to follow learning in class.

In the one hand, Kamat MINU believes that children should be 6 years old when entering elementary school because they tend to experience boredom or saturation in learning if they start too early. On the other hand, Kamat MINU in the PPDB 2020 and 2021 accepted students who were less than 6 years old, between 5 years 6 months to 5 years 11 months. The researchers see that Kamat MINU agrees with the global cultural construction regarding the appropriate age for starting school, but as the head of a private school, the development and progress of the school is also determined by the number of students. Although in reality MINU does not violate the circular (see Figure 3) because point C states that prospective students who are less than 6 (six) years old, but have exceptional intelligence/talents or readiness to learn, can be accepted with a written recommendation from a professional psychologist. If it is not available, then the recommendation can be made by the school/madrasah teacher.

At SD 1 Negeri Pangkalpinang the researcher met the principal, Ishak, M.Pd, who stated that SD Negeri 1 Pangkalpinang does not accept students whose age cannot be inputted into the dapodik system. In other words, dapodik is a tool used to select and sort children, whether they are suitable to enter elementary school or not. Ishak's opinion is supported by the statement of Rita, the administrative staff of SD Negeri 1 Pangkalpinang, who emphasized that students whose age is below the requirement cannot be accepted because the dapodik system rejects such cases. If the system rejects them, parents must understand that they cannot force their children to attend school. However, the data received by the researcher showed that there were four students born in August 2015 in classes 1A and 1B at SD Negeri 1 Pangkalpinang (see figure 2).

Similar to MINU, SD Negeri 1 Pangkalpinang also did not violate the PPDB regulations by accepting students within the quota and prioritizing students who are of the appropriate age to enter elementary school, as stipulated in article 14 of the Minister of Education and Culture Regulation No. 51 of 2018.

A different case was found at SD Negeri 8 Riau Silip during PPDB 2017. In this school, parents were found trying to enroll their child who was only 5 years and 5 months old, and the result of the interview is as follows: At that time, there was one parent who completed their child's data with a letter from a psychologist at a mental hospital in Kabupaten Bangka. The parent immediately handed over the letter to us. During the student admission meeting, we opened and read the letter, which stated that "the child is not recommended to enter elementary school." Based on the decision of the meeting, the student was not accepted. The parent was very disappointed and said, "I have completed the requirements. I have brought a letter from a psychologist. Why wasn't my child accepted?" In 2017, the parent thought that bringing a letter from a psychologist would be sufficient for their child to start school early. Next, the vice principal for curriculum of SD Negeri 8 Riau Silip explained that there were no such cases in the 2021 PPDB (see Figure 2), where all students admitted were of the appropriate age according to state regulations. Similarity to the other three school principals above, the Principal of SD 10 admitted that he accepted the student born in January 2016 (see figure 2) because the parents brought a psychological recommendation which stated that the child was someone who had special intelligence and talents.

In fact, the above facts prove that the school has worked to promote, implement, and maintain a strong national structure. The circulars from the Ministry of Religious Affairs and the Ministry of Education and Culture mentioned above (see Figures 4 and 5), stated that the appropriate school entry age is 7 years and 6 years. However, the state regulations still provide room for children who are 5 years and 6 months old to be admitted. This means that the government regulates the space for schools, and parents negotiate to accept students who are younger than the minimum age requirement.

The Teaching and Learning Process in First Grade: According to the Homeroom Teachers in Pangkalpinang

After being accepted into first grade based on age suitability and proximity to the school, students begin the teaching and learning process in first grade.

Table 3 Difficulties Faced by Students in the class

Problem	Percentage of student in Each class
Not having willingness to line up	100%
Needing help and guidance	40%
Having low self-determination	3%
Having difficulty in following direction	30%
Difficulty in wiriting	30%
Difficulty in Reading	4%
Being dependent	50%

Based on the table 1 above, research observations show that at the beginning of school the students in their class were divided into some who could not read, some

were still at the spelling stage and in general they could read but did not understand what they read. But not only reading, there are also other problems such as not having willingness to line up, needing help and guidance, having low self-determination, having difficulty in following direction, difficulty in writing, difficulty in reading, being dependent.

As a result of the interviews, the researcher received information from the teachers that at the beginning of first grade parents and teachers had to work together. Parents must accompany students to review lessons at home. The researcher interviewed Mulyati, the first-grade students had just completed their first semester's final assessment (PAS). Mulyati explained that the PAS results had been distributed. The PAS conducted in the odd semester showed that some students had minimal progress. When the parents of these students were brought to the school, it was found that these students were raised by a single mother who worked to fulfill their daily needs. The mother did not have enough time to accompany her child's learning at home. According to Mulyati, this child had reached the appropriate school age and had learned to read and write at school, but at home, the parents did not guide him, resulting in slow progress.

Next, the researcher also observed the learning process in the first grade of SD Negeri 8 Riau Silip. According to Romli's information, the homeroom teacher, some students' guardian work as unconventional tin miners (TI). When mining TI, these parents take and leave their children to play all day. So the obstacle that Romli faces in teaching the children in the first grade of SD Deniang Riau Silip is the reason that parents are busy working, so they do not help their children with homework and do not train them to learn to read at home. Another obstacle, according to him, is that parents who come from Madura and Flores live by renting, so when they move house, Romli has difficulty finding information about their children. There are also children who have been absent for two months, and after investigation, it turned out that this child went home to Madura with their parents. This move resulted in the child's education being interrupted. According to Romli, there are still 2 out of 20 students in his class who cannot read and write at the end of the first grade semester. Nevertheless, Romli continues to try to help his students to read, write, and count, which ultimately prepares them for moving up to second grade.

Figure 3 Teaching And Learning In First Grade Classes





Recerchers document on 2021

Next, in mid-March 2022, the researcher observed a class in MINU Pangkalpinang. On that day, the researcher met Herlinda, the teacher of grade 1 at MINU, teaching her students about numbers. According to Herlinda, her students vary in their ability to complete their assignments, with some doing well (see figure 5) and others struggling. Furthermore, Herlinda mentioned that two of her students still require extra attention in reading and writing. Herlinda explained that the progress of these two students is now starting to show, as their handwriting has become neater and more legible, although they still sometimes miss some letters in their words. Then, Herlinda emphasized that the age of 5 years 6 months is still too young to enter first grade, even though it is allowed by the state regulation. Herlinda believes that a child can be considered ready for school if they can read and write. However, if the child does not learn at home, they will not be able to keep up with the learning process in the classroom. Below, table 4, are the results of the researcher's interview regarding the opinions of first grade teachers regarding their strategies in teaching students of first grade.

Table 4 Teachers' Strategies in Upgrading Students' Ability

Teacher strategies to help students read in class	<ul style="list-style-type: none">• give extra hours with parental permission
Teacher strategies to help students during tests for children who are still not fluent in reading	<ul style="list-style-type: none">• read questions and help in writing. For example, reading a question, then the child answers verbally, then the child is guided to write it, or read multiple choice questions, then the child can choose the answer available.
Teacher's strategies so that children can adapt to the school environment	<ul style="list-style-type: none">• the teacher directs the children to get acquainted. Generally, children can adjust to the school environment, even though they don't know each other yet. Children already understand that they are in a new environment.• By getting used to carrying out school activities well and in an orderly manner• Provide understanding to children so they are confident and brave.

When reserchers observe in the first grade, reserches seen various teacher strategies in teaching use in the class. the researcher witnessed the lively teaching and learning process in first grade. The homeroom teacher of first grade was seen starting the class by writing numbers from 40 to 60 on the blackboard. Today the learning theme is getting to know the numbers 40 to 99. The teacher writes the numbers on the

blackboard and the students are asked to write the letters. Researchers witnessed many children enthusiastically pointing their hands to want to answer. (see figure 6)

The researcher observed that although the focus was on the students who came forward to write their answers on the blackboard, the teacher also had to pay attention to the other students. Because the researcher saw that the other children were not sitting still, they were very active, moving freely and not paying attention to their friends who were writing their answers on the blackboard. Naufal and his desk mates were playing and pulling at each other's rulers and notebooks. They stopped when the teacher rebuked them. In the end the teacher moved one of them.

In the next observation, the researcher also witnessed one student –Kiandra– studying at the teacher's desk. During an interview with the teacher, the teacher explained that Kiandra slowly adjusted to the pace of the class. If the teacher is not paying attention, he will remain silent in class. Even so, Kiandra has come this far, after 8 months of studying together. Kiandra has made a lot of progress. The teacher showed Kiandra's notebook to the researcher. Kiandra's writing is starting to become neat and legible. But sometimes some letters are still missing.

Figure 4 A Student Practice Writing in the Class



Recerchers document on 2021

Next, the researchers conducted an FGD with SD 10 teachers, there were three homeroom teachers of first grade at SD 10. Researchers found that their opinions did not differ from the other 4 teacher's opinion. One teacher thinks that a 6 years old child is an indication of socio-emotional maturity, however it cannot be guaranteed that they can read or write well. In class 1 A there are 8 children who cannot read yet out of 40 children. Approving with the first teacher's opinion, the second teacher said that in class 1 B showed that 7 out of 38 students were not fluent in reading even though as of July 1st2021 they were 6 years old. Meanwhile, the third teacher said that in class 1 C, there were two students who could not read. In class 1 C, one student is inclusion student which is child with special needs. For the learning process in this class, these children are given teaching that is adapted to their conditions.

DISCUSSION

Referring to teory the cultural production of the educated person of Levinson and Holland, which is used as a framework. Schools demonstrate a high level of commitment to state regulations in admitting new students. The Jean Piaget's findings on children's intellectual development, were translated into regulations governing PPDB. This has a certain effect. Schools in Pangkalpinang have maintained the power of the state. Schools accept students according to state regulations regarding PPDB.

PPDB regulations was implemented annually. This means that PPDB procedures continue to be reproduced by school culture, namely that children who are fit for school are at least 6 years old on July 1. This is in line with the theory stating that schools are sites where the state implements its agenda. Schools are sites where cultural reproduction occurs. The state's agenda is that the age at which one can enter school is determined by the state and schools are obliged to implement it.

Determining the appropriate age for entering school has been influenced by the development of Jean Piaget's findings on four models of intelligence. Piaget's findings which stated that the age of 7 to 11 years is the concrete organizational age is considered as the appropriate age for entering school. However, there have been several criticisms aimed at these findings, arguing that children's abilities vary so much that they cannot be gendered. Their argument also shows research that 5 year old children are also able to do things regularly. Next, this study also developed a well-known theory, namely school readiness. There are many arguments stating that school readiness cannot only be seen in terms of age, there are many other factors. Such as reading ability, writing ability, friendship ability, morals, etc.

However, Age is not the vitally single factor. Even though the child has reached the age to enter elementary school, they still need learning support at home. As stated in the regulations, children in learning must be guided. Homeroom teachers in three elementary schools that the researcher met during the research process each of them complained if there are parents who do not pay attention to their children at home, especially in learning. According to them, parents should support and collaborate with them. So, children should also be guided in learning at home by parents and at school with teachers.

However, this research still has limitations, researchers have not explored several facts in the field. For example, during observations the researcher found that several children in grades 2 and 3 (casuistics) were not yet fluent in reading. Even though they have been in school for 2 to 3 years. Another limitation in this research is that researchers also found in the field that state schools apply zoning regulations when accepting new students. As a result, schools in densely populated areas have more students than schools in sparsely populated areas. For example, SD Negeri 1 and 10 Pangkalpinang have 40 students per class, while SD Negeri 8 Riau Silip has only 20 students in the first class. Zoning has also received a lot of criticism. This research is unable to explain this zoning problem. Furthermore, this research did not touch information from parents. such as what parents actually want regarding PPDB and their children's education. Advance studies are recommended to compare state schools and foundation schools (under certain organizations such as Al-irsyad, Nahdatul Ulama, Muhammadiyah) or other areas with different student characteristics

CONCLUSION

Based on the data obtained through interviews, observations, and documentation, it is concluded that *firstly*, the determination of the appropriate age for school is influenced by the findings of Jean Piaget's four models of intelligence development. One of Piaget's findings states that the age of 7 to 11 years, which is the concrete operational stage, is the appropriate age for starting school. This finding has influenced the regulations and directives from the Ministry regarding the admission of new students in Indonesia. *Secondly*, schools in the province of Bangka Belitung follow the regulations and directives of the Ministry regarding the appropriate age for school. Schools under the Ministry of Religious Affairs (kemenag) follow the directives of

kemenag, while schools under the Ministry of Education and Culture (kemendikbud) follow the regulations of kemendikbud. Schools comply with the state's regulations during the admission process. Finally, this research argues that in Indonesia, the admission process in schools is influenced by the state's regulations, although there is room for negotiation for schools to accept students who are younger. Therefore, schools have become a means of reproducing the culture desired by the state and following the cultural global construction on education.

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