



Factors That Cause Learning Loss in Early Childhood

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ABSTRAK

Learning Loss atau kehilangan pengetahuan merupakan kondisi dimana anak kehilangan prestasi dan keterampilan dalam perkembangan akademis yang terjadi karena terhentinya pembelajaran dalam dunia pendidikan. Tujuan penelitian ini yaitu untuk menganalisis faktor penyebab learning loss yang terjadi pada anak usia dini. Penelitian ini merupakan penelitian analisis dengan metode pengumpulan data melalui wawancara, observasi, dan dokumentasi. Metode penelitian ini adalah deskriptif kualitatif dengan menggunakan data primer yang diambil dari narasumber. Teknik analisis data pada penelitian ini menggunakan analisis koleksi data, reduksi data, penyajian data, dan verification menunjukkan bahwa terdapat beberapa faktor yang menyebabkan siswa mengalami learning loss. Berdasarkan hasil penelitian, didapatkan bahwa peranan guru membagi proses pembelajaran kedalam dua tahap besar yaitu apersepsi dan strategi atau metode yang digunakan menyatakan, apersepsi yang dilakukan guru sebelum belajar sangat berpengaruh pada pembelajaran secara keseluruhan. Selanjutnya ke tahap dua yaitu metode yang digunakan. Anak-anak atau siswa paud mengalami yang namanya learning loss pada masa semester awal atau ganjil, dikarenakan terjadinya pergantian kegiatan pembelajaran dari online ke offline atau sering disebut dengan blended learning. Kesulitan-kesulitan yang dialami oleh guru saat menghadapi learning loss ini yaitu kurangnya media pembelajaran untuk anak, dan untuk menutup kekurangan tersebut guru saling bertukar media dan lebih mendekatkan diri kepada anak yang tertinggal perkembangannya.

ABSTRACT

Learning loss or loss of knowledge is a condition where children lose achievements and skills in academic development due to the cessation of learning in education. Currently, learning loss often occurs in early childhood. This research is analytical with data collection methods through interviews, observation, and documentation. This research method is descriptive and qualitative, using primary data from sources. Data analysis techniques in this research using data collection analysis, data reduction, data presentation, and verification show that several factors cause students to experience learning loss. The research results found that the teacher's role divides the learning process into two major stages, namely apperception and the strategy or method used. It states that the perception carried out by the teacher before learning has a significant influence on overall learning. Next to stage two, namely the method used. Children or early childhood students experience learning loss in the early or odd semesters due to the change in learning activities from online to offline, often called blended learning. The difficulties experienced by teachers when facing learning loss are the need for more learning media for children, and to cover this shortage, teachers exchange media and get closer to children whose development needs to catch up. Children or early childhood students experience learning loss in the early or odd semesters due to the change in learning activities from online to offline, often called blended learning. The difficulties experienced by teachers when facing learning loss are the need for more learning media for children, and to cover this shortage, teachers exchange media and get closer to children whose development needs to catch up. Children or early childhood students experience learning loss in the early or odd semesters due to the change in learning activities from online to offline, often called blended learning. The difficulties experienced by teachers when facing learning loss are the need for more learning media for children, and to cover this shortage, teachers exchange media and get closer to children whose development needs to catch up.

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1. INTRODUCTION

The COVID-19 pandemic has changed the world situation, including in the world of education. This needs to be considered because education is the main sector in development in Indonesia (Basar, 2021; Darsono et al., 2020). The learning process due to the COVID-19 pandemic has changed 180 degrees. Changes to the learning process which was originally face-to-face in the classroom, in accordance with a circular from the Ministry of Education and Culture, have been changed to online learning (on the network). Changing face-to-face or blended learning to a fully online form will certainly have an impact on achieving learning objectives. (Hewi & Shaleh, 2020; Istiatin & Marwati, 2021). Barriers or obstacles in online learning can be grouped into three main classifications, namely obstacles related to learning activities, technological obstacles, and students' personal and environmental obstacles. The first obstacle related to learning activities can cause poor understanding of the material, learning that is less effective and interactive, learning implementation times that are not always according to schedule, and difficulties in accessing learning resources. The second obstacle, which is related to technology, includes internet network problems, limited internet quota, and limited learning devices. Without adequate information and communication technology facilities, the implementation of online learning often faces significant obstacles. (Ajiatmojo, 2021; Betri, 2020).

Online learning is generally faced with various obstacles that make it less conducive, which in turn results in decreased student learning motivation and reduces the effectiveness of this learning system. (Arif, 2021; Haryadi & Cludia, 2021). One of the main concerns is the potential for learning loss. Learning loss refers to a situation where students experience a decrease in knowledge and skills, both general and specific, or experience academic setbacks due to various certain conditions such as prolonged educational gaps or obstruction of the educational process. The learning loss that is most worrying involves limited interaction between teaching staff and students, limited interaction between students with each other, obstacles in managing learning time, reduced levels of concentration and focus on learning, and low student understanding of the learning material presented. The absence of face-to-face learning Face also has a negative impact on students' learning motivation, which tends to decrease. Awareness of the desire to learn can experience a significant decline. Constraints in having adequate facilities to support online learning activities, along with the heavy burden that must be borne by families in supporting the online learning process, are considered factors that complicate this situation. In fact, this could potentially encourage students to decide to drop out of school. (Hanafiah et al., 2022; Widyasari et al., 2022).

All types of learning can be successfully adapted to an online learning environment (Anggraeni et al., 2021; Yusnita & Muqowim, 2020). This pandemic has also shown that children from middle to lower economic groups face limitations in their learning opportunities compared to other groups of children, especially due to facilities constraints. This learning gap has the potential to harm students in achieving the required competencies, either due to the inability to follow the learning material or losing understanding of the basic competencies they should master. This gap can cause a decrease in students' interest in learning, especially among those from the lower middle economic group, which ultimately has a negative impact on the education system as a whole. There are several factors that cause this learning loss, such as (1) lack of interaction between students and teachers during online learning, (Budi et al., 2021; Hanafiah et al., 2022; Widyasari et al., 2022).

Schools are the primary place for children to pursue their education, and school buildings can be found everywhere. During the COVID-19 pandemic, schools have had to close in response to the urgent health situation. The e-learning method has been implemented in Early Childhood Education (PAUD) units. This e-learning involves the use of social media such as WhatsApp as well as applications such as Zoom, Google Meet, and the like related to the internet. (Basar, 2021; Dewi & Sadjarto, 2021). After making initial observations, the researchers noted several kindergarten schools in Cluster V Buleleng, and two of them, namely Kartika VII-3 Singaraja Kindergarten and Eka Dharma Kindergarten, were chosen as research locations. In these schools, some students have experienced learning loss during the initial semester of distance learning. Some of the characteristics observed include: they are reluctant to work on Student Worksheets (LKPD) and prefer to play alone, do not listen to the teacher when explaining the material in front of the class, are less serious about participating in the learning process, are resistant to social interaction, are hampered in social development -emotional, and achieved low grades compared to his classmates (Budi et al., 2021; Rahmawati et al., 2020).

The role of parents should be as the first teacher for children, so that the chance of learning loss can be minimized. Often children are more likely to listen to teachers at school than parents at home. Fatigue that parents may experience can also be a factor that contributes to learning loss (Budi et al., 2021; Haryadi & Cludia, 2021). Based on various research that has been conducted, learning loss can have a disruptive impact on 6 aspects of children's development. For example, there has been a decline in the formation of good habits and character that are usually taught in schools. Children who are less physically active also

tend to experience a decline in their motor skills. Apart from that, a lack of creative activities can affect children's motor development. Concentration abilities can decrease, as can mastery of new vocabulary. Children's emotions can become unstable, making them more susceptible to tantrum behavior. Apart from that, children's socialization and empathy abilities can also decrease due to lack of interaction with peers. The same goes for their artistic aspects, which can also suffer from decline (Ajiatmojo, 2021; Budi et al., 2021; Widayarsi et al., 2022).

Similar research states that learning loss occurred during Covid-19 causing a decrease in motivation loss and participant loss which is the cause of students' lack of awareness in the learning process and also the readiness of teachers to carry out balanced learning between online and offline learning. (Muthmainnah & Rohmah, 2022). This is supported by research which states that learning loss experienced by students over a long period of time, and changing grades at each level of education through evaluation of the previous grade, does not provide a guarantee of mastery of competencies at each level that has been passed. (Amsikan et al., 2021). This research was carried out to find out other factors that cause and how to overcome learning loss.

The inability of education graduates to face challenges in the world of work or even get a suitable job is a serious threat. This also applies to young children, where improving aspects of their development in society can be very difficult due to the decline in knowledge that occurs (Marini & Hamidah, 2014; Wahono, 2018). This condition is caused by the fact that practical competencies involving the application of the knowledge they have learned become difficult to achieve. Learning loss can be considered as a factor that can influence the quality of human resources in the future. Learning loss can be interpreted as a phenomenon where the younger generation loses opportunities to increase their knowledge due to obstacles in the teaching and learning process. In connection with the problems above, it is necessary to conduct an analysis of the factors that cause learning loss in early childhood. This research was conducted with the aim of analyzing the factors that cause learning loss.

2. METHOD

The method used in this research includes several in-depth and structured stages. First, the research design applied is an investigation design and structure that is carefully structured so as to enable researchers to obtain comprehensive answers to the research questions posed. The type of research used in this research is qualitative descriptive research, which allows researchers to describe in depth the phenomena being observed. The qualitative descriptive method is an approach in scientific research that is used to describe, explain and understand phenomena or events in an in-depth and detailed way. This method focuses more on interpretation, understanding, (Habsy, 2017; Yusanto, 2020).

The subjects of this research were teachers who served in Kindergarten/PAUD Cluster V Buleleng. These teachers are research subjects because they have an important role in the early childhood education process. The object of this research is early childhood children who experience learning loss, so that researchers can understand the impact of the COVID-19 pandemic on their educational development better. The data source used in this research is primary data. Primary data is data obtained directly from the source, observed and recorded for the first time. Primary data in this research includes the words used, actions carried out by teachers and students observed, as well as information obtained through interviews with related parties. This research uses documentation such as written notes, video/audio tape recorders, (Pulungan, 2022; Sulihin et al., 2020).

The data collection techniques applied in this research involve several methods, including interviews, observation and documentation. Interviews were used to gain deeper views and understanding from teachers regarding changes in early childhood learning during the pandemic. Observation is used to directly observe interactions and activities that occur in the classroom. Meanwhile, documentation is used to collect written data, audio/video recordings, and other visual information relevant to this research. The data analysis process is carried out through several stages, including data collection, data reduction, data presentation, and conclusion verification. After the data is collected, the researcher carries out data reduction by identifying patterns or themes that emerge from the data that has been collected. The data is then presented in a systematic way, either in the form of narratives, tables or diagrams. Finally, conclusions are drawn and verified to ensure that the research findings are reliable and have high relevance to the stated research objectives. Thus, this research method provides a strong framework for exploring and analyzing the impact of the COVID-19 pandemic on early childhood education.

3. RESULT AND DISCUSSION

Result

Researchers carried out research using descriptive qualitative research. This qualitative research is research conducted by visiting the field directly. Data collection methods used in this research include interviews, observation and documentation. In conducting interviews, researchers attempt to obtain data that can strengthen research results by applying direct interview techniques. This research was carried out at Kartika VII-3 Singaraja Kindergarten and Eka Dharma Kindergarten over a period of approximately 2 weeks. During the research, researchers conducted interviews with school principals and class teachers related to the learning loss phenomenon. Based on the results of intensive observations carried out by researchers on April 3 and 5, It can be noted that a number of learning activities in class use various types of learning media provided by the school. These types of media include block media, puzzle media, meronce media, sticking media, and cutting media. The students also looked active in working on various Student Worksheets (LKPD).

Learning loss is a decrease in student knowledge caused by the implementation of blended learning. Based on the results of observations made by researchers at schools, there are several children who still experience learning loss. This was also approved by the results of interviews with class teachers from classes A and B at Kindergarten Kartika VII-3 Singaraja. During an interview with one of the teachers, he stated that the main cause of learning loss was limited physical communication between students and teachers. During the COVID-19 pandemic, children studied at home using Google Meet supervised by their parents. Children feel bored and sometimes feel that only their parents study, while they prefer to play. Similar results were found in interviews with group B teachers, which explains that the effect of COVID-19 causes a lack of interaction between students and teachers, causing learning loss in students. The material provided is in the form of power point and videos. When researchers conduct face-to-face learning, they pay attention to students' progress and how they solve problems. This is difficult to do during distance learning. The thing that has the biggest impact on learning loss is the COVID-19 pandemic.

The results of an interview with one of the class teachers also reflected a similar view. An interview with one of the teachers, who is a group a teacher at Eka Dharma Kindergarten, revealed that the main cause of learning loss is limited communication between students and teachers. One of the other teachers stated that the main cause of learning loss in my opinion is limited communication between students and teachers. All forms of communication are limited to WhatsApp groups, and occasionally using Google Meet. Sometimes they also try to visit students' homes, but their effectiveness is limited because the students' parents are busy with work. As a teacher, I feel uncomfortable because I am worried that I will be misunderstood as taking a blind salary. At that time conditions did not allow for a physical meeting. We are grateful that the situation has returned to normal now, and are trying to catch up from the past. Interviews with group A and B teachers at Eka Dharma Kindergarten also revealed that the way to overcome this problem is to increase collaboration. One of the teachers revealed that the way to overcome this problem was by discussing together and collaborating between fellow teachers, even throughout the school. Every teacher has a different way of teaching, so what works with one teacher may not necessarily work with another teacher. Therefore, frequently share experiences and teaching methods to ensure that children are happy and motivated to learn. Interviews with group A and B teachers at Eka Dharma Kindergarten also revealed that the way to overcome this problem is to increase collaboration. One of the teachers revealed that the way to overcome this problem was by discussing together and collaborating between fellow teachers, even throughout the school. Every teacher has a different way of teaching, so what works with one teacher may not necessarily work with another teacher. Therefore, frequently share experiences and teaching methods to ensure that children are happy and motivated to learn. Interviews with group A and B teachers at Eka Dharma Kindergarten also revealed that the way to overcome this problem is to increase collaboration. One of the teachers revealed that the way to overcome this problem was by discussing together and collaborating between fellow teachers, even throughout the school. Every teacher has a different way of teaching, so what works with one teacher may not necessarily work with another teacher. Therefore, frequently share experiences and teaching methods to ensure that children are happy and motivated to learn. So what works with one teacher may not necessarily work with another. There fore, frequently share experiences and teaching methods to ensure that children are happy and motivated to learn. So what works with one teacher may not necessarily work with another. Therefore, frequently share experiences and teaching methods to ensure that children are happy and motivated to learn.

The results of an interview with one of the group B teachers at Eka Dharma Kindergarten also reflect the same opinion about how to overcome the problem of learning loss in children. He said that the teachers here share experiences with each other. If you encounter difficulties, you can consult with other teachers, and vice versa. Teachers strive to share learning media so that all children can experience similar learning experiences. For example, if today's learning theme is drinks, the class will make juice. Then, other

classes will also carry out similar activities the next day. The goal is for children to stay motivated to learn and not feel jealous of each other. In this way, teachers try to minimize the feeling of laziness that may appear in them and hope that their development can improve little by little.

Based on the results of this interview, it can be concluded that learning at Kartika VII-3 Singaraja Kindergarten and Eka Dharma Kindergarten has gone well. Even though there were several obstacles at the start of the odd semester, for the even semester it was seen that learning was effective in the school environment. This research also reveals results related to the causes of learning loss, where online learning (on the network) is the main factor at around 50%, followed by inadequate learning media at around 25%. Another factor is the lack of closeness between students and teachers, around 14%, and limited collaboration between parents and teachers, around 11%. These results can be explained in [Figure 1](#).

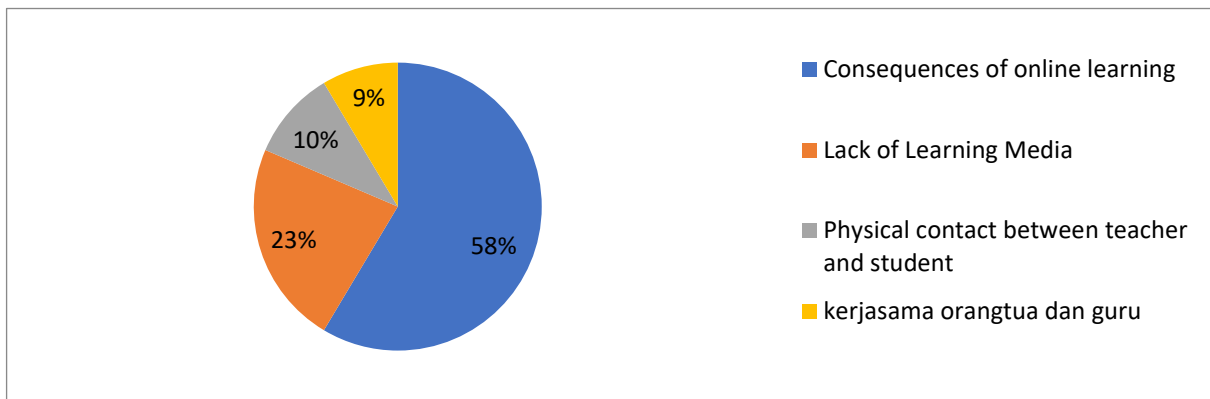


Figure 1. Learning Loss Results Diagram

Discussion

The research produced an analysis of the causes of learning loss in early childhood. Learning loss, or loss of knowledge, is a condition where children experience a decline in achievement and skills in their academic development due to cessation of learning in the world of education. Factors that contribute to the occurrence of learning loss in students include: 1) vacation periods that are too long, 2) students who take leave or stay in class for a certain period of time, 3) leave or drop out of school, 4) teaching which is less effective, and 5) the impact of the COVID-19 pandemic. The implementation of online learning tends to be uneven and tends to be teacher-centered. Apart from that, during discussion sessions, some students became silent readers and responses from students were also limited. This is consistent with the results of research conducted by current researchers, where several respondents revealed that learning loss was more definitely caused by limited communication between students and teachers due to the COVID-19 pandemic. All forms of communication are limited to WhatsApp (WA) groups and via Zoom/Google Meet, which results in minimal student response during learning. This research interprets learning loss as an obstacle that occurs in early childhood due to delays in the learning absorption process when returning to learning. face to face. These various limitations can cause aspects of a child's development that were previously developing well to become stagnant or even decline, without any significant progress being seen. This research seeks to analyze learning loss in early childhood in Cluster V Buleleng. From the results described above, it can be concluded as follows: Understanding Learning Loss

The results of data collection research show that understanding of learning loss in Kindergarten Kartika VII-3 Singaraja is still limited. Only one teacher initially understood the concept of learning loss, and after the researcher explained learning loss, several other teachers began to understand it. From these data it can be concluded that teacher participation in understanding learning loss in children is still low. At Eka Dharma Kindergarten, many teachers already understand learning loss in early childhood, so it can be said that teacher participation in understanding learning loss is quite good. Learning loss is a term used to describe loss of skills and knowledge, both general and specific. Before the pandemic, young children went to school happy and enthusiastic (Tanuwijaya & Tambunan, 2021; Yuanga et al., 2022). They learn while playing with friends and teachers, which helps stimulate children's development well. However, during the pandemic, all educational institutions were closed and online learning became mandatory. The majority of parents from middle to lower economic levels tend not to send their children to preschool institutions because it is considered unimportant, and online learning is considered not optimal. This happens because the role of parents must be more optimal in supporting the learning process, while there are still many obstacles that must be overcome. Most of the sources in this research said that learning loss was caused by online learning, both from interviews at Kartika VII-3 Singaraja Kindergarten and Eka Kindergarten.

Dharma. Obstacles that arise in the first semester result in a decrease in learning effectiveness, (Hanafiah et al., 2022; Widyasari et al., 2022).

The research results reveal that the role of teachers at Kartika VII-3 Singaraja Kindergarten and Eka Dharma Kindergarten can be considered good. Data obtained through interviews with resource persons shows that teachers are considered to be good or bad examples or reflections for students. Teachers are also considered important figures in students' lives, and teachers must be prepared to face various situations. The role of teachers has a big impact in efforts to minimize the impact of learning loss on students at school. As educators, teachers must carry out certain roles. This teacher's role is reflected in various interactions, especially in the teaching and learning process. The teacher's role in this interaction is considered central. Teachers interact with students, fellow teachers, and other staff. Most of the teacher's time and attention is used to facilitate the learning process and interact with students (Agustina et al., 2020; Tanuwijaya & Tambunan, 2021). Basically, teachers have a big responsibility. Being a teacher means being ready to teach and guide students. Teachers must also prepare well how to carry out learning activities in class. In this way, the teacher's hope of establishing a good relationship with students can be achieved (Nugraha, 2018; Wahid et al., 2018).

Based on research results, data was obtained that the main cause of learning loss was the COVID-19 pandemic. This pandemic makes it difficult for teachers to carry out learning. At that time, online learning was considered very ineffective for students because of limited communication between teachers and students. Learning loss is a decrease in students' academic knowledge and skills caused by distance learning that lasts for a long period of time (Budi et al., 2021; Widyasari et al., 2022). The suspension of face-to-face learning in schools due to this pandemic has raised concerns about a decline in the quality of knowledge and skills possessed by students. Several factors that contribute to learning loss include ineffective delivery of material, difficulty communicating or consulting with teachers, and disruption in smooth internet access. Apart from that, online learning by teachers has not found the right format in many schools so the effectiveness of learning is still lacking. The school finds it difficult to provide teaching materials to students, including problems with inappropriate study hours, inefficient delivery of material, and difficulty teaching practical material. All of this creates uncertainty among education practitioners and education observers (Ajiatmojo, 2021; Betri, 2020).

The research results reveal that children who experience learning loss tend to show low levels of motivation in learning. From the results of interview data, the behavior of children who experience learning loss can be manifested as follows: 1) Not doing their assignments well or even ignoring them. 2) Lack of enthusiasm or seem lethargic in participating in learning. 3) Prefers playing rather than focusing on lessons and is difficult to manage. 4) The work on assignments is often careless and carelessness, so that the academic value is not optimal. 5) Be careless and less careful in their activities. 6) Difficulty in waiting your turn or have a high level of impatience. 7) Easy to forget and often lose things. Children who have learning difficulties can cause stress to their parents and can be labeled negatively at school. In overcoming learning loss, parents need to be fully committed to supporting their children. This involves changing mindsets and parenting patterns, creating a balance between giving love and imposing discipline, giving praise and positive support to children, and avoiding giving negative labels. Teachers play an important role in helping children overcome learning loss by creating a pleasant learning atmosphere and providing positive statements that can be a source of inspiration for students. Creating a balance between giving love and imposing discipline, giving praise and positive support to children, and avoiding giving negative labels. Teachers play an important role in helping children overcome learning loss by creating a pleasant learning atmosphere and providing positive statements that can be a source of inspiration for students. Creating a balance between giving love and imposing discipline, giving praise and positive support to children, and avoiding giving negative labels. Teachers play an important role in helping children overcome learning loss by creating a pleasant learning atmosphere and providing positive statements that can be a source of inspiration for students. (Nurfitriani et al., 2022; Prayudhi & Arifin, 2023).

From the results of research data regarding difficulties in dealing with learning loss, it was found that the thing that is the biggest obstacle is learning media. This was obtained from several sources who said that the main obstacle at that time was inadequate learning media due to online learning, resulting in hampered learning activities. Children who want to learn sometimes have to create their own media from home, so they can learn together through videos that have been prepared by the teacher. Lack of funds for media production is also a barrier or difficulty when dealing with learning loss (Agustira & Rahmi, 2022; Kamarudin et al., 2022).

The way to overcome learning loss is through learning recovery. The importance of teachers in achieving the target of maintaining the school's vision and mission and ensuring a healthy life during the pandemic. Several aspects must be improved and developed to achieve this. The results of this research also show that teachers have an important role in helping children learn at home during the pandemic, which in

the end can support the achievement of the school's vision and mission. One solution to overcome learning loss is to start at the school level (Agustira & Rahmi, 2022; Budi et al., 2021; Hanafiah et al., 2022; Kamarudin et al., 2022). Schools must increase the capacity of students and teachers so that they are able to optimize the learning process. The experience gained during the pandemic must also be used as valuable learning that can provide inspiration and input for future educational development. Learning must be focused on topics and skills that are essential and relevant for students facing advanced education. Developing curricula and learning models that free students from pressure to achieve high grades must be the focus. This will help students develop their personalities, become individuals who are sensitive to their social environment, and are not only oriented towards academic grades. In addition, the curriculum must be able to adapt to current situations and needs, not just stick to a curriculum that has not changed at all. Deep learning should be understood as a process in which students can apply the knowledge and skills they learn in new situations, which will ultimately result in more meaningful and relevant learning (Ana, 2018; Fajri, 2019).

From the results of interviews with informants, several ways to overcome learning loss in early childhood were found. These methods include creating a comfortable learning atmosphere, in-depth understanding of the material to be taught, using supporting media that is suitable for children, establishing good communication between teachers and students, providing activities that can arouse children's enthusiasm for learning, and providing appreciation (reward) for the results obtained by the child (Mawardi, 2014; Rokhimawan et al., 2022). This research also reveals that knowledge about learning loss among PAUD students is still minimal. Many teachers do not fully understand what learning loss is and how to identify it. This can be seen from several initial responses when the research was conducted in schools, such as teacher confusion about the concept of learning loss, lack of conducive learning activities, and students who were afraid to interact with their classmates. In a potential context, the results of this research have the potential to provide guidance to schools, especially PAUD schools, to better understand and pay attention to learning loss in early childhood. Apart from that, this research can also be a reference for teachers to care more about the development of their students, create a conducive classroom environment, and identifying learning loss early to provide appropriate treatment. In this way, the negative impact of learning loss on children can be minimized

4. CONCLUSION

The role of the teacher divides the learning process into two major stages, namely apperception and the method used to express apperception carried out by the teacher before learning, which has a great influence on overall learning. Apperception is carried out to attract children's curiosity and make children enthusiastic about learning. Children experience learning loss in the early or odd semesters, due to the change in learning activities from online to offline. The difficulties experienced by teachers when facing this learning loss are the lack of learning media for children, and to cover this shortage many teachers exchange media and get closer to children whose development is lagging behind. Children experience good development, which is supported by improvements in school facilities and infrastructure, the use of better learning media, as well as the adaptation of students and teachers to learning situations in the classroom.

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