The Adaptability of Teachers in My Home Kindergarten Grows in the Context of Competency Development to Face the Era of Smart Society 5.0

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ABSTRAK. *Penelitian ini bertujuan mengurai strategi guru di TK Rumahku Tumbuh dalam menghadapi Era 5.0. Era ini ditandai dengan kemampuan guru yang mencakup 4c yaitu creativity, critical thingking, communication, collaboration. Secara teori salah satu usaha dalam menghadapi tatangan revolusi 5.0 guru perlu melakukan self- management, social aspects of human and machine relation, practical innovation of smart learning, dan skills upgrade. Adapun penelitian ini menggunakan metode penelitian kualitatif, dengan populasi dan sempel penelitian mencakup seluruh kegiatan yang ada di sekolah serta kepala sekolah, bidang kurikulum dan guru-guru kelas sebagai sampel penelitian. Pengumpulan data menggunakan teknik wawancara, observasi dan dokumentasi. Analisis penelitian melalui beberapa tahapan yaitu data collection, data reduction, data display, dan conclusion drawing/verification. Hasil penelitian menunjukan Pertama para guru melakukan self management mulai dari awal pembelajaran hingga akhir kegiatan. Kedua, adaptabilitas yang dilakukan guru adalah skill upgrade, yang dilakukan dengan studi lanjut, mengikuti berbagai macam pelatihan yang menunjang peningkatan kualitas pelatihan serta melakukan evaluasi atau rapat kerja secara rutin. Ketiga yaitu practical innovation of smart learning. Guru melakukan practical innovation of smart learning dalam bentuk penerapan metode read aloud pada kegiatan membaca bersama anak. Adaptabilitas yang keempat yaitu social aspects of human and machine relation. Bentuk adaptabilitas ini yang masih belum bisa maksimal dilaksanakan karena adanya keterbatasan fasilitas teknologi.*
Kata Kunci: *Kompetensi, Guru, Tantangan, Era 5.0.*

ABSTRACT. *This research aims to outline the strategies of teachers at Rumahku Tinggi Kindergarten in facing the Era 5.0. Era 5.0 is marked by teacher abilities which include the 4c's, namely creativity, critical thinking, communication, collaboration. In theory, one of the efforts to face the challenges of the 5.0 revolution is that teachers need to carry out self-management, social aspects of human and machine relations, practical innovation of smart learning, and skills upgrading. This research uses qualitative research methods, with the population and research sample covering all activities in the school as well as the principal, curriculum area and class teachers as the research sample. Data collection uses interview, observation and documentation techniques. Research analysis goes through several stages, namely data collection, data reduction, data display, and conclusion drawing/verification. The research results show that first the teachers carry out self-management from the beginning of learning to the end of the activity. Second, adaptability carried out by teachers is skill upgrading, which is carried out by further study, attending various types of training that supports improving the quality of training and conducting regular evaluations or work meetings. Third, namely practical innovation of smart learning. Teachers carry out practical innovation of smart learning in the form of applying the read aloud method to reading activities with children. The fourth adaptability is social aspects of human and machine relations. This form of adaptability cannot yet be implemented optimally due to limited technological facilities.*
Keyword : *Competencies, Teachers, Challenges, Era 5.0.*

INTRODUCTION

The implementation of education in schools cannot be separated from the role of educators, educational staff and students. The progress or quality of existing education is also influenced by the role of the principal as manager, teachers as implementers of education and students as benchmarks. Each of these components is interrelated and interconnected to achieve

the goals of implementing education. The goals of education are none other than those contained in Permendiknas No. 20 of 2003 which is none other:

> "Developing abilities and forming a dignified national character and civilization in order to make the nation's life more intelligent, aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens"

However, since the enactment of law no. 20 of 2003 concerning the national education system, measuring the success of education in Indonesia is still a matter of controversy. Several sources say that education in Indonesia is still faced with various problems, so the quality of education is categorized as still low. Education graduates are still a burden on the state, namely that many education graduates do not have the opportunity to get a job because education is not yet relevant to the needs of society (Deni Wijayani:2017). The problems faced by education in Indonesia are not only to answer the need for employment but also to answer the challenges of the industrial revolution 5.0. This revolution is a human-centered industrial revolution that consolidates the agile and data-based digital tools of Industry 4.0 and synchronizes them with humans and works with collaborative technology to produce innovative, personalized, customizable, high-value, environmentally friendly, products. and high quality with many sizes (Doyle-Kent, 2022).

Globalization has changed all aspects of our lives and society, including education. In this new era, education must develop the capacities humans need to live in the 21st century. This reality is addressed with the 4C skills, including the ability to think critically, communicate effectively with others, innovate, and solve problems through negotiation and collaboration. Basically, the whole person is not limited to intellectual, emotional, physical, social, aesthetic, creative and spiritual elements (Li, 2022). Therefore, in the world of education, 21st century life skills are needed or better known as 4C (Creativity, Critical Thinking, Communication, Collaboration). It is hoped that teachers will become creative individuals, able to teach, educate, inspire and become role models (Kumi Laila/Hendriyanto: 2021). From sources, the Directorate of Primary Schools added that teaching staff in the age of society 5.0 must be driving teachers who prioritize students before themselves, take the initiative to make changes to students, dare to take action without being ordered, continue to innovate and take sides with students.

In accordance with existing demands in responding to the needs of the times, it is not hypocritical if teachers need to upgrade their abilities to develop teacher competence. General models of teacher competency are multidimensional and emphasize the importance of teachers' knowledge about the content they teach and how to teach that content, their beliefs about teaching and learning, and their motivation. This model describes competence as a prerequisite that helps teachers successfully overcome specific matters professionally. Teacher competency includes aspects of skills, knowledge, beliefs and motivation which are the basis for teachers to master in certain professional situations. Teacher competency is usually understood as context and subject specific. This can be changed and can be developed through teacher training activities (Karlen, 2023)

Systematic development of teacher competency can indeed be carried out based on the teacher's own initiative which is carried out through various activities such as upgrading, courses, continuing education to a higher level, self-study, reading various learning sources (Agus Sutikno: 2018). These development activities can be carried out in parallel with the implementation of the

teacher's main duties. However, what becomes difficult is when carrying out these two tasks simultaneously or concurrently. In general, self-development activities apart from requiring money also require sufficient time (Agus Sutikno: 2018). Therefore, it is a challenge for teachers who want to try to improve their abilities while continuing to carry out their obligations.

The basic thing is that teachers must develop their abilities without having to abandon their obligations. However, upgrading teachers' personal abilities is an important thing to do so that teachers are able to meet the demands of education in the 5.0 era. Meanwhile, as a result of upgrading capabilities, there needs to be a place to implement what has been obtained. Upgrading skills and carrying out work obligations are two different things. However, if teachers are able to improve their competencies, students will indirectly be able to improve their achievements. Teachers will be able to help in improving and improving the quality of education in Indonesia. If teachers are able to improve the competencies they have, students will indirectly be able to improve their achievements which can be developed (Happri Novriza Setya Dwantoro: 2018). This will certainly have an impact on improving the quality of human resources.

Based on the results of several studies that have been conducted, it is stated that teacher competence still needs to be developed, this is related to attitude, knowledge, skills and self-evaluation. The challenge for teachers in the smart society 5.0 era is the ability of individual teachers to have high intellectual abilities which are translated into good attitudes and implemented in the form of competent competencies and skills. Smart society 5.0 era is a condition where teachers can become problem solvers both for themselves, the environment and social conditions by utilizing technology as a medium for innovation. Of course, the surrounding environment in terms of the intricacies of the learning process. Understanding the characteristics of student needs, student psychology, motor development, knowledge and skills of students, and appropriate ways to evaluate student learning (Fitri Nur Mahmudah: 2021).

One of the natural solutions to face the 5.0 era is increasing abilities or upgrading skills, as has been done in the Rumahku Kindergarten, where some of the existing human resources have grown and are encouraged to undertake further studies for those who have not yet taken the Bachelor's level of early childhood education. Mrs. Ambar Pratiwi as the school principal added that human resources or teachers at Rumahkugrown Kindergarten who have completed S1 will be included in skills training to improve teacher abilities. Efforts are made as a form of the school's commitment to advancing or maximizing children. In 2021, during the New Normal era, schools have just emerged from the Covid 19 pandemic which has haunted every educational institution, my home kindergarten school has grown to hold fish and plant cultivation programs. Based on the explanation provided, this research would be better and more important if it were studied in more depth regarding the strategies that the Rumahku Tinggi Kindergarten school has in facing the 5.0 era.

METHOD

This research uses a qualitative type of research, qualitative methods are used to describe and analyze phenomena and events that occur in my home kindergarten. The population studied in qualitative research was all academic activities at Rumahkugrown Kindergarten. The sample in the research or resource person is the school principal, curriculum area, class teacher and several children with whom it is possible to engage in dialogue. The data collection techniques used at Rumahku Tinggi Kindergarten use data collection techniques, namely observation, interviews and documentation. Observations were used to observe the activities in the Rumhaku Kindergarten

growing, while interview techniques were carried out to interact with the principal, curriculum and several class teachers, documentation was carried out to collect data related to teacher strategies in facing the challenges of the 5.0 revolution. After the data was collected using observation, interviews and documentation techniques, the data was then analyzed using the melis and hubermen technique. Analysis begins with data collection, data reduction, data display and conclusion drawing/verification.

RESULTS AND DISCUSSION

We are currently in a situation where there is a very intensive wave of information which must be responded to well and wisely so as not to be swayed by the flow of information. These conditions have brought about the era of globalization, whether we are ready or not, whether we like it or not, whether we like it or not, everyone has to face this reality. A teacher must be able to face these conditions and compete in the wave of information and treat it as a challenge and opportunity. Teachers as educators are practitioners of the educational profession. In carrying out his profession, several requirements are required for a teacher to have qualifications and competence in the field of education. This is a requirement for the realization of professional teachers, namely having overall competence. A profession that is undertaken will become increasingly outdated and worse if it is not carried out professionally (Ramaliya, 2018).

In addition, teacher professional development is closely related to increasing student achievement. Teachers who engage in continuing professional development programs demonstrate improvements in their ability to practice teaching, which is critical to improving student achievement. Teachers who continuously develop subject knowledge, professional skills, and teaching abilities will be able to direct their students towards increased learning achievement. This shows how important teacher professional development is in increasing student achievement which has an impact on learning achievement (Zeng, 2023).

Teaching will become a growing profession if it continues to change and develop itself, because practically education will continue to take place in different situations and times. A developing profession is one that continually changes and develops itself. Therefore, teachers must continue to develop and improve their abilities so that changes occur in themselves and can make changes to the implementation of their duties and obligations. This is both a challenge and an opportunity, an opportunity for teachers to improve their qualifications and competencies (Ramaliya, 2018).

It is the teacher's obligation not only to convey information but to emphasize character education in the form of values, morals and exemplary behavior because if they only provide knowledge, then technology can replace it. Teachers must show children how to think critically, be innovative, and be able to handle complex problems. Like the three maxims proffered by Ki Hajar Dewantoro (Father of Indonesian Education), Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, and Tut Wuri Handayani, which means to set an example in the front, build will, in the middle, to give good encouragement, and in The latter has an influence on independence. (Hermawan, I., Supiana, S., & Zakiah, Q. Y. (2020).

Education in the national education system law regulation No.20 of 2003 explains that education is a deliberate effort to prepare students for their future work with mentoring, teaching or training activities. Government efforts are made to advance the country through education. Without the ability to manage its natural resources, a country cannot be said to be developed. Even if Indonesian sons and daughters do not have the necessary skills, it is feared that this will

become an obstacle to the country's progress towards development. This is supported by the observation that a number of industrial countries are developing rapidly, not because they have abundant natural resources, but because their people are intelligent, disciplined and hardworking. (Aspi, M., & Syahrani, S. (2022).

Facing the 5.0 era is not easy. However, as an educational institution that is responsible for preparing the nation's next generation who are able to answer future challenges, it has become absolute for schools or educational institutions to provide learning that suits the needs of their students in the 5.0 era. This is where the competence of teachers in schools becomes very important to pay attention to. Likewise, the teachers at My Home Kindergarten Grow. My House Grows Kindergarten is a kindergarten located in Sleman Regency, Yogyakarta. This kindergarten is one of the kindergartens which of course cannot escape the onslaught of the smart society 5.0 era. Moreover, this kindergarten is close to the center of Yogyakarta City. It cannot be denied that the environment also plays a role in entering the smart society 5.0 era in various aspects of life, including aspects of education in schools.

My Home Kindergarten Grows is very aware of the importance of increasing teacher competency to face the era of smart society 5.0. Although actually teacher competency development activities are not an easy activity to carry out, especially considering the teacher's workload is not small. In general, teacher competency development activities, apart from requiring money, also require sufficient time. Based on the results of research conducted by Mahmudah (2021), teacher adaptability in increasing competence can be done through several things, including self-management, social aspects of human and machine relations, practical innovation of smart learning, and skills upgrading. The form of adaptability of teacher competence in the smart society 5.0 era can be depicted in the following chart:
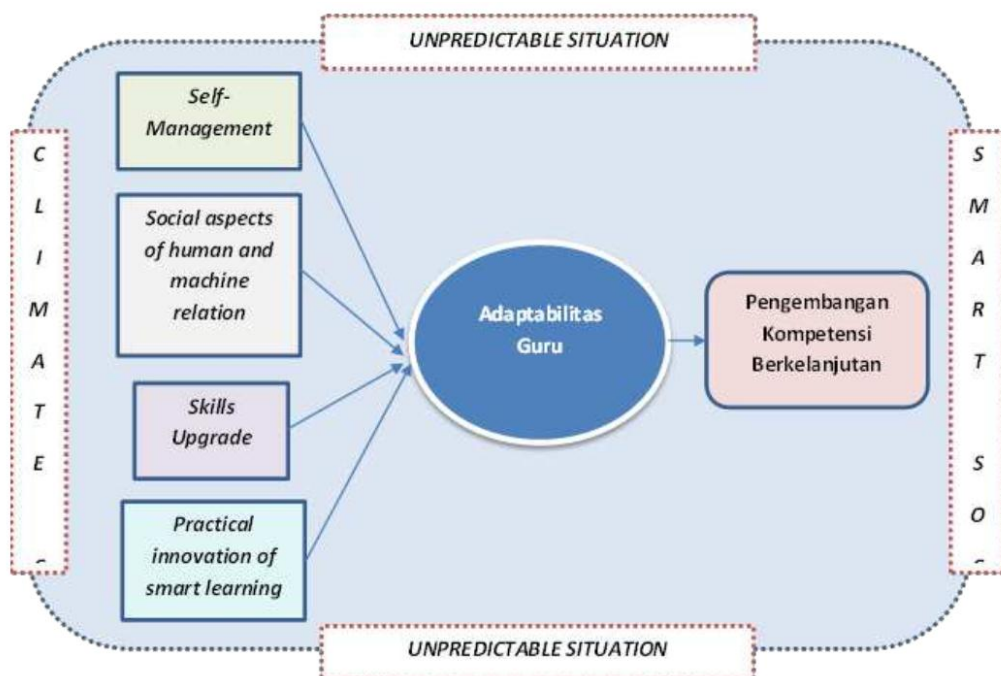

Figure 1. Adaptability of Teacher Competency Development (Mahmudah, 2021)

The first form of adaptability in developing teacher competence is self-management. One important factor that influences learning is attitude. In this case, the student's personality also

influences attitudes. Students' personalities can not only influence their attitudes towards learning activities but also the perceived learning outcomes. The relationship between personality and academic achievement. Based on the influence of personality on human perception, we can also expect a relationship between student personality and perceived learning outcomes in the context of the world of education (Fandos-Herrera, 2023).

A person who has good morals can see how he manages his own thought patterns and attitudes well. For this reason, good self-management skills are also needed. Self-management is a procedure in which individuals regulate their own behavior in order to achieve a goal optimally (Dewi, 2019). Teacher self-management is a teacher strategy in developing behavior to be able to follow changes and survive changes. This teacher's attitude and behavior can later be taught and implemented to students. The teacher's greatest contribution to the learning process will be successful when the teacher can implement what the teacher has implemented for himself.

The teachers at Rumahku Tinggi Kindergarten carry out self-management from the beginning of learning to the end of learning activities. Before learning activities begin, the teacher prepares learning tools starting from tools and materials, learning places, learning support devices and so on. The teachers take turns preparing it every day according to the predetermined picket schedule. The teacher in charge of preparing all the learning tools usually consists of 2-3 people. This management is carried out so that the learning process can run smoothly in accordance with the learning objectives for that day.

In the morning when the children arrive at school, the teacher welcomes and coordinates the children into their respective classes. The teacher then invites the child to read a book according to the child's choice. Children are free to choose what book they will study that morning to raise children's motivation to study and read. After finishing reading the book, activities are carried out by exercising together. Sports activities are carried out outside the classroom together. Sports are packed with various games that require children's creativity and collaboration skills. For example, the game of finding groups and making circles.

Figure 2. Children read books according to their respective choices

Figure 3. Children take part in sports activities outside the classroom

Apart from that, teachers at Rumahku Tinggi Kindergarten also encourage children to make it a habit to eat fruit and drink regularly. This is done to maintain good child growth and balance between physical and intellectual development. If the child's physical and intellectual growth develops well, this can be a good capital for the child to become a child who is ready to welcome various new things that he will encounter both at school and outside of school, both in the near future and in the future.

Figure 4. Children get used to eating fruit and drinking water regularly

Teachers also invite children to cultivate good communication. Good communication is one of the 21st century life skills that is important for children to deal with various things around them. The culture of communication taught by teachers at Rumahku Tinggi Kindergarten includes the culture of saying thank you and the culture of saying goodbye before going home.

The second form of adaptability in developing teacher competence is social aspects of human and machine relations. If the 4.0 era focused on the application of technology in everyday life, the smart society 5.0 era maximizes existing human resources to be able to work together with technology in the learning process. In this case, teachers and technology are in synergy with each other or you could say that human teachers are part of the technology. Era 5.0 tends to combine advanced technology such as AI, IoT and robot technology with teacher expertise and innovation that can increase the development of a more efficient, flexible and sustainable learning system (LPM UMA, 2023).

Therefore, teachers should always increase their professionalism in line with technology which is developing rapidly in all fields, one of which is education. Teachers must be professional in accordance with the mandate of the law and teachers can integrate technology in learning, so that it can increase students' learning stimulus to a high level and have a good effect on student learning achievement (Asiba, 2021).

Digitalization and technological developments have greatly changed the way people think, behave, communicate and work. In the field of education, the emergence of technology in the 21st century has brought changes in the learning environment and has an impact on learners. Globally, digital transformation has brought significant educational changes, especially in curriculum development and teaching methods. In the teaching and learning environment, technology provides opportunities for teachers and students to adapt to the global digital era (Demissie: 2022).

Incorporating technology in learning is not easy, especially if schools have limitations in the availability of technology. This is what happened at My Home Grown Kindergarten. The limitations of existing technology in schools make teachers less able to integrate the use of technology in learning. However, to overcome this, teachers do not just surrender to the situation. Activities to introduce digital technology to students from an early age have been carried out, although not yet optimally. One of the activities to incorporate technology in learning that has been carried out at Rumahkugrown Kindergarten is introducing children to digital books or e-books. However, due to inadequate equipment, this activity cannot be done every day or on a frequent basis.

The third form of adaptability in teacher competency development is skill upgrading or competency development. Teacher competency development is a process to improve teachers' abilities, skills and expertise to help carry out their current and future work in order to achieve the goals of educational institutions. The teacher's main task is to teach. However, in teaching, teachers must develop their abilities through various strategies in the form of education and training (diklat) and other forms (Marhamah, 2018). The importance of developing teacher competencies is so important that, based on the results of a questionnaire survey conducted at Slovak and Polish universities, teachers are willing to develop the core competencies of their personal qualification profiles (Blaskovaa, 2015).

There are many ways that teachers can improve their competence. Teachers at Rumahku Kindergarten Grow on their own, teacher competency development activities are carried out by carrying out further studies. There are several teachers at Rumahku Tinggi Kindergarten who carry out their responsibilities as teachers while continuing their further studies, of course with the permission of the school principal. Apart from that, the teachers at Rumahku Tinggi Kindergarten also often take part in various trainings which can be useful in supporting improving the quality of teachers in managing learning. For example, learning strategy training. Teachers at Rumahku Tinggi Kindergarten also routinely carry out evaluation activities on the implementation of learning. This evaluation is carried out in the form of work meetings which are held regularly once a week. This work meeting was attended by all teachers and school principals to discuss various problems or obstacles as well as student progress during the week. Next, guidance or solving solutions together is carried out for various problems experienced by teachers. Apart from that, at this work meeting, material is usually also delivered by a resource person who is appointed to provide enrichment to the teachers at Rumahku Grow Kindergarten to provide learning reinforcement material.

Figure 5. Teacher work meeting activities in the context of learning evaluation

The fourth form of adaptability in teacher competency development is practical innovation of smart learning. In this case the relationship between the abilities of teachers, students and the tools used in the learning process is very important. This component can develop teacher competence in practical innovation of smart learning. Teacher competency in smart learning is the ability to upgrade skills according to what students need in the current era. Teacher innovation and creativity in preparing learning models for smart learning is what teachers need to develop (Mahmudah, 2021).

Smart learning can create a creative and comfortable learning environment so that teachers can freely create new ideas, interact, share, understand, diagnose and analyze students' learning processes. Teachers can design appropriate learning activities. Personalized learning and adaptive learning, affective interactions, learning data, assessment, formal and informal learning also need to be considered to understand and manage individual characteristics, increase cooperation, and understand students' strengths and weaknesses (Nguyen, 2022).

Because the success of the learning process cannot be separated from the teacher's ability to develop learning models that are oriented towards increasing the intensity of student involvement effectively in the learning process. The development of an appropriate learning model basically aims to create learning conditions that enable students to learn actively and have fun so that students can achieve optimal learning outcomes and achievements. The use of appropriate learning models can encourage the growth of students' enjoyment of lessons, foster and increase motivation in carrying out assignments, make it easier to understand lessons so as to enable students to achieve better learning outcomes, as is known, the main measure of a teacher's teaching success lies in whether there is an increase in student learning outcomes (Abidin, 2017).

Teachers at Rumahku Tinggi Kindergarten carry out practical innovation of smart learning by applying the read aloud (critical thinking) method. This method is used in literacy learning activities. Reading books aloud or read aloud has various benefits for children. At the Rumahku Tinggi literacy school, this activity is carried out regularly. Some of the benefits of reading aloud include being able to train children's hearing. Listening can be the initial stage of a child's literacy experience before the child can read on his own. Read aloud also has the benefit of broadening

children's horizons because storybooks usually contain words that they may not encounter in everyday communication. There are still other benefits of reading aloud apart from the benefits mentioned above. However, what must be paid attention to is that parents or educators should pay attention to the content of the literature they will read to their children, choose reading books that are appropriate to the child's age (Elok, 2023).

Another practical innovation of smart learning that is implemented at Rumahkugrown Kindergarten is the cooperative learning model. Cooperative learning is a methodology based on the principles of social cognition, which considers social interactions (parents, peers, teachers, etc.) to mediate learning and cognitive development. This methodology focuses on practical pedagogy where students can work together in small groups that are heterogeneous and have mixed abilities and experience positive social interactions to achieve shared learning goals. In collaborative learning, heterogeneous groups consisting of students with diverse abilities, learning styles, gender, and/or ethnic backgrounds are more effective for successful learning (Segundo-Marcos, 2023).

Children who are developing cognitively and socio-emotionally experience the transition from home to school. Most of their interactions are supported by family and, in many cases, full of affection and security. However, the peer environment begins to play an important role. At school they must learn to relate to other children of the same age and regulate their own emotions in a more controlled way. Children must adapt to the social stimuli and behavior of their peer group in conditions that are very different from their family environment. In this way, they gain social competence in dealing with their peers and with adults or teachers, but also still learn classroom rules and discipline (Falla, 2023).

The cooperative learning model requires cooperation and interdependence between students in the process of completing assignments, achieving goals and obtaining rewards. Students in cooperative learning situations are encouraged to work on tasks together and coordinate efforts to complete these tasks together with group members. Students in the group depend on each other (interdependent) to get rewards, if they are successful as a group. The cooperative learning process encourages students to be able to collaborate with other people with different abilities and learn social skills through coordinating task completion with friends (SMP N 6 Bogor, 2022).

This cooperative learning model is implemented by teachers at Rumahku Tinggi Kindergarten in the form of giving group assignments to students. The teacher forms students into several groups then provides learning tools and materials to each group. The tools and materials provided are adjusted to the topic of discussion that day. For example, when discussing animals, the teacher will provide tools and materials to each group in the form of components related to animals.

Figure 6. Children collaborate with friends in groups

For example, miniature animals and colored blocks. From the materials provided by the teacher, each group is asked to create or assemble a work related to animals. Each group must work together to create their work. When students are doing their assignments, the teacher takes turns approaching each group to make sure they are doing what the teacher instructed and asking the groups what they are creating together. Through this activity, students can collaborate with their peers.

It is important to introduce this collaboration to children from an early age. Collaboration is one of the 21st century life skills that children need to face the future. By implementing the cooperative learning model in the framework of practical innovation of smart learning, teachers can also develop their skills in applying various innovative learning models, methods and strategies.

Teachers are indeed the spearhead in learning, therefore teacher competence is important because it really determines how the learning process will occur. Through the adaptability carried out at Rumahku Grow Kindergarten, teachers can develop their competence in an implementation manner because these adaptabilities are carried out while the teacher carries out their main duties. Apart from that, adaptability carried out in the context of developing teacher competency is also in line with the 21st century life skills needed by students to face the era of smart society 5.0.

CONCLUSION

The era of smart society 5.0 is a challenge for the education sector to be able to prepare the nation's next generation who are ready for future challenges by mastering the 4 life skills of the 21st century, namely creativity, critical thinking, communication, collaboration. My Rumahku Growing Kindergarten implements the concept of adaptability to develop teacher competency in facing the 5.0 era. Adaptability for developing teacher competency at Rumahku Tinggi Kindergarten is done by doing several things, the first of which is self-management. The teachers at Rumahku Tinggi Kindergarten carry out self-management from the beginning of learning to the

end of learning activities in the form of dividing the tasks of preparing learning devices. Second, the adaptability carried out by teachers at Rumahku Tinggi Kindergarten is upgrading skills by carrying out further studies, participating in various types of training that support quality improvement. Third, namely practical innovation of smart learning. Teachers at Rumahku Tinggi Kindergarten carry out practical innovation of smart learning in the form of applying the read aloud method to reading activities with children as well as using cooperative learning models in learning. The fourth adaptability is social aspects of human and machine relations. This form of adaptability cannot yet be implemented optimally at Rumahkugrown Kindergarten due to limited technological facilities. However, the use of technology in learning at Rumahku Belajar Kindergarten has been carried out. It's just that it can't last long because of limited supporting technology.

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