



## The Challenge of Widespread Tutoring on the Transition Program from Early Childhood Education to Elementary School

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### ABSTRACT

The transition program from Early Childhood Education (PAUD) to Elementary School (SD) is designed to ensure children's holistic readiness, covering social-emotional, cognitive, language, and physical aspects, without emphasizing academic achievement alone. However, in practice, the prevalence of tutoring for early childhood presents its own challenges to the implementation of the transition program. This study aims to analyze how the existence of tutoring affects the principles, processes, and objectives of the PAUD to SD transition program, which is oriented towards a fun learning experience. This study uses a qualitative approach with literature study and policy analysis methods, reinforced by empirical findings from previous relevant studies. The results show that tutoring tends to encourage early academic orientation, such as reading, writing, and counting skills, which has the potential to shift the focus away from play-based learning, which is a key characteristic of PAUD. This condition can cause psychological pressure on children, reduce intrinsic motivation to learn, and create disparities in readiness among students when entering elementary school. On the other hand, tutoring has also emerged as a response to parents' concerns about academic demands at the elementary school level. Therefore, synergy between early childhood education units, elementary schools, parents, and policymakers is needed to align perceptions of school readiness, strengthen the implementation of enjoyable transition programs, and control tutoring practices so that they remain in line with the principles of early childhood development

## **INTRODUCTION**

The transition from Early Childhood Education (PAUD) to Elementary School (SD) is a crucial phase of development because it marks the transition of children from a relatively flexible and exploration-based learning environment to a more structured and formal education system (Hanifah, 2024; Susanti, 2025). This change not only concerns learning methods but also involves increased social demands, such as the ability to follow rules, interact in larger groups, and adjust to new authority figures, namely classroom teachers. In this context, children are required to be able to adapt emotionally, socially, and cognitively in a balanced manner so that the transition process does not cause stress or negative learning experiences. During this transition stage, the success of children's adaptation greatly depends on the extent to which the educational environment is able to maintain meaningful and enjoyable learning experiences. Children are expected to maintain their curiosity, intrinsic motivation, and joy in learning, even when faced with changes in routine and academic expectations. If the transition process is not managed properly, children are at risk of experiencing anxiety, decreased self-confidence, and even rejection of learning activities, which can ultimately have an impact on their long-term development. Recognizing the importance of this transition phase, national education policy encourages the implementation of enjoyable PAUD to SD transition programs as an effort to ensure children's holistic readiness. This program emphasizes a play-based learning approach as the main strategy to bridge the differences in learning characteristics between PAUD and SD. Character building, social-emotional skill development, and the creation of a safe and supportive learning environment are the main focuses, so that children can enter elementary school fully prepared, without losing their right to learn naturally and enjoyably.

Conceptually, the enjoyable PAUD to SD transition program is designed to minimize early academic pressure that could potentially burden children psychologically and disrupt their natural development process. This program seeks to protect children from coercive learning experiences, such as premature academic achievement demands, rigid learning patterns, and assessments that emphasize results alone. Instead, an enjoyable transition prioritizes the child's adaptation process, allowing them to enter the elementary school environment feeling safe, confident, and ready to learn. This approach is in line with the perspective of early childhood development, which emphasizes that play is the primary means of learning for children. Through play activities, children not only acquire basic knowledge but also develop emotional regulation skills, independence, creativity, and social skills such as cooperation, communication, and conflict resolution. Play allows children to learn contextually and meaningfully, making the learning experience more relevant to the child's world and supporting the formation of positive attitudes towards school (Aminah, 2025; Febriantini, 2025; Sehati, 2025). Thus, the success of the transition program is not measured solely by mastery of basic academic skills such as reading, writing, and arithmetic, but rather by the child's readiness to face the school environment as a whole. This readiness includes the child's ability to adapt to school routines, establish healthy social relationships, follow rules consciously,

and demonstrate motivation and independence in learning. This perspective emphasizes that a successful transition is one that maintains a balance between academic readiness and the child's emotional well-being, so that a foundation for long-term learning can be optimally established.

In practice, the implementation of a pleasant transition program from early childhood education to elementary school faces increasingly complex challenges, especially with the rise of tutoring for early childhood education (Rahmanisari, 2024). This phenomenon did not appear suddenly, but developed in response to growing parental concerns about the academic demands that children would face when entering elementary school. Many parents believe that school readiness is measured primarily by reading, writing, and arithmetic skills, prompting them to provide additional academic stimulation through tutoring outside of PAUD. In this context, tutoring is often seen as a preventive strategy to ensure that children do not fall behind academically compared to their peers. This practice indirectly reinforces the paradigm that successful transition is determined by early academic achievement, rather than by children's social, emotional, and independence readiness. As a result, the principle of play-based learning, which is the foundation of early childhood education and enjoyable transition programs, has the potential to be marginalized by demands for measurable academic achievement. The growth of tutoring for young children also reflects a disconnect between education policy and the reality of practice in the field. Although policy has emphasized that academic ability is not a prerequisite for entering elementary school, the unspoken expectations of some elementary schools and the social environment continue to encourage parents to prepare their children academically from an early age. This situation makes tutoring an unavoidable part of the educational culture, as well as a serious challenge to the sustainability of PAUD transition programs to elementary school that are oriented towards enjoyable learning experiences appropriate to the developmental stage of the child.

A number of previous studies have emphasized the importance of the transition process from early childhood education to elementary school as the foundation for children's educational success (González, 2021; Amanda, 2024). These studies generally highlight aspects of educational policy, the concept of school readiness, and the strategic role of teachers and parents in supporting children's adaptation to new learning environments. In addition, there are also studies that specifically examine the impact of early academic learning on children's cognitive, social, and emotional development, including the risk of learning pressure and reduced intrinsic motivation at an early age. Studies that specifically link the prevalence of tutoring with the effectiveness of enjoyable PAUD to SD transition programs are still relatively limited. Most studies tend to position tutoring as a stand-alone phenomenon, either as a form of additional support for children or as a response to parental needs, without directly linking it to the implementation and success of transition policies. As a result, the interaction between tutoring practices and PAUD to SD transition programs has not been comprehensively analyzed. These limitations indicate a research gap in understanding how tutoring has the potential to shift the values, principles, and

objectives of transition programs designed by education policy. Without integrated analysis, the impact of tutoring on children's learning experiences, the consistency of learning practices in early childhood education and elementary schools, and the sustainability of enjoyable transition approaches risk being overlooked. Therefore, a more in-depth study is needed to bridge the perspectives of policy, educational practice, and the social phenomenon of tutoring in the context of early childhood education transition.

## **LITERATURE REVIEW**

The research gap in this study lies in the lack of comprehensive analysis that views tutoring as an external factor that indirectly but significantly influences the success of a pleasant transition program from early childhood education to elementary school. Most previous studies have focused on internal aspects of educational units, such as curriculum, learning strategies, and the role of teachers, while the influence of educational practices outside formal schools, particularly tutoring, has not been systematically studied in the context of early childhood education transition. Few studies have thoroughly examined how tutoring shapes parents' expectations of their children's school readiness. Parents' perceptions that link school readiness to early academic achievement have the potential to influence educational decisions, including the intensity and type of stimulation provided to children. This condition not only affects children's learning experiences in PAUD but also contributes to the emergence of disparities in readiness in early elementary school classes between children who attend tutoring and those who do not. The psychosocial aspects of children in the context of academic pressure due to tutoring still receive relatively little attention in studies on educational transition. In fact, early academic pressure can affect children's emotional well-being, such as the emergence of anxiety, decreased self-confidence, and reduced intrinsic motivation to learn. The limitations of studies on this aspect indicate the need for more holistic research that not only assesses academic readiness but also considers the psychological and social impacts of tutoring on the quality of a pleasant transition from early childhood education to elementary school.

Based on this research gap, the novelty of this study lies in its attempt to integrate tutoring analysis into a comprehensive conceptual framework for a pleasant transition program from early childhood education to elementary school. This study does not position tutoring solely as a supporting or complementary practice to learning, but rather as a socio-educational phenomenon that has structural implications for the successful implementation of transition policies. Thus, tutoring is understood as part of the early childhood education ecosystem that interacts with policies, school practices, and parents' perceptions and decisions. This study offers an analytical approach that views tutoring as a factor that has the potential to reshape the orientation of education during the transition period, particularly in shifting the focus from holistic readiness to early academic achievement. This approach allows for a deeper understanding of how practices outside of formal schooling can influence the values, goals, and strategies of transition programs designed to create enjoyable

learning experiences that are appropriate for children's developmental stages. With this perspective, this study provides a new contribution to understanding the tension that arises between early academic demands and the principles of child-centered learning. This novelty not only enriches the theoretical study of early childhood education transition, but also opens up space for critical reflection for education stakeholders in formulating transition policies and practices that are more harmonious, adaptive, and oriented towards child welfare.

Thus, this study is expected to make a significant theoretical contribution to expanding and deepening the study of early childhood education transition, particularly by presenting a new perspective that integrates the phenomenon of tutoring into the framework of a fun PAUD to SD transition program. Theoretically, this study enriches the discourse on school readiness by emphasizing the importance of a holistic approach that is not only oriented towards academic aspects, but also towards the social, emotional, and welfare development of children in the educational transition process. In addition to theoretical contributions, this study is also expected to provide practical contributions to educators, parents, and education policy makers. For PAUD and SD educators, the research findings can be used as a reference in designing learning and transition strategies that are more harmonious and responsive to children's developmental needs. For parents, this research is expected to increase their understanding of the concept of comprehensive school readiness, so that educational decisions are not based solely on early academic demands. Meanwhile, for policymakers, the research results can be used as material for evaluating and strengthening transition policies so that they are more applicable and consistent in the field. The findings of this study are expected to form the basis for formulating synergistic and collaborative strategies between early childhood education units, elementary schools, and families. Such synergy is key to ensuring that the principles of a pleasant transition program from PAUD to SD are not merely normative, but are consistently and sustainably implemented. With a harmonious understanding and practice amid the prevalence of tutoring, it is hoped that the transition of early childhood education can be more meaningful, inclusive, and oriented towards the best interests of child development.

## **METHODOLOGY**

This study uses a qualitative approach with a literature review and conceptual analysis design to examine the challenges posed by the prevalence of private tutoring on enjoyable early childhood education to elementary school transition programs. A qualitative approach was chosen because this study aims to gain an in-depth understanding of the phenomenon, meaning, and socio-educational implications of tutoring practices in the context of early childhood education transition, rather than to measure causal relationships quantitatively. The data sources in this study consisted of relevant primary and secondary literature, including reputable national and international journal articles, academic books, education policy documents, and official government reports

related to early childhood education, the transition from early childhood education to elementary school, and tutoring. Literature searches were conducted through scientific databases such as Google Scholar, SINTA, and Scopus using keywords including transition from early childhood education to elementary school, early childhood tutoring, fun learning, and school readiness.

The data collection procedure was carried out through the stages of identification, selection, and classification of literature sources. In the identification stage, researchers searched for relevant publications within a certain time frame to ensure the recency of the studies. The selection stage was carried out by considering the relevance of the topic, methodological quality, and theoretical contribution of each source. Next, the selected literature was classified based on main themes, such as the concept of educational transition, early academic orientation, the role of parents, and the psychosocial impact of tutoring on children. Data analysis was performed using thematic analysis techniques with a narrative synthesis approach. Each finding from the literature was analyzed to identify patterns, similarities, differences, and trends that emerged regarding the influence of tutoring on the implementation of a pleasant PAUD to SD transition program. This analysis was also aimed at revealing the tension between transition policies oriented towards child development and educational practices focused on early academic achievement. Data validity was maintained through source triangulation strategies, namely by comparing findings from various types of literature and scientific perspectives. In addition, the researchers conducted a critical review of each source to minimize interpretive bias and ensure consistency of arguments. Using this method, the study is expected to produce a comprehensive and reflective understanding of the challenges posed by the prevalence of private tutoring in the context of enjoyable PAUD to SD transition programs.

## **RESULTS AND DISCUSSION**

A review of the literature shows that the prevalence of tutoring for early childhood significantly affects the direction and effectiveness of the implementation of enjoyable PAUD to SD transition programs (Soenaryo, 2024; Ummah, 2024; Yuliantina, 2024). The presence of tutoring not only affects children's learning patterns but also shapes the perceptions of various parties regarding the meaning of school readiness. One of the main findings that emerged was a shift in the orientation of school readiness from a holistic approach, which includes the social, emotional, and independence aspects of children, to early academic readiness that focuses solely on cognitive achievements. Various studies confirm that tutoring practices tend to emphasize mastery of reading, writing, and arithmetic as the main indicators of a child's readiness to enter elementary school (Rinekasri, 2014; Fahmiyah, 2025; Kartikasari, 2018). This orientation indirectly reinforces the assumption that children who have mastered basic academic skills are considered more prepared and superior to other children. In fact, education policy explicitly states that these academic abilities are not a formal prerequisite in the transition process from early childhood education to elementary school, but rather part of a learning

process that develops gradually in accordance with the child's developmental readiness. This shift in orientation has implications for the weakening of the main principles of a pleasant PAUD to SD transition program. An excessive focus on early academic readiness has the potential to overshadow aspects of emotional well-being, learning motivation, and children's experience of adapting to a new school environment. Thus, these findings reveal a tension between education policy oriented towards child development and educational practices in the field that are still dominated by early academic demands, particularly through the proliferation of tutoring for young children.

The shift in the orientation of school readiness towards early academic achievement has a direct impact on learning practices in early childhood education units. Children who attend tutoring tend to be accustomed to a more structured, task-oriented learning pattern that emphasizes end results, such as the ability to solve problems or recognize letters and numbers (Nababan, 2023; Sholichah, 2025; Anika, 2025). This condition affects how children participate in PAUD activities, where they often show a preference for activities that resemble formal learning over exploratory and imaginative play activities. This situation presents a challenge for PAUD teachers in maintaining the essence of play-based learning as the main approach to early childhood education. Teachers are faced with the dilemma of fulfilling the principles of child development and responding to parents' increasingly demanding expectations for visible academic results. In some literature findings, PAUD teachers even have to provide additional justification regarding the educational value of play activities in order to be accepted by parents who compare their children's development with the academic achievements of other children who attend tutoring. Play activities, which should be the main means of stimulating children's cognitive, social, and emotional development, are often perceived as less "productive" by parents. This perception is reinforced when children's success is measured by instant and easily observable academic abilities. As a result, play-based learning risks being marginalized, while pressure to provide academic-oriented activities increases. This situation shows that the rise of tutoring not only affects children, but also reshapes the dynamics of learning and the relationship between early childhood teachers and parents in the context of early childhood education.

From a psychosocial perspective, various findings in the literature indicate that early academic pressure experienced by children due to involvement in tutoring has the potential to have a negative impact on children's emotional well-being (Yanni, 2025; Budiman, 2024; Jeon, 2018). Children may experience emotional exhaustion, increased anxiety, and stress arising from the demands to meet academic expectations before they are developmentally ready. This pressure is often unrecognized by adults because it manifests itself in passive behavior, refusal to study, or a decline in interest in previously enjoyed activities. Early academic pressure contributes to a decline in children's intrinsic motivation to learn (Ridho, 2025; Nasikhah, 2025). Children become more focused on achieving results, assessments, and comparisons with peers, rather than on the process of exploration, play, and the fulfillment of natural curiosity. This extrinsic learning orientation has the potential to shape an instrumental learning attitude,

where learning is viewed as an obligation to meet demands, rather than as an enjoyable and meaningful activity (Ramzan, 2023). This condition fundamentally contradicts the principle of a pleasant PAUD to SD transition program, which aims to create an early school experience as a safe, supportive, and positive space for children. The transition program is designed to foster self-confidence, emotional comfort, and a positive attitude towards school. Early academic pressure due to tutoring not only hinders the goal of a pleasant transition, but also risks disrupting the psychological foundation of children in building healthy relationships with the learning process at the next level of education.

The results of the literature review also reveal disparities in children's readiness when entering early grades of elementary school as a result of differences in access to and involvement in tutoring. Children who participate in tutoring generally demonstrate more prominent early academic abilities, such as recognition of letters, numbers, and simple reading and counting skills (Azizah, 2024). Meanwhile, children who do not participate in tutoring are at risk of being perceived as academically "left behind," even though they have social, emotional, and independence readiness appropriate to their stage of development (Peng, 2021). This disparity in readiness has the potential to affect the dynamics of learning in early elementary school. Teachers are often faced with heterogeneous classes, where some children already have fairly high initial academic abilities, while others are still in the basic exploration stage. This condition can encourage teachers to adjust their teaching strategies to the abilities of children who are more academically ready, thereby indirectly widening the learning gap and neglecting the principles of inclusive and child-development-oriented learning. In addition to impacting teaching practices, readiness gaps also affect children's self-confidence and learning experiences. Children who are considered "left behind" are at risk of experiencing a decline in self-confidence, feeling incapable, or being less motivated to actively participate in learning (Bian, 2025; Zhang, 2025). Conversely, children who receive academic reinforcement from the outset can become accustomed to competitive learning patterns. This condition shows that readiness gaps due to tutoring not only have an impact on academic aspects, but also have long-term implications for children's psychosocial development and the quality of learning in early elementary school.

The literature review shows that the rise of private tutoring cannot be separated from structural factors in the education system, particularly the lack of synchronization between policies on the transition from early childhood education to elementary school and educational practices in the field. Normatively, education policies have emphasized the importance of a pleasant transition that is free from early academic pressure. In reality, there are still elementary schools that implicitly or explicitly expect children to have basic academic skills, such as reading and writing, from the moment they enter school. These unwritten academic expectations are often reflected in classroom practices, informal teacher assessments, and school cultures that judge children's readiness based on their early cognitive abilities. This situation sends a strong signal to parents that academic readiness remains an important factor in their children's success in elementary school, even though it contradicts the spirit of a pleasant

transition policy. As a result, parents feel the need to take preventive measures to secure their children's position in academic competition from an early age. It is in this context that tutoring has developed and strengthened as an adaptive strategy for parents in response to the uncertainty of the system. Tutoring has become part of a structural cycle that is difficult to break, in which academic expectations at school encourage parental participation, while increased participation in tutoring reinforces these expectations at the school level (Li, 2024). This cycle ultimately undermines efforts to implement enjoyable transition programs from early childhood education to elementary school, as early academic pressure continues to be reproduced through interactions between policy, school practices, and family education decisions.

These findings reinforce the argument that tutoring serves as an adaptive response by parents to an education system that has not been fully consistent in applying the principles of early childhood development (Liu, 2025). The discrepancy between transition policies that emphasize enjoyable learning and practices in the field that are still oriented towards academic achievement encourages parents to seek alternative strategies to ensure their children's readiness. In this situation, tutoring is seen as a form of protection and educational investment so that children are able to meet the demands of elementary school from the start (Zeng, 2025). In this context, tutoring cannot be viewed solely as a wholly negative or harmful practice. Instead, its existence is an important indicator of the anxiety, uncertainty, and social pressure felt by parents regarding their children's educational transition process. Concerns about academic backwardness, comparisons with other children, and the expectations of the school and community contribute to parents' decisions to enroll their children in tutoring from an early age. Without clear regulations, guidance, and alignment between policies, school practices, and parental understanding, tutoring has the potential to undermine the long-term goals of a pleasant transition program from early childhood education to elementary school. The early academic pressure that continues to be reproduced can shift the focus of education from the holistic development of children to the achievement of short-term results. Therefore, systematic efforts are needed to manage and direct tutoring practices so that they remain in line with the principles of child development, so that the goals of a safe, positive, and enjoyable transition can be achieved sustainably.

Further discussion shows that the main challenge in the context of a pleasant transition from early childhood education to elementary school does not lie solely in the existence of tutoring, but rather in the absence of a strong collaborative framework between early childhood education units, elementary schools, and families. These three parties often operate with different understandings and interests regarding the concept of school readiness. PAUD strives to implement a play-based and child development approach, while SD still faces curriculum and academic achievement demands, and families are caught in the middle with concerns about their children's success in the next level. The lack of intensive and continuous communication between PAUD, elementary schools, and parents has led to a lack of common understanding of

the meaning of holistic school readiness (Torore, 2025; Asiyani, 2023). As a result, there is a dissonance of values in early childhood education, where the principles of child development promoted by PAUD policies and units are not fully in line with the expectations of elementary schools and parents. This dissonance then gives rise to compensatory practices, such as tutoring, which parents choose as a middle ground to respond to the uncertainty of the system. Therefore, the success of a pleasant transition program from early childhood education to elementary school depends heavily on coordinated support from various parties. Transition programs cannot simply be formulated in the form of policies or normative guidelines; they must be socialized, understood, and internalized in everyday educational practices. Synergistic collaboration between PAUD, SD, and families is key to aligning educational values, expectations, and strategies so that children's transition can take place consistently, meaningfully, and in accordance with the principles of enjoyable learning and appropriate to the child's stage of development.

The results and discussion of this study confirm that the prevalence of tutoring cannot be understood as an individual phenomenon, but rather as a structural and cultural challenge to the implementation of a pleasant transition program from early childhood education to elementary school (Hajar, 2024). Structurally, this phenomenon is related to the discontinuity between education policy, elementary school expectations, and learning practices in the field. Meanwhile, culturally, tutoring reflects the strong orientation of society towards early academic achievement as a measure of a child's educational success. This condition shows that efforts to realize a pleasant transition from early childhood education to elementary school cannot be done partially or only based on normative policies. A comprehensive integration is needed between policy perspectives, educational practices in PAUD and SD, and family dynamics as the first educational environment for children. This integration is key to aligning understanding of school readiness while reducing early academic pressure that could potentially harm children's development. Maintaining a balance between academic adaptation needs and fulfilling children's rights to meaningful and enjoyable learning requires a shared commitment from all stakeholders. A collaborative approach that is oriented towards the best interests of children is expected to strengthen the implementation of a pleasant transition program from early childhood education to elementary school, so that children can enter primary education with holistic readiness, a sense of security, and a positive attitude towards the learning process (Priyanti, 2025; Astriya, 2025).

## **CONCLUSIONS AND RECOMMENDATIONS**

This study concludes that the prevalence of tutoring for early childhood is a significant challenge to the implementation of a pleasant transition program from early childhood education to elementary school. The existence of tutoring tends to reinforce early academic orientation by placing mastery of reading, writing, and arithmetic as the main indicators of readiness for elementary school. This orientation has the potential to shift the principle of holistic readiness in children, which is the main foundation of the transition program, where social, emotional, independence, and well-being development should be given equal

weight with cognitive aspects. This shift in orientation has a direct impact on children's learning experiences in the early stages of primary education. Children may face academic pressure from an early age, which risks affecting their psychological condition, such as the emergence of anxiety, emotional exhaustion, and a reduced sense of security in the learning process. From a social perspective, children may experience difficulties in building positive interactions if the learning process focuses too much on individual achievement. In addition, the dominance of early academic demands can also reduce children's intrinsic motivation, because learning is perceived as an obligation to meet expectations, rather than as an enjoyable and meaningful activity. Thus, these findings confirm that the main challenge is not merely the existence of tutoring, but its impact on the balance of early childhood education goals. Without proper alignment between policy, educational practice, and parental understanding, tutoring has the potential to undermine the essence of a fun transition program from early childhood education to elementary school, as well as hinder the formation of a healthy long-term learning foundation for children.

The existence of tutoring shows the lack of synchronization between education policy and education practice in the field. Normatively, policies have emphasized the importance of a pleasant, child-friendly transition from early childhood education to elementary school, free from early academic pressure. However, in practice, academic expectations in some elementary schools remain relatively high, whether through curriculum requirements, school culture, or classroom practices that assume children already possess basic academic skills upon entering school. These academic expectations indirectly send a message to parents that their children's readiness is measured by their mastery of reading, writing, and arithmetic skills. This condition encourages parents to seek alternative learning outside the formal system, one of which is through tutoring, in an effort to anticipate the possibility of their children falling behind academically. As a result, tutoring has developed not merely as an option, but as a perceived urgent necessity in the context of competition and uncertainty in the education system. This situation contributes to the emergence of disparities in children's readiness when entering early elementary school, where some children already have stronger academic foundations than others. This disparity not only affects children's learning experiences but also presents challenges for elementary school teachers in managing learning in heterogeneous classrooms. Teachers are required to balance the needs of academically advanced children with those who are still in the adaptation stage, making it increasingly difficult to optimally apply the principles of inclusive and child-development-oriented learning. Thus, this study emphasizes the importance of synergy between early childhood education, elementary schools, parents, and policymakers in harmonizing their understanding of school readiness. A pleasant transition program from early childhood education to elementary school needs to be strengthened not only through regulations but also through consistent educational practices and effective communication between stakeholders. This effort is expected to maintain a balance between academic adaptation needs and

fulfilling children's rights to meaningful, safe, and enjoyable learning experiences.

### **FURTHER STUDY**

This research still has limitations, so further research is needed related to the topic of The Challenge of Widespread Tutoring on the Transition Program from Early Childhood Education to Elementary School in order to perfect this research and increase insight for readers.

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