



Optimizing the 1-Year Mandatory Early Childhood Education Policy: Analysis of Hindering Factors, Implementation Gaps, and Solution Strategies

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ABSTRACT

The 1-year compulsory early childhood education (PAUD) policy is one of the government's strategic efforts to improve the quality of human resources from an early age and strengthen the foundation of education before entering elementary school. The implementation of this policy still faces various challenges that cause the achievement of the set goals to be less than optimal. This study aims to analyze the factors inhibiting the implementation of the 1-year compulsory early childhood education policy, identify implementation gaps that occur in various regions, and formulate solution strategies that can support the effectiveness of the policy's implementation. The research method used is a literature study with a qualitative descriptive approach through a review of various scientific articles, government reports, policy documents, and relevant previous research results. The results of the study indicate that obstacles to the implementation of the 1-year compulsory early childhood education policy include limited access to PAUD services in remote areas, low parental awareness and participation, disparities in the quality of teaching staff, limited facilities and infrastructure, and suboptimal coordination between stakeholders. Implementation gaps were found between urban and rural areas, reflected in differences in participation rates, service quality, and the availability of educational resources. To address these challenges, a strategy is needed that includes strengthening regulations and oversight, increasing the capacity of early childhood education (PAUD) educators, equitable distribution of educational infrastructure, expanding community outreach programs, and strengthening collaboration between the government, educational institutions, the private sector, and the community. This study concludes that the success of the one-year compulsory PAUD education policy depends heavily on the synergy of various parties in overcoming structural barriers and narrowing implementation gaps to achieve inclusive, high-quality, and sustainable early childhood education services

INTRODUCTION

Early Childhood Education (PAUD) is the primary foundation in the human resource development process because it is during this period that children experience rapid cognitive, social, emotional, linguistic, moral, and physical development (Latief, 2020; Masran, 2025; Astuti, 2024). Child development experts refer to this period as the golden age, a phase when a child's brain develops rapidly and has a high capacity to absorb various stimuli from the environment. At this stage, the learning experiences a child acquires will have a strong influence on the formation of character, thinking skills, social skills, and their readiness to face the next level of education. Various studies have shown that children who receive quality early childhood education services tend to have better literacy and numeracy skills, higher levels of self-confidence, and more optimal social adaptation abilities than children who do not receive PAUD services. Investment in early childhood education has also been shown to provide long-term benefits in the form of increased productivity, reduced dropout rates, and improved social and economic well-being in the future. Strengthening early childhood education (PAUD) services has become a priority for educational development in various countries, including Indonesia, as a strategic effort to create a quality and competitive generation. Within the context of national development, the Indonesian government places early childhood education as a crucial part of its agenda for sustainable human resource development. Awareness of the importance of early childhood education has driven the government to expand access to PAUD services through various programs and policies aimed at reaching all levels of society. One such policy is the One-Year Compulsory Early Childhood Education (PAUD), a policy that requires children to attend preschool before entering elementary school (SD). This policy stems from the understanding that a child's readiness to enter basic education is determined not only by age but also by the basic skills they have developed through the learning process and stimulation provided during PAUD. By participating in early childhood education, children are expected to have the opportunity to develop communication, socialization, critical thinking, and independence skills, which are essential for facing a more formal learning environment.

The 1-Year Compulsory Early Childhood Education (PAUD) policy also has a broader goal, namely to reduce educational disparities that often arise from an early age due to differences in social, economic, and geographic backgrounds. Children from underprivileged families or living in remote areas often have more limited access to quality educational services than children in urban areas. This condition can lead to disparities in basic abilities when they enter elementary school, which ultimately has the potential to affect academic achievement at subsequent levels of education. Through this policy, the government strives to ensure that all children, regardless of socioeconomic status or region of residence, have equal opportunities to access quality educational services from an early age. Thus, the 1-Year Compulsory Early Childhood Education (PAUD) policy functions not only as an educational instrument, but also as a means to realize equal learning opportunities and improve social justice in the national education

system. The implementation of the 1-Year Compulsory Early Childhood Education (PAUD) policy is expected to improve school readiness, which includes academic, social, emotional, and physical readiness of children before entering elementary education (Nurlela, 2026; Nurachadijat, 2023). Children who demonstrate good school readiness tend to adapt more easily to new learning environments, are able to follow teacher instructions more effectively, and have a higher motivation to learn (Wardhani, 2024). Optimal readiness at the start of formal education can reduce the risk of learning difficulties, grade repetition, and dropping out later in life. The successful implementation of this policy is a crucial factor in supporting the overall improvement of the quality of national education. By providing broader access to quality early childhood education services, Indonesia has a greater opportunity to build a generation that is intelligent, healthy, and has character, and is ready to face the challenges of development in the era of globalization and digital transformation.

LITERATURE REVIEW

The implementation of the One-Year Compulsory Early Childhood Education (PAUD) policy plays a strategic role in supporting equal access to education and improving the quality of human resources. This policy is designed as a preventive measure to ensure that every child receives adequate educational stimulation before entering primary education. Through quality PAUD services, children are expected to have better learning readiness, both in cognitive, social, emotional, and physical aspects. This readiness is crucial because it forms the foundation for children's success in participating in the learning process at the next level. Expanding access to PAUD also contributes to the government's efforts to reduce educational disparities from an early age, so that every child has an equal opportunity to develop their potential without being hampered by social, economic, or geographical conditions. The successful implementation of the One-Year Compulsory Early Childhood Education policy not only impacts the quality of education but also serves as a long-term investment in the development of productive, character-based, and competitive human resources. The implementation of this policy still faces various complex and multidimensional challenges. One of the main problems is limited access to early childhood education (PAUD) services, particularly in remote, outermost, and underdeveloped areas that still experience a shortage of educational institutions, limited transportation, and minimal basic infrastructure support. This condition prevents many young children from having equal opportunities to participate in pre-school education services. In some areas, the distance between children's homes and PAUD institutions is relatively long, making it difficult for parents to enroll their children in learning activities. Poverty and family economic constraints often act as additional barriers that reduce children's participation in early childhood education (Syachrir, 2025; Sulfiani, 2025). Consequently, the government's target of achieving high and equitable PAUD participation rates still faces various obstacles that require serious attention from all stakeholders.

Another challenge relates to the quality and uneven distribution of early childhood education (PAUD) teachers across regions (Zulfa, 2026). Although the

number of PAUD institutions continues to increase, the availability of educators with professional competencies that meet national standards remains an unresolved issue. Many PAUD institutions, particularly in rural and underdeveloped areas, still rely on educators with diverse educational backgrounds, and not all have received adequate training in early childhood education (Fiyul, 2025; Qoirika, 2025). Yet, the quality of educators significantly impacts the effectiveness of the learning process and child development. The unequal distribution of competent teachers between urban and rural areas leads to uneven quality of PAUD services. As a result, children living in areas with limited educational resources potentially receive less than optimal learning experiences compared to children in more developed areas. In addition to human resource issues, limited educational facilities and infrastructure are also factors hampering the implementation of the 1-Year Compulsory PAUD policy. Many early childhood education institutions still face limitations in adequate learning spaces, educational play facilities, learning media, and other supporting facilities appropriate to the developmental needs of early childhood. Yet, a safe, comfortable, and stimulating learning environment is a crucial component in creating a quality learning experience. The imbalance in the availability of facilities across regions indicates a gap in the provision of educational services, which can impact children's learning outcomes. The limited budget allocated for early childhood education development often makes it difficult for educational institutions to improve facilities or provide adequate learning resources. This situation demonstrates that increasing access must be balanced with improving service quality to optimally achieve policy objectives.

Social and cultural factors also influence the effectiveness of policy implementation. In some regions, some communities still believe that formal education begins only when children enter elementary school, thus, early childhood education (PAUD) is not yet seen as an urgent need. Lack of understanding of the importance of early childhood stimulation and education has resulted in children's participation in PAUD programs not reaching the expected target. Parental education level, family economic conditions, and the social environment also influence families' decisions to enroll their children in PAUD services. The lack of ongoing outreach regarding the benefits of early childhood education also contributes to the persistence of information gaps within the community. Raising public awareness needs to be a crucial part of policy implementation strategies to strengthen family support for early childhood education. In addition to these obstacles, differences in local government capacity to manage and develop PAUD services contribute to variations in the quality and coverage of services across regions. Regional autonomy grants regional governments considerable authority in education management, but not all regions have the same resources, commitment, and capabilities to implement early childhood education policies. Some regions are able to develop innovative PAUD programs with adequate budget support, while others still face limitations in planning, funding, and oversight. As a result, a significant implementation gap exists between developed and developing regions. This situation demonstrates that the success of the One-Year

Compulsory Early Childhood Education (PAUD) policy is determined not only by the existence of strong regulations, but also by the readiness of resources, effective institutional governance, sustainable financial support, and active community participation in supporting the provision of early childhood education. Therefore, a comprehensive and collaborative approach is needed to overcome these various obstacles so that the goals of equal access and improving the quality of PAUD can be more optimally realized throughout Indonesia.

Several previous studies have examined the implementation of PAUD from various perspectives, such as the level of early childhood participation, the quality of educational services, the competence of educators, and the influence of PAUD on children's development and readiness to learn. Other studies have also addressed factors influencing community access to PAUD services and the challenges of managing PAUD institutions in certain regions. However, most of this research focuses on fragmented aspects and has not specifically examined the comprehensive implementation of the One-Year Compulsory Early Childhood Education policy. Existing studies tend to focus on identifying obstacles or evaluating the program without connecting them to implementation gaps across regions and without offering integrated solution strategies. In other words, previous research has not been able to comprehensively explain the relationship between inhibiting factors, disparities in policy implementation, and the optimization efforts needed to improve the effectiveness of the 1-Year Compulsory Early Childhood Education policy. Based on these conditions, there are research gaps that require further attention. First, there is still limited research that specifically evaluates the implementation of the 1-Year Compulsory Early Childhood Education policy as a public education policy. Second, there is not much research that integrates the analysis of inhibiting factors with the identification of implementation gaps in various regional contexts. Third, studies on solution strategies formulated based on the relationship between implementation barriers and policy implementation gaps are still relatively minimal. As a result, recommendations generated by previous research often cannot provide a comprehensive and applicable policy picture to support the optimization of program implementation.

Based on these research gaps, this study offers novelty through an analytical approach that integrates inhibiting factors, implementation gaps, and solution strategies within a coherent framework. This study not only seeks to identify various obstacles that arise in the implementation of the 1-Year Compulsory Early Childhood Education policy, but also analyzes how these obstacles contribute to the emergence of implementation gaps between regions and formulates relevant policy strategies to address them. Thus, this study presents a more comprehensive perspective than previous studies that tend to discuss these aspects separately. In addition to providing theoretical contributions to the development of education policy implementation studies, this study also produces practical recommendations that can serve as a basis for the central government, regional governments, and education stakeholders in optimizing the implementation of the 1-Year Compulsory Early Childhood Education policy more effectively, inclusively, and sustainably. This study aims

to analyze the factors inhibiting the implementation of the 1-Year Compulsory Early Childhood Education policy, identify implementation gaps, and formulate solution strategies that can support improving the quality and equity of early childhood education services in Indonesia.

METHODOLOGY

This study uses a qualitative approach using a library research method. The aim is to analyze the implementation of the One-Year Compulsory Early Childhood Education (PAUD) policy by identifying inhibiting factors, implementation gaps, and potential solution strategies to optimize policy implementation. A qualitative approach was chosen because it provides a deep understanding of education policy phenomena based on the interpretation of various relevant data sources and documents. The data sources in this study consist of secondary data obtained from various official documents, such as laws and regulations, government policies, reports from the Ministry of Primary and Secondary Education, publications from the Central Statistics Agency (BPS), reports from international institutions, scientific articles published in national and international journals, seminar proceedings, reference books, and previous research related to early childhood education and education policy implementation. The data used were selected based on their relevance, source credibility, and relevance to the research focus.

Data collection was conducted through documentation study, which involves searching, collecting, and reviewing various documents related to the One-Year Compulsory Early Childhood Education (PAUD) policy. The collected data was then analyzed using content analysis. The analysis was conducted through several stages, namely: Identifying and grouping information related to factors inhibiting policy implementation; Mapping the forms of implementation gaps that occur in various regions and socio-economic conditions; Examining the relationship between inhibiting factors and implementation gaps; Formulating solution strategies based on findings obtained from various literature sources. To increase data validity, this study applies source triangulation, namely comparing and confirming information obtained from various documents, previous research results, statistical data, and policy reports. Through this process, a more comprehensive understanding of the implementation conditions of the 1-Year Compulsory Early Childhood Education policy in Indonesia was obtained. Based on the results of the analysis, this study then developed recommendations for optimization strategies oriented towards increasing access, service equity, education quality, and the effectiveness of PAUD governance. With this approach, the study is expected to produce a comprehensive picture of the implementation conditions of the 1-Year Compulsory Early Childhood Education policy and provide recommendations that can be used as a basis for consideration in making early childhood education policies in Indonesia.

RESULTS AND DISCUSSION

Research results show that the implementation of the One-Year Compulsory Early Childhood Education (PAUD) policy still faces various obstacles that affect the effectiveness of achieving policy objectives. One of the

main inhibiting factors is limited access to PAUD services, especially in remote, outermost, and underdeveloped areas (Wong, 2023; Matjokana, 2023). Although the government has attempted to increase the number of PAUD units in various regions through the construction of new institutions, the provision of operational assistance, and the strengthening of community-based education programs, the distribution of services remains uneven, resulting in many young children not having the opportunity to participate in education before entering elementary school (SD). This inequality indicates that the increase in the number of PAUD institutions nationally has not been fully accompanied by equitable access at the regional level. As a result, there are still groups of children who enter primary education without receiving adequate stimulation and learning experiences during their early years, which can ultimately affect their readiness to participate in the formal learning process. Difficult geographical access is a major factor contributing to the low accessibility of early childhood education (PAUD) services in several regions (Agustina, 2026; Azkiyah, 2025; Calista, 2025). As an archipelagic country, Indonesia has diverse geographical characteristics, ranging from mountainous regions and remote hinterlands to scattered islands that are difficult to reach by transportation. In many cases, the distance between a child's residence and an early childhood education (PAUD) institution is quite great, making it difficult for parents to regularly transport their children to learning activities. Limited road infrastructure, a lack of public transportation, and unfavorable natural conditions often create obstacles that communities cannot overcome independently. This situation results in a lower participation rate for early childhood education (PAUD) services compared to urban areas with more adequate educational facilities and transportation. Geographical factors remain a major challenge to achieving equitable access to early childhood education in Indonesia.

The limited number and capacity of early childhood education institutions also pose a significant obstacle to the implementation of the One-Year Compulsory Early Childhood Education (Kurniawan, 2025). In some regions, the number of available Early Childhood Education (PAUD) units is not commensurate with the number of early childhood education providers requiring educational services (Djafri, 2025). Some regions even have only one or two PAUD institutions serving several villages simultaneously. This situation limits service capacity and prevents them from reaching all children targeted by the program. Some PAUD institutions that are already operating also face various obstacles in providing education, such as limited teaching staff, limited learning resources, and low financial support. As a result, even though administrative access is available, the quality of services provided does not fully meet the expected standards for early childhood education. Research also shows that the gap in educational facilities and infrastructure remains a significant problem in the implementation of PAUD (Aina, 2022; Sari, 2024; Sembiring, 2026). Many PAUD institutions, particularly in rural and underdeveloped areas, still operate with very limited facilities. Cramped classrooms, a lack of educational play equipment, a lack of learning media, and limited sanitation and child safety facilities are common features found in various regions. In fact, a safe,

comfortable, and stimulating learning environment is a crucial factor in supporting the optimal development of early childhood. The imbalance in the availability of facilities between urban and rural areas results in differences in the quality of the learning experience children receive. Children in areas with more comprehensive facilities have a greater opportunity to receive quality educational services than those studying in institutions with limited resources (Fitriyani, 2025; Ananda, 2025).

The gap in the quality of PAUD services is not only evident in the physical aspects, but also in the human resources involved in the provision of education (Silvia, 2025). Another inhibiting factor that significantly influences the successful implementation of the 1-Year Compulsory PAUD policy relates to the quality and availability of PAUD educators (Or, 2026). In the early childhood education system, teachers not only serve as transmitters of learning materials, but also as facilitators of child development, character mentors, growth and development observers, and partners for parents in supporting the educational process (Anisa, 2023; Natalia, 2025; Wulandari, 2023). The quality of educators is one of the determining factors in the successful provision of PAUD services. Studies show that the distribution of competent PAUD teachers is still concentrated in urban areas that have better access to higher education, professional training, and other supporting facilities (Pratiwi, 2025; Zulfa, 2026). In contrast, rural, remote, and underdeveloped areas still face a shortage of educators who meet academic qualifications and professional competency standards. This unequal distribution leads to an uneven quality of educational services received by children and has the potential to widen the educational gap from an early age. This problem is further complicated by the fact that some early childhood education institutions are still managed by educators who lack educational backgrounds relevant to Early Childhood Education or other educational disciplines. In many regions, particularly community-based early childhood education institutions, educators are often recruited based on the availability of local resources without optimal consideration of academic competency. Although these educators are highly committed to providing educational services to children, limited knowledge of the developmental characteristics of early childhood often hinders their implementation. As a result, the teaching methods used do not fully align with the principles of early childhood education, which emphasize learning through play, holistic developmental stimulation, and a child-centered approach to the needs and interests of children. This situation can impact the effectiveness of the learning process and reduce the quality of the learning experience for students. In addition to academic qualifications, research also shows that many early childhood education (PAUD) teachers have not received adequate and continuous professional training (Hyseni, 2022; Ackah, 2025). Training and competency development are crucial aspects in improving teachers' abilities to face the ever-evolving challenges of education. Budget constraints, limited access to training programs, and geographical constraints mean that not all PAUD teachers have equal opportunities to participate in capacity-building activities. As a result, there are significant differences in abilities among educators in

designing lessons, assessing child development, utilizing learning media, and implementing innovative pedagogical approaches. In the digital era, which demands adaptation to developments in educational technology, limited teacher competency can also hinder efforts to modernize PAUD services and reduce the effectiveness of learning that should be able to adapt to the needs of the current generation. This condition directly impacts the quality of the learning process and the educational services received by children. Teachers with limited competency tend to have difficulty providing developmentally appropriate stimulation for students, identifying children's special needs, and creating a safe, enjoyable, and exploration-supportive learning environment. In fact, during early childhood, the quality of interaction between teachers and children is one of the most crucial factors in determining the success of the developmental process. Suboptimal interaction can hinder the development of children's language, social, emotional, and cognitive skills, which should develop optimally through planned and meaningful learning activities. The quality of educators not only influences the achievement of learning objectives but also the development of character, creativity, and children's readiness for primary education.

In addition to competency issues, the low welfare of early childhood education (PAUD) teachers also poses a serious challenge to the implementation of the One-Year Compulsory Early Childhood Education (PAUD) policy (Aglesia, 2025). Compared with educators at higher levels of education, many PAUD teachers still receive relatively low incentives that are not commensurate with the responsibilities they carry. In some regions, non-formal PAUD teachers even receive very limited honorariums and rely on community contributions or institutional operational assistance. This situation makes the PAUD teaching profession less attractive to highly qualified workers and has the potential to lead to high teacher turnover. Furthermore, limited welfare can also affect work motivation, professional commitment, and educator focus in carrying out their duties (Rafiq, 2023; Hyseni, 2025). In the long term, this situation can impact the stability of PAUD service delivery and hinder efforts to continuously improve the quality of early childhood education. Overall, research findings indicate that issues with the quality and availability of PAUD teachers are crucial factors influencing the successful implementation of the One-Year Compulsory Early Childhood Education (PAUD) policy. The unequal distribution of teachers, low professional qualifications and competencies, limited access to ongoing training, and low levels of educator welfare are interrelated obstacles that require comprehensive addressing. Policies are needed that focus on strengthening the capacity of educators through improving academic qualifications, expanding access to professional training, providing more adequate incentives, and ensuring equitable distribution of teachers across all regions. With the support of competent, professional, and prosperous educators, the quality of Early Childhood Education (PAUD) services can be improved, thereby optimally and sustainably achieving the goal of the one-year compulsory PAUD education policy, which aims to prepare children for primary education.

From a social and economic perspective, research has found that children's participation in PAUD services is also influenced by family circumstances and

community understanding of the importance of early childhood education (Mulia, 2023; As'ari, 2026; Sedho, 2026). Some parents still view PAUD as optional, thus not prioritizing it in their children's educational planning. In low-income communities, limited educational costs and family economic needs often prevent children from attending PAUD services. Low educational literacy among some communities also contributes to a lack of awareness of the benefits of early childhood education as a crucial foundation for children's future academic and social development. Research findings also indicate a gap in the implementation of the One-Year Compulsory Early Childhood Education (PAUD) policy across regions. This gap is evident in differences in access levels, service quality, availability of educators, and educational infrastructure support between urban and rural areas. Urban areas tend to have a greater number of PAUD institutions, more comprehensive facilities, and more competent educators than rural or underdeveloped areas. Conversely, children living in areas with limited educational infrastructure still face various obstacles in accessing quality PAUD services. Differences in regional fiscal capacity also affect the capacity of local governments to develop PAUD services, resulting in uneven implementation of the policy across Indonesia.

This implementation gap indicates a discrepancy between policy objectives designed at the national level and the reality of implementation at the regional level. From a public policy implementation perspective, this condition indicates that the success of a policy is not only determined by clear regulations, but also influenced by the availability of resources, the capacity of implementers, community support, and the effectiveness of inter-agency coordination. When any of these components does not function optimally, a gap will emerge between policy targets and achieved results. The implementation of the One-Year Compulsory Early Childhood Education policy requires stronger support from various stakeholders to ensure the goal of equitable early childhood education can be effectively realized. Based on the various obstacles and gaps identified, this study identifies several strategies that can be implemented to optimize the implementation of the One-Year Compulsory Early Childhood Education policy. First, the government needs to increase equitable access to Early Childhood Education services through the construction and expansion of educational units in areas with low participation rates. Developing a community-based Early Childhood Education service model and utilizing available public facilities can be an alternative to reach difficult-to-access areas. Second, improving the quality of human resources in education needs to be done through ongoing training, competency certification, and improving the welfare of Early Childhood Education teachers so that the quality of education services can be continuously improved. Third, strengthening funding support and institutional governance is necessary through synergy between the central government, regional governments, and various relevant parties to ensure the availability of adequate resources to support program implementation. Fourth, increasing public awareness of the importance of early childhood education needs to be done through outreach and education programs involving families, community leaders, and educational institutions.

The results of this study demonstrate that optimizing the One-Year Compulsory Early Childhood Education (PAUD) policy requires a comprehensive and multidimensional approach. Inhibiting factors, implementation gaps, and solution strategies are three interrelated and inseparable components in efforts to increase policy effectiveness. These findings reinforce the view that the success of education policy implementation is greatly influenced by the government's ability to manage resources, strengthen institutional coordination, and encourage active community participation. Unlike previous research, which generally focused on only one aspect, this study demonstrates that an analysis that integrates obstacles, implementation gaps, and solution strategies can provide a more comprehensive picture of the implementation of the One-Year Compulsory Early Childhood Education (PAUD) policy. Therefore, the results of this study not only provide theoretical contributions to the study of education policy implementation but also generate practical recommendations that can be used as a basis for decision-making to improve the equity and quality of PAUD services in Indonesia.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings, it can be concluded that the implementation of the One-Year Compulsory Early Childhood Education (PAUD) policy plays a strategic role in improving children's readiness to enter basic education and supporting equitable access to education from an early age. However, the implementation of this policy still faces various inhibiting factors that prevent the policy's objectives from being optimally achieved. These obstacles include limited access to PAUD services, particularly in remote and underdeveloped areas; disparities in the quality and distribution of teaching staff; limited educational facilities and infrastructure; low public awareness of the importance of PAUD; and differences in institutional capacity and funding support between regions.

This study also found significant implementation gaps between urban and rural areas, as well as between regions with varying resource capacities. These gaps are evident in aspects of service accessibility, learning quality, teaching staff availability, infrastructure support, and the ability of local governments to manage PAUD programs. This situation indicates that although the policy was designed nationally, the effectiveness of its implementation is heavily influenced by local factors, including geographic, social, and economic conditions, and regional governance capacity. To address these various obstacles and gaps, an integrated optimization strategy is needed through increasing equitable access to early childhood education services, strengthening the competence and welfare of educators, enhancing funding support and institutional governance, and strengthening community participation through ongoing outreach and education programs. Synergy between the central government, regional governments, educational institutions, communities, and related sectors is crucial for achieving more effective and sustainable policy implementation.

FURTHER STUDY

This research still has limitations so further research is needed related to the topic of Optimizing the 1-Year Mandatory Early Childhood Education Policy: Analysis of Hindering Factors, Implementation Gaps, and Solution Strategies to perfect this research and increase insight for readers.

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