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GEOGRAPHY TEACHERS UNDERSTANDING IN IDENTIFYING LOW LEARNERS: SURVEY AND CLASSROOM OBSERVATION IN SURAKARTA

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ABSTRACT

This study addresses the limited attention to teachers' diagnostic abilities in identifying slow learners within subject-specific contexts, particularly in geography education. While previous research has emphasized inclusive education and differentiated instruction, there is still a lack of empirical evidence on how geography teachers understand and identify slow learners, especially in relation to the implementation of the Merdeka Belajar Curriculum in Indonesia. Therefore, this study aims to analyze geography teachers' understanding of slow learners and examine the effect of Merdeka Curriculum training on their diagnostic abilities. A quantitative approach was employed involving 17 teachers from public public senior high schools in Surakarta. Data were collected through structured questionnaires and analyzed using descriptive statistics and simple linear regression. The results show that teachers' understanding of slow learners falls within the moderate to high category, with noticeable variation across individuals and schools. Furthermore, the regression analysis indicates that Merdeka Curriculum training has a significant positive effect on teachers' understanding ($p = 0.005$; $\beta = 0.652$). These findings highlight the importance of targeted professional development in strengthening teachers' diagnostic competencies. This study contributes to the literature by providing empirical evidence from a geography education perspective and by demonstrating how curriculum-based training can support inclusive learning practices, particularly for students with slower learning progress.

Keywords: *geography education; inclusive education; low learners; merdeka belajar curriculum; teacher understanding*

INTRODUCTION

The implementation of inclusive education is a global commitment to ensure that every student, including those with different learning needs, has equal learning opportunities (Kaur & Bhatia, 2024). The success of inclusive education is not only determined by the availability of policies and facilities, but also largely depends on teachers' ability to accurately identify students' learning

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needs, including those with low learning abilities (Winter et al., 2021). In practice, inclusive education requires teachers to respond to the diversity of student characteristics through flexible and adaptive learning approaches (V, 2025). One key strategy to address this diversity is differentiated learning, which enables teachers to adjust instruction based on students' academic abilities and characteristics (Goyibova et al., 2025). This is supported by Bessarab et al. (2025), who emphasize the importance of curriculum adaptation and material modification in creating an inclusive learning environment. However, despite its importance, the implementation of inclusive education still faces significant challenges, particularly in terms of school readiness and teachers' competence in identifying students' learning needs accurately (Myronova et al., 2021). Without strong identification skills, differentiated instruction and curriculum adaptation cannot be effectively implemented, thereby limiting the achievement of equitable learning opportunities for all students.

Students with low learning abilities represent a group that requires special attention within inclusive education. They tend to develop academically at a slower pace, require more time to understand new material, and often struggle to keep up with regular classroom instruction (Roldán et al., 2021). This condition not only impacts their academic performance, such as low achievement and difficulty in understanding abstract concepts, but also affects their psychosocial well-being, including low self-esteem, anxiety, and feelings of social isolation (Paresti et al., 2024). If not identified early, these students are at risk of falling further behind and losing motivation to learn (Minkos & Gelbar, 2021).

Previous studies have shown that differentiated instruction can effectively improve the learning outcomes of low learners; however, its success depends on teachers' understanding of students' characteristics and needs (Hudriana & Sukinah, 2025). Therefore, accurate and comprehensive early identification becomes a crucial step in supporting low learners. The identification process itself involves a gradual evaluation to ensure objective categorization (Bhat et al., 2020), including internal assessment and analysis of learning outcomes (50%), previous exam results (25%), and subject teacher observations (25%). These components are synthesized into a report

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that serves as the basis for decision-making. Students scoring below 60% are categorized as Low Learners, while those above 60% are classified as Advanced Learners. This classification helps schools design appropriate interventions, such as remedial programs and individualized support for low learners, and enrichment for advanced students (Murdiyanto et al., 2023).

Despite the availability of such frameworks, many teachers still face difficulties in accurately identifying low learners. In practice, identification often relies solely on academic scores without considering cognitive and psychosocial indicators (Fenanlampir et al., 2021). This limitation is further exacerbated by insufficient teacher competence in recognizing comprehensive indicators of low learning ability, leading to delayed identification and inappropriate interventions (Hasibuan et al., 2025). Additionally, many teachers have not fully mastered differentiated instruction due to a limited understanding of students' ability profiles (Hajis & Othman, 2024). Consequently, the effectiveness of interventions for low learners is highly dependent on teachers' ability to conduct early and accurate identification.

These challenges become more complex in subjects such as Geography, which require higher-order thinking skills, spatial reasoning, and the ability to analyze geospatial phenomena (Nursa'Ban et al., 2020). Geography education at the secondary level emphasizes analytical thinking and interpretation of spatial data (Silviariza et al., 2020). However, the abstract nature of the material often poses difficulties for low learners, who require more time and intensive support (Kenna, 2023). As a result, low learners are particularly vulnerable in Geography learning when teachers fail to identify their difficulties early (Aprilia Dwi Kurnia Utomo & Utami, 2024). This condition demands that Geography teachers have a high level of sensitivity and competence in recognizing students' learning needs.

In the Indonesian context, particularly in Surakarta, efforts to implement inclusive education have shown a strong commitment (Hanafi et al., 2023). Nevertheless, the practice of identifying low learners still varies significantly due to the absence of standardized and systematic guidelines (Dewi et al., 2023). Although training related to the Merdeka Curriculum has been widely

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implemented, it does not necessarily ensure teachers' deep understanding of identifying low learners in classroom practice (Suryani et al., 2024). This indicates the need for empirical mapping of teachers' competencies in identifying low learners.

Existing research has largely focused on intervention strategies, psychosocial support, and differentiated instruction for improving student outcomes. However, studies that specifically examine teachers' understanding of low learner identification remain limited, particularly in the context of Geography education. Furthermore, there is a lack of research integrating survey and classroom observation approaches to capture teachers' actual practices, especially in Surakarta. This gap highlights the need for empirical investigation to describe teachers' real conditions in identifying low learners. Therefore, this study employs a descriptive quantitative approach to examine the level of Geography teachers' understanding in identifying low learners (Ghanad, 2023). This approach is suitable for describing patterns, trends, and distributions within the research population. Given the limited research in this area, particularly in Surakarta, this study holds significant academic and practical importance. It offers a novel contribution by mapping teachers' understanding and examining the influence of Merdeka Curriculum training on their identification abilities.

Recent studies have highlighted the increasing importance of differentiated instruction in supporting inclusive education. A bibliometric analysis by Research Trends on differentiated instruction in secondary education indicates that research on differentiated learning has grown significantly, particularly in secondary education, and is closely linked to the achievement of SDG 4 on quality education (S Sugiyanto et al., 2026). This suggests that differentiated instruction plays a crucial role in addressing diverse student needs, including those of low learners.

In the context of Geography education, Understanding Differentiated Learning Among Geography Teachers found that teachers' understanding of differentiated learning is influenced by curriculum training (Sugiyanto Sugiyanto et al., 2025). However, the study primarily focuses on instructional implementation and does not specifically examine teachers' ability to identify low learners

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as a foundational step in differentiated instruction.

Based on this background, this study addresses the following research question: What is the level of understanding of Geography teachers in identifying low learners in public senior high schools in Surakarta, and what factors influence it? This study aims to provide an empirical description of teachers' identification abilities and the factors affecting them, as a basis for improving instructional practices and strengthening teacher competence. Ultimately, the findings are expected to contribute to more inclusive and equitable Geography learning.

MATERIALS AND METHODS

1. Research Design

This study uses a descriptive quantitative approach to analyze the level of understanding of Geography teachers in identifying low learners in public senior high schools in Surakarta. The quantitative approach was chosen because it allows researchers to obtain objective, measurable, and statistically analyzable numerical data to describe the research phenomenon accurately (Mulisa, 2022). This technique is used to present data distribution and trends in teacher understanding based on scores obtained from research instruments (Chen & Chen, 2025).

2. Population and Sample

This study was conducted in public public senior high schools in the Surakarta area as the research population. The research sample used with inclusion criteria were public schools that implemented the Merdeka Belajar Curriculum. Thus, the research sample consisted of 9 public senior high schools in the city of Surakarta. 17 geography teachers were participating in the study, selected using purposive sampling based on several criteria, namely: (1) actively teaching geography, (2) having experience in handling diverse student abilities in the classroom, and (3) having participated in Merdeka Belajar Curriculum training. The determination of the participant sample was part of the determination of the research location sample. This technique was used because the researcher needed respondents who were directly relevant to the focus of the research (Campbell et al., 2020).

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3. Data Collection Techniques

Data collection in this study was conducted through a closed-ended questionnaire based on a 1–4 Likert scale, which was administered to geography teachers at the public senior high school level in Surakarta City. The questionnaire instrument was designed to measure teachers' level of understanding of the process of identifying low learners, which included conceptual, observational, and differentiated learning application aspects (Ziernwald et al., 2022). The questionnaire was distributed to geography teachers at nine public senior high schools in Surakarta City that had implemented the Merdeka Belajar Curriculum. Data collection techniques used a direct distribution model and online distribution via digital forms, allowing respondents to fill out the instrument independently according to the learning conditions at their respective schools. From this process, 17 geography teacher respondents were collected, representing all public senior high schools in Surakarta City and meeting the research criteria, namely actively teaching geography and having participated in Merdeka Belajar Curriculum training. The use of a 4-point Likert scale was chosen to avoid neutral choices and encourage respondents to show their attitudes or assessments more clearly (Kankaraš & Capecchi, 2025). The collected data were then analyzed using descriptive statistics to determine the distribution of teachers' comprehension levels and comprehension categories (low, medium, high), as well as inferential analysis to test the relationship between the Merdeka Belajar Curriculum training and teachers' comprehension levels in identifying low learners. The questionnaire consisted of 20 items distributed across four indicators: (1) understanding of slow learner characteristics (5 items), (2) identification skills (5 items), (3) instructional challenges (5 items), and (4) support strategies (5 items). **Table 1**, shows the indicators used by teachers to identify low learner students in geography lessons in the classroom.

4. Validity and Reliability of Research Instruments

The research questionnaire instrument underwent an external validation process to ensure its content validity and practical relevance to classroom learning conditions (Qin et al., 2025). External

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validity was assessed by education practitioners, consisting of principals, vice principals, and geography teachers who had direct experience in implementing inclusive learning and identifying low-achieving students. The validators were selected for their deep contextual understanding, enabling them to assess the instruments from a managerial and pedagogical perspective related to actual learning needs in schools.

Table 1. Research Questionnaire Guidelines.

Indicators	Description	Item
Concrete Instruction	Teachers' ability to identify students who understand concrete and direct learning, which students easily accept	1-5
Generalization	Teachers' ability to identify and help students apply the knowledge they have learned to new situations.	6-10
Organizing Instruction	Teachers' ability to organize material systematically and help students identify connections between concepts in learning	11-15
Increasing Instructional Efficiency	Teachers' ability to identify students' ability to convey limited facts efficiently and in a structured manner	16-20
Academic Motivation	Teachers' ability to identify students' abilities in learning by relating them to real-life experiences	21-25
Social and Economic Needs	Teachers' ability to identify students who are capable of making a real contribution or impact on their surroundings	25-30

Source: Murdiyanto et al. (2023) with modification

Although no inter-rater reliability calculations were performed, the instrument was revised based on a consensus approach. Each item was discussed in a panel discussion until agreement was reached on its suitability, thereby ensuring consistency of assessment across perspectives. Next, an internal reliability test was performed, as shown in **Table 2**, using Cronbach's Alpha.

Table 2. Instrument Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.963	30

Source: Research Data Analysis, 2025

Based on **Table 2**, it is known that the variable has a Cronbach's alpha value of 0.963, indicating that the questionnaire items are highly reliable and suitable for measuring the research variable.

5. Data Analysis Techniques

The collected data were analyzed using descriptive and inferential statistical techniques appropriate to the research objectives. The data processing began with data cleaning to identify missing

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values, outliers, and inconsistencies in responses. Descriptive statistics, including mean, standard deviation, frequency, and percentage, were used to summarize the teachers' level of understanding of the process of identifying low learners. Furthermore, the respondents' total scores were categorized into three levels of understanding (low, medium, and high). **Table 3** presents the results of the Likert scale assessment score calculations in the study.

Table 3. Likert Scale Assessment

Categorization	Interval	Range
Low	$X < M - 1SD$	$X < 86$
Medium	$M - 1SD < X \leq M + 1SD$	$86 < X \leq 114$
High	$X > M + 1SD$	$X > 114$

Source: Research Data Analysis, 2025

Inferential statistical analysis was conducted using a simple linear regression test to examine the effect of the Merdeka Belajar Curriculum training as an independent variable on teachers' level of understanding as a dependent variable. The selection of a simple regression model was considered appropriate because it allowed researchers to assess the contribution of training to improving teachers' understanding in identifying low learners directly and measurably (Alsalamah & Callinan, 2021). In addition, crosstab analysis was conducted to explore the relationship between demographic characteristics, such as length of teaching experience and training participation status, with teachers' comprehension scores (Tao et al., 2023). The entire quantitative analysis process was conducted using SPSS software.

To enrich the interpretation of quantitative results, responses to open-ended questions were analyzed using thematic analysis techniques to identify patterns, challenges in classroom implementation, and teachers' recommendations for identifying low learners. The integration of quantitative and qualitative findings provides a comprehensive picture of teachers' readiness and professional support needs in realizing inclusive Geography learning.

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RESULTS AND DISCUSSION

1. Descriptive Results of Geography Teachers' Understanding of Low Learners

This section presents the descriptive results of Geography teachers' understanding in identifying low learners in secondary schools in Surakarta. The distribution of teachers' scores across schools is illustrated in **Figure 1**, while the categorization of understanding levels is summarized in **Table 4**.

As shown in **Figure 1**, there is noticeable variation in teachers' scores across schools. Some schools demonstrate relatively high scores, while others show lower performance, indicating differences in teachers' ability to identify low learners. For instance, teachers in SHS 1 and SHS 9 tend to have higher scores compared to other schools, whereas SHS 8 shows comparatively lower scores.

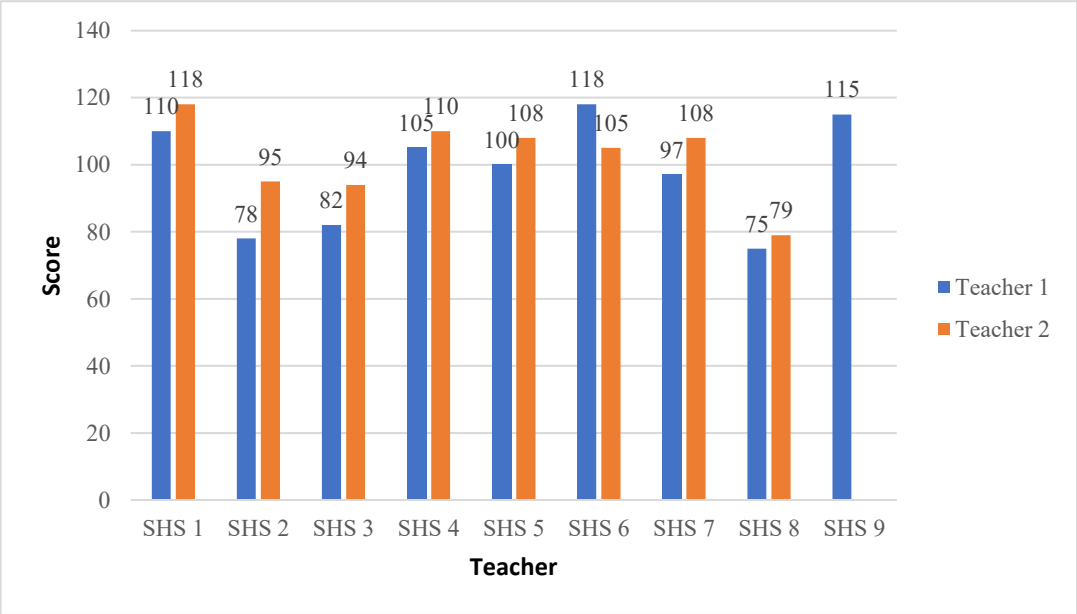

Figure 1. Teachers' Understanding Scores of Student Low Learners

Source: Research Data Analysis, 2025

The distribution of geography teachers' scores on identifying low learners shows varying patterns between schools and between teachers, although the majority are in the medium to high category. These findings indicate that teachers' basic competence in recognizing the characteristics of low learners has been established, but has not yet reached consistency across all schools. To provide a clearer interpretation, the scores were categorized into three levels:

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low, moderate, and high based on the mean and standard deviation, as presented in **Table 4**. The results indicate that the majority of schools fall into the moderate category, including SHS 2, SHS 3, SHS 4, SHS 5, SHS 6, and SHS 7. This suggests that, in general, Geography teachers possess a sufficient level of understanding, although it is not yet optimal.

Table 4. Categorization of Schools Based on Teachers' Understanding

School	Mean Score	Category
SHS 1	114.0	High
SHS 2	86.5	Moderate
SHS 3	88.0	Moderate
SHS 4	107.5	Moderate
SHS 5	104.0	Moderate
SHS 6	111.5	Moderate
SHS 7	102.5	Moderate
SHS 8	77.0	Low
SHS 9	115.0	High

Source: Research Data Analysis, 2025

This pattern is in line with the findings of Nimante (2022), which shows that teacher competence in inclusive education tends to be uneven due to differences in teaching experience, training, and exposure to students with learning difficulties.

Furthermore, two schools, namely SHS 1 and SHS 9, are categorized as having a high level of understanding, reflecting stronger competence in identifying low learners. In contrast, SHS 8 is categorized as low, indicating that teachers in this school may still face challenges in recognizing the characteristics and needs of low learners. These findings are consistent with research Icela (2022), emphasizes that schools with a highly collaborative culture tend to produce teachers who are more competent in identifying and addressing students' learning needs. Meanwhile, schools with low scores, such as SHS 8 reflect common challenges in implementing inclusion, where limited training and a lack of identification guidelines hinder teachers from comprehensively understanding indicators of learning difficulties. (Doody et al., 2025).

Variations in understanding within a single school indicate that even though teachers are in the same work environment, they receive different training and teaching experiences. Findings such as these are reinforced by Hansen et al. (2024), that training does not always have an equal impact due to

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differences in perception, professional background, and reflective practice. Therefore, training implementation must be accompanied by follow-up support such as coaching, peer observation, and structured reflection in order to have an impact on practice change (Fernandes et al., 2023). From a policy implementation perspective, these findings reinforce the argument that inclusive education cannot function optimally without clear identification guidelines, standardized diagnostic instruments, and regular monitoring of implementation (Christian, 2021). In the context of Surakarta, the variation in scores between schools indicates the need for systematic intervention through the development of modules for identifying low learners and school-based teacher mentoring mechanisms. Overall, these findings highlight that while most teachers demonstrate a moderate level of understanding, there remains a gap between schools. This variation suggests the need for more consistent and targeted efforts to strengthen teachers' competencies in identifying low learners across different school contexts.

2. Influence of Merdeka Belajar Curriculum Training on Teachers' Understanding of Low Learners

The results of the simple linear regression analysis in **Table 5** show that the Merdeka Curriculum Training has a significant effect on teachers' understanding of low learners. Based on the ANOVA table, the regression model is significant with an F value of 11.085 and a p value of 0.005, indicating that the training variable is capable of significantly predicting the level of teacher understanding.

Table 5. Tabel ANOVA Analysis Results

ANOVA

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	1357.513	1	1357.513	11.085	.005
	Residual	1836.957	15	122.464		
	Total	3194.471	16			

a. Dependent Variable: Slow_Learners
b. Predictors: (Constant), Pelatihan_Kumer

Source: Research Data Analysis, 2025

A significance value of 0.005 indicates that the training had a real impact on teachers' awareness of the indicators, challenges, and support needed by low learners. Research by Crispel & Kasperski (2019), shows that teacher training that includes inclusive pedagogy material can increase teachers' sensitivity

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to students with different academic needs. In line with this, Kashfee et al. (2022), found that teacher capacity building programs had a positive impact on teachers' ability to assess and provide assistance to students with mild learning difficulties.

The results of this study are also consistent with the main principles of the Merdeka Belajar Curriculum, which emphasizes teacher autonomy, learning flexibility, and differentiation. The significance value of the model ($p < 0.05$) proves that the training provided in the context of implementing the Merdeka Curriculum has succeeded in improving teachers' understanding of the diverse needs of students. Research by Baharuddin (2023) shows that training in the Independent Learning Curriculum can strengthen the implementation of student-centred learning, including for students with slower learning speeds.

The regression coefficient in **Table 6** shows that the training variable has a value of B = 18.157 with p = 0.005, which means there is a positive and significant effect.

Table 6. Simple Linear Regression Coefficients Table

Model		Coefficients			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Errorr	Beta		
1	(Constant)	70.986	9.068		7.828	.000
	Pelatihan_Kumer	18.157	5.454	.652	3.329	.005

a. **Dependent Variable: Slow_Learners**

Source: Research Data Analysis, 2025

Thus, every one-point increase in Merdeka Curriculum training was followed by an increase of 18,157 points in teachers' understanding of low learners. Standardized beta value (β = 0.652) indicates that the effect of training is relatively strong, while the t-value = 3.329 further confirms the statistical significance of this relationship. The regression model obtained is: A high beta coefficient (β = 0.652) indicates that the more intensive and higher quality the training teachers receive, the better their ability to understand the characteristics of low learners. These findings are consistent with the results of the study by Haelermans (2022), which found that differentiation-based training can improve teachers' competence in

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identifying learning difficulties and selecting appropriate learning strategies. In addition, Sephiawardani & Bektiningsih (2023) also confirm that the Merdeka Belajar Curriculum training has successfully improved teachers' readiness to implement inclusive learning practices in the classroom. Overall, the results of the study show that the Merdeka Belajar Curriculum Training has a significant and positive effect on teachers' understanding of low learners. The training not only increased teachers' knowledge and awareness, but also strengthened the pedagogical competencies and differentiation skills needed to accommodate the needs of students with slow learning speeds.

3. Teachers' Diagnostic Skills and Identification Challenges in Geography Learning

The results of the study show that the diagnostic abilities of geography teachers in identifying low learners still vary greatly, as reflected in the differences in comprehension scores between schools and between teachers. The score range of 75 to 118 indicates that some teachers have a strong understanding of the characteristics of low learners. However, others still have difficulty recognizing patterns of slow learning, whether academic, cognitive, or psychosocial. In Geography learning, this diagnostic ability is very important because the material at the high school level requires analytical thinking, spatial interpretation, and concept abstraction, which are major challenges for students with slow learning development. In the context of Geography, weaknesses in map interpretation, understanding spatial relationships, and modeling geographical phenomena are important indicators that require teachers' observational sensitivity (Wepener, 2023).

Teachers' diagnostic limitations also reflect structural challenges in Geography learning. The educational Geography literature explains that effective learning requires teachers to be able to assess the learning process, not just evaluate the final results (Kadhim, 2020). This finding is consistent with research from Sugiyanto et al. (2023), The implementation of the LIGEKA_21 model emphasizes that geography teachers must have the skills to diagnose students' critical and spatial thinking abilities in order to develop 21st-century competencies. This shows that diagnostic abilities are an integral part of modern geography learning design.

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In addition, research from Hidayat et al. (2025), shows that the context of Geography learning related to environmental issues and disaster mitigation requires a deep understanding of student learning profiles. In educational practice in Surakarta, they found that school community participation in disaster mitigation depends on teachers' capacity to understand students' readiness, knowledge, and attitudes. These findings are relevant to your research because they show that teachers' ability to "read students' conditions," including low learners, affects the effectiveness of environment- and disaster-based Geography learning. These findings are in line with research from (Yani, 2021), which shows that the use of disaster literacy-based Geography teaching materials effectively improves student preparedness when teachers are able to identify students' weaknesses and strengths early in the learning process. The success of Geography education interventions depends on the ability of teachers to make an initial diagnosis of students' learning abilities. When teachers are not sensitive to students' difficulties in understanding the concepts of territory, spatial interactions, or environmental phenomena, learning strategies will not be effective, especially for low learners (Puntambekar, 2022). Thus, this discussion confirms that the diagnostic challenges faced by Geography teachers are not only related to limited knowledge about indicators of low learners, but also related to the suboptimal use of Geography assessments to identify students' initial abilities. Strengthening teachers' diagnostic abilities is essential for Geography learning to be more responsive, inclusive, and able to comprehensively meet the needs of low learners.

This finding fills an empirical research gap in Surakarta for inclusive geography, supporting national policies such as the Merdeka Belajar Curriculum with local evidence that training improves competency. (Nugroho et al., 2025; Sephiawardani & Bektiningsih, 2023). Practical implications include the development of geography-specific identification modules (e.g., map interpretation observation for low learners) and ongoing coaching (Fernandes et al., 2023; Hansen et al., 2024), in line with the recommendations Hajis & Othman (2024) with Ntseto et al., (2021) for systematic guidelines. The

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effectiveness of learning style-based differentiation has also been proven to improve achievement offering actionable models for Indonesian high schools (Arimbawa et al., 2025; Tas, 2024)

Although the sample of 17 teachers was representative of public senior high schools in Surakarta, the limited sample size restricted national generalization, and the absence of direct classroom observation required triangulation validation. Future research should expand the number of respondents, integrate intensive observation, and compare across subjects (Dewi et al., 2023; Hasibuan et al., 2025), and test technology-based training interventions for inclusion in Geography (Gallud et al., 2023). Overall, this study reinforces the urgency of strengthening teacher competencies through the Merdeka Belajar Curriculum for equitable, inclusive learning.

CONCLUSIONS

This study shows that geography teachers' understanding of identifying low learners in public senior high schools in Surakarta City is in the moderate to high category, although it is not yet evenly distributed across schools and teachers. This variation in scores indicates that some teachers have been able to comprehensively recognize indicators of learning difficulties. In contrast, others still need reinforcement in understanding the academic, cognitive, and psychosocial aspects of low learners. The regression results also confirm that Merdeka Curriculum training has a significant effect on improving teachers' understanding, indicating that appropriate professional support can strengthen diagnostic abilities and the application of differentiated learning in the classroom. The uniqueness of this study lies in its focus on the context of geography learning. This subject requires analytical and spatial abilities, thus posing additional challenges for low-achieving students. Through this empirical mapping, the study provides an actual picture of teachers' readiness to apply the principles of inclusive education. It highlights the need for more systematic identification guidelines in schools.

Future research could expand the number of respondents, combine more intensive classroom observations, or compare the practices of teachers from other subjects to enrich the understanding of diagnostic competencies in inclusive education. In

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addition, the development of more specific identification instruments for Geography learning and continuous mentoring-based training are important opportunities to improve the consistency of low learner identification practices in public senior high schools.

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