

Elementary School Teachers' Strategies in Overcoming the Challenges of Implementing English Language Learning in Pajo District

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Abstract: This study aimed to analyze (a) the challenges faced by teachers in implementing English teaching at the elementary level, (b) the strategies developed to overcome limitations in competence, resources, and student motivation, and (c) the ways teachers adapt instructional practices to the local context of Pajo District. Employing a descriptive qualitative design, data were collected through in-depth interviews, classroom observations, and documentation, and were analyzed thematically. The findings revealed that teachers encounter multiple obstacles, including limited instructional time, inadequate facilities, and low student motivation. Nevertheless, they developed adaptive strategies such as bilingual instruction, the use of simple and contextualized media, and material adaptation aligned with students' everyday experiences. These strategies enhanced student engagement, though they did not fully overcome structural constraints. The study highlights the pivotal role of teacher creativity in maintaining English language instruction in resource-constrained settings. It also highlights the necessity of continuous professional training and the provision of adequate learning facilities by schools and government authorities. The implications suggest that locally adaptive pedagogical practices in Pajo can serve as a valuable model for other rural contexts facing similar challenges.

Keywords: Teaching Strategy; English; Implementation

Abstrak: Penelitian ini bertujuan untuk menganalisis: (a) tantangan yang dihadapi guru dalam mengimplementasikan pembelajaran bahasa Inggris di tingkat sekolah dasar, (b) strategi yang dikembangkan guru untuk mengatasi keterbatasan kompetensi, sarana, dan motivasi siswa, serta (c) cara guru menyesuaikan praktik pembelajaran dengan konteks lokal Kecamatan Pajo. Penelitian ini menggunakan desain kualitatif deskriptif dengan teknik pengumpulan data berupa wawancara mendalam, observasi kelas, dan dokumentasi. Data dianalisis secara tematik. Hasil penelitian menunjukkan bahwa guru menghadapi berbagai hambatan, termasuk keterbatasan waktu pembelajaran, fasilitas yang kurang memadai, dan rendahnya motivasi siswa. Meskipun demikian, guru mengembangkan strategi adaptif seperti penggunaan pembelajaran bilingual, media sederhana dan kontekstual, serta adaptasi materi yang sesuai dengan pengalaman sehari-hari siswa. Strategi tersebut terbukti meningkatkan keterlibatan siswa meskipun belum sepenuhnya mengatasi kendala struktural. Penelitian ini menegaskan peran sentral kreativitas guru dalam mempertahankan keberlangsungan pembelajaran bahasa Inggris di kondisi terbatas, sekaligus menyoroti pentingnya pelatihan profesional berkelanjutan dan penyediaan sarana pembelajaran yang memadai dari pihak sekolah maupun pemerintah. Implikasi penelitian menunjukkan bahwa praktik pedagogis adaptif yang dikembangkan di Pajo dapat menjadi model berharga bagi daerah pedesaan lain yang menghadapi tantangan serupa.

Kata Kunci: Strategi Pengajaran; Bahasa Inggris; Implementasi

INTRODUCTION

Article 33 of the Ministry of Education, Culture, Research, and Technology Regulation (Permendikbudristek) No. 12 of 2024 stipulates the provisions regarding English as a subject at the elementary school (ES) level. According to the Ministry of Education, Culture, Research, and Technology Regulation (Permendikbudristek) No. 12 of 2024, English will initially be offered as an elective subject and may be implemented based on each school's readiness, starting from the 2026/2027 academic year. Starting from the 2027/2028 academic year, however, English will become a compulsory subject in all elementary schools as stipulated in this regulation.

English language learning at the elementary level plays a pivotal role in preparing students for more advanced English education in subsequent grades (Lesia et al., 2021). Early exposure to English fosters the development of communication skills and self-confidence (Iswara et al., 2024). Effective implementation of English instruction from the elementary level can significantly enhance students' language competencies (Amalia et al., 2024). Furthermore, early introduction to a foreign language has been shown to support cognitive development and strengthen self-assurance (Putri & Febriani, 2024). English instruction in elementary schools also provides a crucial foundation for cultivating positive attitudes toward foreign languages and for shaping more natural language learning patterns (Bulan et al., 2020; Frimaulia & Alwina, 2023).

Nevertheless, the process of implementing English instruction in elementary schools faces a range of challenges. Preliminary observations conducted by the research team revealed that all classroom teachers in Pajo District lack formal academic qualifications in English education. While most elementary schools have begun to introduce English, it is not yet delivered as a stand-alone subject but is instead integrated into local content curricula. Teachers also reported difficulties due to limited instructional media, insufficient professional training, and low levels of student interest.

Several prior studies have addressed similar issues. For example, research by Bulan et al., (2025) highlighted the barriers faced by elementary teachers in Pajo District in implementing English language instruction. Other studies identified additional constraints, including students' low interest in English, a lack of support from both families and the broader community, and the limited competence of teachers in rural schools (Harlina & Yusuf, 2020). Unengaging teaching methods and restricted opportunities for authentic language practice further exacerbate students' low motivation and learning outcomes (Hidayat & Devi, 2024). Difficulties experienced by students are often shaped by internal factors, such as weak learning motivation, as well as external factors, including the use of non-contextual teaching methods and inadequate learning facilities (Lena et al., 2023). Teaching strategies that are misaligned with the cognitive development of elementary school students may further impede the comprehension of English materials (Sardy et al., 2023). Thus, there is a pressing need to explore how teachers in resource-limited settings conceptualize and implement adaptive and contextually relevant instructional strategies.

English instruction in elementary schools, particularly in rural settings, has been consistently shown to involve multiple challenges. Teachers in such



environments frequently struggle with a lack of professional training and insufficient educational resources (Saputri & Sukarno, 2024). They also face difficulties in tailoring teaching methods to local socio-cultural conditions (Fadilah et al., 2023). Moreover, inadequate infrastructure and students' low levels of English proficiency pose further obstacles to the learning process (Herizal et al., 2023).

Although previous research has mapped out these challenges, there remains a gap in the literature regarding the specific strategies adopted by elementary school teachers to overcome the difficulties of teaching English in rural contexts, particularly in Pajo District. This study seeks to fill that gap by offering a novel, context-specific analysis of the instructional strategies employed by teachers in Pajo. It provides in-depth insights into best practices that align with local conditions and foregrounds a practical approach by uncovering concrete solutions already applied by teachers in overcoming resource limitations. These findings are expected not only to inform the replication of such practices in other regions with similar characteristics but also to provide recommendations for more targeted and relevant professional development initiatives. Consequently, the study contributes both to the academic discourse and to the practical improvement of English language teaching quality at the elementary level, especially in rural areas.

Despite a growing body of research examining the challenges of English instruction in elementary schools, studies focusing on the concrete and innovative strategies developed by teachers remain limited, particularly in the local context of Pajo District. Building upon recent literature, the principal challenges of English instruction at the elementary level include limited teacher competence (Harlina & Yusuf, 2020; Nurhaliza et al., 2024), insufficient availability of appropriate learning media (Hidayat & Devi, 2024; Lestari & Surtikanti, 2024), and low student motivation (Ajiza & Rahman, 2023). In light of these conditions, this study employs a problem-solving approach by collecting data directly from teachers through in-depth interviews, classroom observations, and documentation. This approach enables the identification of practical strategies that teachers employ to address challenges in English instruction. The data are analyzed thematically using a coding process to reveal emergent patterns, supported by technological tools to facilitate systematic analysis.

The research problem arises from the reality that elementary school teachers in Pajo District confront significant challenges in implementing English instruction, including limited instructional media, insufficient professional development provided by the authorities, and students' low motivation to learn. In such circumstances, teachers are required to actively seek effective and contextually appropriate strategies to sustain meaningful learning processes. Accordingly, the objectives of this study are to analyze: (a) the challenges faced by teachers in implementing English instruction in elementary schools in Pajo District; (b) the strategies teachers develop to overcome limitations in competence, resources, and student motivation; and (c) how teachers adapt their teaching strategies to the characteristics and needs of elementary school students within the local context of Pajo District.



RESEARCH METHOD

Research Approach

This study employed a descriptive qualitative approach. This approach was selected to gain an in-depth understanding of the strategies employed by teachers in addressing the challenges of English language instruction at the elementary school level, particularly in rural areas such as Pajo District. A qualitative approach allows researchers to explore the meanings constructed by individuals regarding a phenomenon within its social context (Creswell, 2014).

Research Informants

The participants in this study were elementary school teachers in Pajo District who teach English. Informants were selected using purposive sampling with the following criteria: (a) teachers actively engaged in teaching English at the elementary level; (b) a minimum of two years of teaching experience; and (c) willingness to provide information openly. The study planned to involve three key informants, taking into account the principle of data sufficiency (data saturation).

Data Collection Techniques

Data for this study were collected through three primary techniques: in-depth interviews, participant observation, and documentation. In-depth interviews were conducted to comprehensively explore the strategies employed by teachers in overcoming the challenges of English instruction. Participant observation was carried out during classroom sessions to directly observe teaching practices applied by the teachers. Meanwhile, documentation was used to gather supporting data, including lesson plans (RPP), teaching materials, teachers' notes, and other documents relevant to the implementation of English instruction in elementary schools.

Data Analysis

Data were analyzed using thematic analysis. This process involved: (a) transcribing interview data; (b) repeatedly reading the data to fully grasp the context; (c) conducting initial coding; (d) identifying core themes; and (e) developing a narrative of the research findings. This approach aligns with Braun and Clarke's model (Braun & Clarke, 2006), which emphasizes the systematic organization of data to identify patterns and meaning within qualitative research. To facilitate the analytical process, the research team integrated Braun and Clarke's framework with technological tools to enhance efficiency and rigor in analysis.

RESULT AND DISCUSSION

Result

The findings of this study were obtained through in-depth interviews with an elementary school English teacher in Pajo District and classroom observations. The interviewed teacher, Mrs. M, N and D, possesses an educational background in English, which equips her with greater readiness to teach compared to most other teachers who do not come from this field of study. She has been actively teaching English since the 2022/2023 academic year and is fully responsible for English instruction across several grade levels, particularly from grade three to grade six. Her prior experience in secondary schools has further contributed to her ability to design



learning materials adapted to the developmental capacities of young learners at the elementary level.

Table 1. Synthesis of Interview Results

Aspect	Synthesis of Teachers' Answers
Background	Teaching experience since the 2022/2023 academic year; holds an educational background in English Language; previously taught at the junior secondary school level.
Challenges	Limited instructional time (once per week), students tend to forget lessons quickly; reluctance to speak due to fear of making mistakes and passivity (particularly among sixth-grade students); inadequate facilities (absence of LCD projector, speakers often unavailable).
Teaching Strategies	Employs bilingual instruction (Indonesian–English); selects contextual vocabulary; applies engaging methods (songs, games, role-play); prepares supplementary materials sourced from the internet.
Creativity and Adaptation	Develops simple flashcards, visual aids, and additional teaching materials; reinforces lessons through repetition to ensure retention; adapts instruction to align with students' everyday contexts.
External Support	Not explicitly observed in the findings; indications suggest limited external support.
Evaluation and Reflection	Strategies implemented are moderately helpful, though progress remains slow; expectations were not articulated explicitly.

During the interview, the teacher emphasized that one of the principal challenges lies in the limited instructional time. English is taught only once a week, which results in students quickly forgetting the material they have learned. For instance, when numbers or simple vocabulary items were introduced, students often failed to recall them in the following week, requiring the same material to be repeated multiple times. This constraint has caused learning progress to move more slowly than anticipated. Classroom observations corroborated this finding, as the teacher was frequently observed repeating instructions several times before students were able to follow them correctly.

Another prominent challenge is students' reluctance to speak in English. At the beginning of lessons, most students appeared hesitant, refraining from uttering even simple words due to fear of making mistakes. Although a small number of students attempted to respond, many remained silent, with grade six students being particularly passive. Observations confirmed this tendency, showing that student engagement increased only when the teacher incorporated enjoyable methods such as singing, role-play, or vocabulary games. Verbal interaction in English remained minimal overall.

Table 2. Synthesis of Observation Results

No	Observed Aspect	Average Score
1	Lesson Planning	4
2	Use of Media	3
3	Class Management	3
4	Language Usage	4
5	Strategy for Overcoming Barriers	4
6	Student Engagement	4
7	Material Adaptation	4

A further obstacle concerns the limited availability of facilities. The teacher explained that more diverse instructional media, such as flashcards, LCD projectors,



and portable speakers, are needed to support students' listening and speaking skills. However, these resources are scarce in the school. LCD projectors, for example, are not available in classrooms, forcing the teacher to rely on her personal laptop. The small screen, however, makes it difficult for students seated at the back to follow the lesson. The speaker system was also not consistently available, resulting in frequent disruptions to audio or video playback. These limitations hindered the optimal delivery of instruction, despite the teacher's efforts to adopt creative solutions.

Despite these challenges, the teacher consistently sought to apply adaptive strategies. She adopted a bilingual approach, blending Indonesian and English to ensure comprehension. In selecting vocabulary, she prioritized words that were directly relevant to students' everyday lives, such as the names of objects in the classroom or around the school environment. This contextualization enabled students to recall new vocabulary more easily by linking it to familiar experiences. Moreover, the teacher did not rely exclusively on textbooks but also drew upon supplementary materials from the internet or developed simplified teaching resources tailored to her students' needs.

Table 3. Synthesis of Documentation Findings

Type of Document	Content / Findings
Lesson Plan	Includes instructional adaptation steps; strategies adjusted to students' limitations.
Teaching Media	Flashcards, visual aids, teacher's personal laptop.
Observation Notes	Documentation of classroom activities: teacher repeated instructions, students were actively engaged during games and songs.

Classroom observations substantiated the teacher's accounts of adaptive strategies. Lesson plans (RPP) explicitly outlined steps to address students' limitations. The teacher also employed creative, though modest, media such as pictures and vocabulary flashcards. Classroom management was rated as adequate, despite ongoing difficulties among students in understanding English, and observation scores reflected a "sufficiently evident" category. Student engagement was notably high, especially when interactive methods were utilized. The adaptation of materials to students' abilities was also strongly apparent, demonstrating the teacher's efforts to align instruction with students' backgrounds and needs. Overall, the findings highlight that while English language instruction in Pajo District elementary schools faces significant challenges, teachers are nevertheless able to devise creative strategies to sustain the continuity of learning.

Discussion

The findings of this study reinforce the broader understanding that the implementation of English language instruction in elementary schools, particularly in rural areas, encounters a range of formidable challenges. The limited allocation of instructional time—restricted to only once per week, significantly hampers the pace of competency attainment. This condition is consistent with the findings of Ajiza & Rahman (2023), who emphasized that insufficient intensity of instruction makes it difficult for students to retain vocabulary and grammatical structures in the long term. Consequently, even though teachers repeatedly review material, learning outcomes remain suboptimal due to students' minimal exposure to English.



Affective factors, such as students' reluctance to speak and their fear of making mistakes, also represent serious obstacles. Learners tended to remain passive in communication and would only speak when encouraged by the teacher through persuasive approaches. This observation resonates with the findings of Hidayat & Devi (2024), who noted that psychological barriers among children often inhibit their active participation in English learning. In the context of early foreign language acquisition, self-confidence is a critical prerequisite for success. Thus, the teacher's strategy of emphasizing that errors are an integral part of the learning process aligns closely with the principles of communicative language teaching (CLT), which prioritizes meaningful communication over grammatical accuracy alone (Iswara et al., 2024).

Constraints in instructional facilities, particularly the scarcity of visual and audio media, further corroborate prior research. Nurhaliza et al., (2024) and Lestari & Surtikanti, (2024) underscored that insufficient resources in rural schools hinder teachers' ability to create engaging learning environments. In the present study, the teacher highlighted the need for basic yet crucial tools such as LCD projectors and portable speakers to support listening activities. In the absence of such facilities, the teacher was compelled to rely on makeshift media, including a personal laptop, which proved ineffective for the entire class. This situation reflects a significant infrastructural gap that must be addressed to enhance the overall quality of English instruction.

Nevertheless, teachers in Pajo District demonstrated considerable creativity in overcoming these constraints. The use of vocabulary grounded in students' everyday experiences exemplifies the practical application of contextual teaching and learning (CTL). As noted by Lesia et al., (2021), CTL enables students to grasp material more effectively by linking it to real-life experiences. When teachers introduced vocabulary related to objects in the classroom or school environment, students were able to associate the new language directly with their immediate reality, thereby strengthening both memory retention and the relevance of learning.

The teacher's adoption of a bilingual approach also aligns with Vygotsky's theory of scaffolding. By employing the mother tongue (Indonesian) to facilitate comprehension, and then gradually increasing the proportion of English, the teacher supported students' progression from their actual developmental level to their zone of proximal development. This approach ensured that learners were not overwhelmed by the foreign language, thereby sustaining the learning process even when the material was relatively complex.

Another key finding concerns the teacher's adaptation of instructional materials. Rather than adhering rigidly to textbooks, the teacher selectively designed and simplified content to match students' needs. This practice resonates with Sardy et al., (2023), who emphasized that English teaching strategies must be aligned with the cognitive developmental stage of elementary school learners. Such adaptations enabled students who initially struggled to comprehend lessons by presenting material that was both accessible and familiar. Observation data showing relatively high levels of student engagement further confirmed the effectiveness of this localized strategy.

Overall, this study demonstrates that although teachers in Pajo District face challenges related to limited competence, inadequate resources, and low student motivation, they have successfully developed adaptive and contextually relevant



strategies. This finding corresponds with the work of Fadilah et al., (2023) and Saputri & Sukarno, (2024), who stressed the necessity for rural teachers to tailor pedagogical approaches to local socio-cultural conditions. In the Pajo context, teachers implemented simple yet effective methods, including the design of locally relevant materials, the use of bilingual instruction, and motivational support to encourage students to speak. These strategies illustrate that teacher creativity is pivotal in sustaining English language learning, even though structural limitations in resources remain a persistent barrier that requires stronger institutional and governmental support.

CONCLUSION

This study demonstrates that the implementation of English language instruction in elementary schools in Pajo District faces multiple challenges, including limited instructional time, inadequate supporting facilities, low student motivation, and psychological barriers such as shyness and fear of making mistakes in communication. These conditions compel teachers to repeatedly reteach the same material to ensure student comprehension. Nevertheless, teachers have sought to address these constraints through adaptive strategies, such as the use of bilingual instruction, the selection of contextual vocabulary closely related to students' daily lives, and the application of simple media to create learning experiences that remain enjoyable and meaningful.

The findings highlight the crucial role of teacher creativity in overcoming limitations, while also underscoring the urgent need for stronger support from schools and government authorities, particularly in the provision of adequate learning facilities and ongoing professional development. The strategies adopted by teachers in Pajo District offer a valuable model of adaptive pedagogy that can be replicated in elementary schools across rural areas with similar contexts. Through the combination of creative instructional practices and structural support from multiple stakeholders, English language learning in elementary schools can be made more effective and can positively contribute to the enhancement of students' language competencies.

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