



Exploring EFL Students' Problem in Online Learning and Its Practical Solution

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ABSTRACT

The spread of the COVID-19 virus that has swept across the world has changed various aspects of human life, one of which is the change of learning process that commonly occurs face to face in the classroom become online learning. Online learning is chosen as the solution to continue teaching and learning during this pandemic and this is done by various levels of education starting from primary school, middle school, high school, to college levels. The existence of cases of learning difficulties experienced by students during the COVID-19 pandemic made students do not understand the subject matter delivered by the teacher. This study aimed to find out some solutions of students' problem in the online learning process. Participants in this study were 25 English education students from a private university in Bandar Lampung. The researcher distributed a close ended questionnaire of 9 questions in the form of Google to collect data, and used qualitative data to illustrate the results of the questionnaire in data findings. The results of the study show that there were some problems faced by students in online learning included (1) students find difficulty to understanding materials, (2) students encounter technical difficulties, (3) limited internet quota, (4) poor communication, and (5) learning becomes less effective. The solutions that researcher has found to overcome the problems were (1) teachers or lecturers must implement face to face class twice a week, (2) teachers should use platforms with simpler operations, (3) teachers or lecturers should provide a material that is interactive, dynamic and attractive, and (4) the government must extend the quota assistance for students.

Keywords: *Online Learning, Solutions, Students' Problems*

ABSTRAK

Penyebaran virus COVID-19 yang melanda dunia telah mengubah berbagai aspek kehidupan manusia, salah satunya adalah perubahan proses pembelajaran yang biasa terjadi tatap muka di kelas menjadi pembelajaran online. Pembelajaran online dipilih sebagai solusi untuk tetap

belajar mengajar di masa pandemi ini dan hal ini dilakukan oleh berbagai jenjang pendidikan mulai dari tingkat SD, SMP, SMA, hingga perguruan tinggi. Adanya kasus kesulitan belajar yang dialami siswa pada masa pandemi COVID-19 membuat siswa kurang memahami materi pelajaran yang disampaikan oleh guru. Penelitian ini bertujuan untuk mengetahui beberapa solusi permasalahan siswa dalam proses pembelajaran online. Partisipan dalam penelitian ini adalah 25 mahasiswa pendidikan bahasa Inggris dari salah satu perguruan tinggi swasta di Bandar Lampung. Peneliti menyebarkan kuesioner tertutup sebanyak 9 pertanyaan dalam bentuk Google untuk mengumpulkan data, dan menggunakan data kualitatif untuk menggambarkan hasil kuesioner dalam temuan data. Hasil penelitian menunjukkan bahwa terdapat beberapa permasalahan yang dihadapi siswa dalam pembelajaran online antara lain (1) siswa sulit memahami materi, (2) siswa mengalami kesulitan teknis, (3) keterbatasan kuota internet, (4) komunikasi yang buruk, dan (5) pembelajaran menjadi kurang efektif. Solusi yang peneliti temukan untuk mengatasi permasalahan tersebut yaitu (1) guru atau dosen harus melaksanakan tatap muka kelas dua kali seminggu, (2) guru harus menggunakan platform dengan operasi yang lebih sederhana dalam pembelajaran online, (3) guru atau dosen harus menyediakan materi yang interaktif, dinamis dan atraktif dan (4) pemerintah harus memperpanjang kuota bantuan untuk siswa.

Kata Kunci: *Masalah Siswa, Pembelajaran Online, Solusi.*

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INTRODUCTION

Web-based lecturing methods and seminars (webinars), or so-called online learning are now being applied to all universities in Indonesia responding to the pandemic caused by the Corona virus. In the context of the current COVID-19 pandemic, more than one hundred higher education institutions in Indonesia conduct online learning by optimizing online learning education platforms or applications as auxiliary learning tools such as Spada, WhatsApp group, Google Classroom, Google Meet and Zoom Meeting, (Sari and Oktaviani, 2021). Due to this situation, students are required to become independent learners because they cannot get direct guidance from teachers or lecturers (Aminatun & Oktaviani, 2019). Online learning that take advantage of technological sophistication actually encounter various problems for students. Research conducted by Purwanto et al., (2020) stated that one of the impacts of online learning that can be seen is the learning difficulties experienced by students during the teaching and learning process at home. Students feel pressured when participating in distance learning because they feel forced, plus with inadequate facilities and infrastructure at home. A study conducted by Ahmad (2016) also found a phenomenon of EFL learning that requires a lot of practice to be applied was also encountered

obstacles in listening session when applying the learning system because the ICT tools used by teachers to train students scattered in different places are often ineffective.

Pustika (2020) declared that COVID-19 is a disease that will attack many people from all over the world. Due to this phenomenon, most aspects of human life have changed. People in 2020 are not allowed to gather in one place. Online learning is indeed the answer to the sustainability of the learning process during the COVID-19 outbreak, learning with the use of ICT is considered the most effective in the process of knowledge transfer and interaction between educators and students without having to be physically present which will allow it to be a means of dissemination of COVID-19. Pustika (2015) pointed out that in this technological age, everyone uses technology in their daily lives. In this information age that requires students to acquire increased knowledge needs, the Internet is seen as the key to providing more information and allowing them to actively search for it (Ayu 2020). The existence of the internet enables people to keep abreast of news and information from all over the world (Pustika, 2021). In the context of implementing online learning, various problems arise which have implications for the smooth learning process for students. Students are an important part of organizing online learning, considering that on the one hand students are placed as objects that must be able to receive learning material so that the transfer of knowledge from educators to students will make students know and understand science which is given. The situation that arose due to the Covid-19 pandemic requires teachers or lecturers to use all available media to support online learning. As Aminatun (2019) said, the role of technology in the education system has affected teaching methods from traditional to modern methods. Most of today's technology has a positive impact on the education sector. Various applications with various features can be the choice of lecturers in implementing online learning. In addition, it has two advantages: learning strategies and improving students' understanding of using technology as a learning medium (Oktaviani & Mandasari, 2020). However, behind the various media conveniences and features available during the online learning process, there are also many problems faced by students in the process of online learning.

First, communication and the relationship between educators and students feels difficult. Online learning cause communication between students and teachers or lecturers to experience technical problems. Students cannot ask the teacher or lecturer directly (face to face) for material they do not understand. Sari (2020) asserted that a successful online learning process is inseparable from the roles of teachers and learners.

Second, online learning becomes boring. Although online learning is meant to provide a solution to the boredom of classroom-based learning, this is not always the case. Many e-learning courses consist of never-ending texts followed by a long list of multiple choice questions that fail to engage students. More than e-learning, it feels like e-reading. In addition, students encounter technical difficulties. While it may sound obvious, technical problems are one of the main stumbling blocks of online learning. A study performed by Ahmad (2016) discovered a phenomenon that online learning which calls for a lot of practice for its software additionally reports boundaries whilst the gaining knowledge of learning system is implemented. All this adds to their frustration and reduces employee engagement, the learning experience is disrupted and they will probably abandon the course.

Another pertinent point is students are burdened with quota prices that are expensive, quota problems are often faced by students, quota prices that are pricey make students burdened because they have to buy quotas every month to take online learning and do the assignments given. Maybe right now there is a quota assistance from the government for students, but that assistance is no longer active, so students have to buy a quota with their personal money. Meanwhile, the number of courses that are carried out simultaneously, communication that is not smooth between teachers or lecturers and students can cause several problems such as course schedules that become irregular and teacher or lecture times that are not on schedule, this causes students to feel confused about which meeting to attend. Moreover, students' enthusiasm for learning has decreased, online learning that require students to study at home cause boredom and cause students to become bored. Futhermore, learning becomes less effective, students feel that online learning is less effective because they do not meet face to face, the delivery of material is somewhat disturbed when the internet connection is not stable and we as students feel that learning is not optimal so that the understanding of the material obtained is less effective.

In this case, a solution is needed to overcome these various problems so that students can participate in online learning effectively and efficiently. Based on the clarification above, it is comprehensible that online learning is an opportunity answer for the process of gaining knowledge, inclusive of for students within the Covid-19 pandemic situation. However in fact, it increases some of problems for students and all parties must be ready to enforce it. Therefore, this study is conducted to resolve the research problems. The researcher try to find out several solutions to keep in touch

between teachers and students in online learning. By doing this study, the researcher hopes that the end result of this study may be used as information for students, teachers, schools, and the government, to make guidelines in carrying out the online learning.

METHOD

The researchers used qualitative data in conducted the study. In this study, the researcher distributed a close ended questionnaire in the Google form to acquire the data and the results of the questionnaire were stated in the data findings using a qualitative data. Other questions were also developed by the researcher to get to know students' problem from questionnaire. There are 9 questions in the questionnaire that were distributed to the participants to collect their data. The data source was taken adaptively, researchers made a questionnaire in order to obtain research data relevant to the research topic. The researcher did the analysis through questionnaire method. The participants filled the questioner given by the researcher. The answer that researchers provided was Yes/No, and by the results of questionnaire, researcher can know what problems students have in online learning and can find out what the solutions to the problems are. This study involved participants who were students at a private university in Bandarlampung. It involves participants from English Education Study Program that consisted of 22 students that were selected as participants for this study. They consisted of 7 males and 15 females in 5th semester. They were selected as representatives of the English Education study program group at a university. Their problem were seen as a represent of the students' problem of the community and students.

FINDINGS AND DISCUSSION

The pandemic has modified many aspects of the community lifestyle. It also includes the teaching and learning system. Many teachers, lecturers and students need to do teaching and learning in online. Almost all students find some difficulties throughout online learning. In this study, the researcher performed the survey with the participants filled out the questionnaire through Google form that were provided. The variety age of participants is various start from 19-23 years old. Within the questionnaire, the participants were requested to provide their opinion regarding the implementation of online learning and the responses were greater than what the researcher has been

expected. The researchers have accumulated all the answer and got the end result from the sample. The result was shown in the following table.

Table 1. The student's responses regarding their online learning experience

No	Questionnaire	Yes	No
1	Has online learning given you any major problem?	91,7%	8,3%
2	Are all courses conducted online?	100%	0%
3	Are some courses conducted simultaneously?	24%	76%
4	Do you find it difficult (understanding material, communicating, doing assignments, etc) with online learning?	66,7%	33,3%
5	Do you find it difficult to access the education platform (technical difficulties) ?	52,9%	47,1%
6	Is online learning boring?	72%	28%
7	Do you feel your enthusiasm for learning has decreased?	64,7%	35,3%
8	Are you burdened because the quota price is expensive?	84%	16%
9	Is learning becomes less effective?	52,9%	47,1%

From the results of the first questionnaire, it was found that the result shows 91,7% of them experienced problems in online learning and this mean that they felt the impact which make them overwhelmed in online learning. The presence of the corona virus has an effect on the education sector (Rajab, 2020), this can be happend because the transition from conventional learning to online laearning gave the strong impacts towards students. Rahardjo and Pertiwi (2020) asserted that several studies also have found a phenomenon that the COVID-19 pandemic has a major impact toward the education sector. There were many students have not comprehend and capable in doing online learning since it was new system for them. 8,3% from the participants stated that they did not experienced problems in online learning. It means that the rest of students were have been accustomed to the online system so that they do not have any trouble while following the online laerning. In the second questionnaire we can clearly see that 100% of students do full online learning in all courses, because as we can see that the current condition is still imposible for us to conduct offline learning as usuall. Distance

learning is an education system in which students are separated from educators and the learning process used various sources through Information and Communication Technology. In practice, the distance learning system is applied through an online learning approach (Chun, Kern, and Smith, 2016). We do not know when this pandemic will end, so the best step for education field to keep going is to make online learning as the answer for this problem.

In addition, From the data of the third questionnaire, it can be said that 24% of students stated "Yes" to this questionnaire, they felt that several courses were carried out simultaneously in online learning because the shcedule were not structured. In this case, there was a time where a teacher or lecturer gave an information about the subject schedule to students for instance, it is on Monday at 9.00 am. Then other teachers or lecturers also gave a schedule at the same time without realized it because they teach different subject. Communication that is not smooth between lecturers and students can cause several problems such as irregular lecture schedules and lecture times that are not on schedule. Another cases also happend during the online learning for example, in a day there are 2 to 3 courses, sometimes the teacher likes to start classes not according to schedule, so that in the end the class still continues and is dragged into the schedule of other courses. So here, only the students who know it and it makes them confused toward the schedule system. On the other hand, around 76% of students stated "No" meaning that their courses were not held simultaneously. As for the fourth questionnaire, As many as 66.7% indicated that many students had difficulty in understanding material, communicating with teacher or lecturer related to courses and doing assignments. Of the other 33.3% students stated that they did not have difficulty toward the statement. Research conducted by Rahma, et. al (2021) showed the results that many students were dissatisfied with the implementation of online learning, teachers were also less able to convey learning materials well, unstable internet signal and large quota expenditures. At this point, it means that online learning has its own problems in this aspect, because the way lectures provide and explain material in online learning is different from offline learning.

Regarding the question, "Do you find it difficult to access the education platform (technical difficulties)?"?, there are quite a lot of students, namely around 52.9% stated that they felt difficulties when accessing the platform or technical difficulties, it can be the signal that is hard to get or the large file that students need to download. In fact that not all students live in urban area, there are also several students who live in faraway

rural area that are not blanketed with the aid of the internet, their cell network is occasionally unstable, due to the geographical area that's pretty a long way from the signal coverage. Sadikin and Hamidah's research (2020a) revealed that there are some remote areas and do not have good or adequate internet access to support the implementation of online learning, and because of that it shows a different tendency. Moreover, In the table 6 above, around 72% of students agreed that online learning is boring, not only is the circumstance different from offline learning but also the material explained by the teacher or lecture makes it difficult for students to understand and comprehend it. Online learning has been implemented since the beginning of the COVID-19 pandemic. This means that it has been more than a year that students have studied online from home without the direct presence of a teacher. They are forced to adapt to the new system and learn independently. As a result, many students feel they do not like distance learning because it is difficult to focus and understand lessons without teacher assistance. However, other students around 28% disagree that online learning is boring.

Furthermore, around 64.7% of students felt that their enthusiasm for learning had decreased due to online learning. It cannot be denied that the problems students faced make them feel surfeited and do not have a strong desire to following the courses. The lack of supporting technical facilities, poor mastery of technology and the interaction of knowledge transfer that does not occur directly also can reduce the enthusiasm for learning of students in general. While as many as 35.3% students stated that their interest in learning had not decreased, meaning that they were still enthusiastic through this online learning. In the table number 8, it showed the results about 84% of students agreed that they are burdened because of the quota price is pricey, they felt that their money ran out quickly just because to buy internet quota so they could participate in online learning, while about 16% of the other students felt that they were okay with the quota price which quite expensive. A study conducted by Herliandry, Enjelina, & Kuswanto (2020) also stated that the current obstacle that is most often faced is the ability of parents to provide online education facilities such as the internet network which costs a lot of money.

For the results of the last question, "Is learning becomes less effective"? around 52.9% agreed. Those who answered yes to this statement were certainly the students which faced many problems during online learning, they think that if the problems keep emerge then how we as the students get an understanding towards the material given.

Meanwhile, for other students who disagreed with learning to be less effective, as many as 47.1% agreed with the statement since they do not have any problem during online learning. Online learning is a very helpful learning media that can overcome the problems of the world of education during the COVID-19 pandemic. Therefore, in order to keep learning, online learning is the best choice in the midst of the COVID-19 pandemic (Reimers, 2020). However, online learning also has its weaknesses, especially if the framework used is still traditional, namely the teacher only gives material, students listen, then do the assignment. Often teachers are frustrated because their students suddenly disappear from the screen. Because they are not in the same room, it is not possible for a teacher to control the classroom in the same way as face-to-face learning. In addition, online learning also requires a stable network and adequate gadgets for both teachers and students themselves.

To reduce the obstacles in online learning faced by students, the researcher has discovered some solutions that can be implemented. To begin with, in order to solve the problem of students who difficult to understanding material, poor communication between educators and students and also to conquer the problem that learning becomes less effective, teachers or lecturers must implement offline class twice a week, and divided into two sessions to keep it conducive. With the implementation of this offline class, students can ask questions, discuss and seek information from the teacher regarding things that are not understood during the online class. A study conducted by Utomo, et. al (2020) also stated that to overcome the problem of learning difficulties is to use the face-to-face method by using a rotating or alternating system, during face-to-face learning, students in class may not exceed sixteen and are carried out every two days. In addition, for the problem of students encounter technical difficulties, teachers or lecturers can choose online courses that do not require much internal memory. Teachers or lecturers can use platforms with simpler operations, for instance WhatsApp application (Efriana, 2021). Efriana aslo asserted that teachers should prepare learning materials as attractive as possible to overcome the problem of students feel boring when following the class and students's enthusiasm for learning that has decreased. The teacher can present the subject matter in the form of powerpoint slides accompanied by learning videos that will feel more interesting for students. As for the case that students burdened because the quota price is not cheap, the government must extend the quota assistance for students so that they can continue to follow the online learning.

CONCLUSION

Online learning is the excellent strategy to keep teaching-learning process for the duration of this pandemic and online learning is indeed the answer to the sustainability of the gaining knowledge of process throughout the COVID-19 outbreak. The state of affairs that arose due to the Covid-19 pandemic requires teachers or lecturers to use all available media to assist online learning. Numerous applications with numerous functions can be the choice of teachers or lecturers in enforcing online learning. The implementation of online learning throughout the Covid-19 pandemic as the part of distance learning has numerous problems and those problems are experienced by students. The problem faced by students encompass (1) students difficult to understanding materials, (2) students encounter technical difficulties, (3) limited internet quota, (4) poor communication, and (5) learning becomes less effective. The ones numerous troubles can be conquer by enforcing some solutions that researcher has discovered, namely (1) teachers or lecturers must implement face to face class twice a week, (2) teachers should use platforms with simpler operations in online learning, (3) teachers or lecturers should provide a material that is interactive, dynamic and attractive and (4) the government must extend the quota assistance for students. In relation to the finding of this research, further researchers are highly suggested to investigate the same topic in different regions or even using more participants so that more comprehensive insight will be gained as well.

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