

Analysis of Game Based Learning to Improve Javanese Script Writing Skills in Elementary Schools

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Article History

accepted 1/2/2026

approved 1/3/2026

published 31/3/2026

Abstract

The implementation of the Merdeka Curriculum emphasizes student-centered learning, in-depth learning, and the use of technology to support the optimal achievement of learning outcomes. However, in Javanese language learning in elementary schools, especially in Javanese script writing skills, various problems are still found, such as low learning motivation, limited innovative learning media, and the dominance of conventional methods. These conditions have an impact on the suboptimal psychomotor skills of students. This study aims to systematically analyze the results of previous studies related to the application of Game-Based Learning in learning, particularly those relevant to improving Javanese script writing skills in elementary schools in the context of the Merdeka Curriculum. The research method used is a Systematic Literature Review (SLR) by examining national articles that are in line with this study. The review process was carried out through the stages of identification, screening, eligibility, and inclusion of articles. The results of the review show that Game-Based Learning is consistently able to increase motivation, active involvement, and learning outcomes of students, especially in the psychomotor domain such as writing skills. In addition, this approach is effective in presenting complex Javanese script material in a more concrete, interactive, and enjoyable way, which is in line with the learning principles in the Merdeka Curriculum.

Keywords: *Game, Writing, Javanese script*

Abstrak

Implementasi Kurikulum Merdeka menekankan pembelajaran yang berpusat pada siswa, pembelajaran mendalam, dan penggunaan teknologi untuk mendukung pencapaian hasil belajar yang optimal. Namun, dalam pembelajaran bahasa Jawa di sekolah dasar, khususnya pada keterampilan menulis aksara Jawa, masih ditemukan berbagai masalah, seperti motivasi belajar yang rendah, media pembelajaran inovatif yang terbatas, dan dominasi metode konvensional. Kondisi ini berdampak pada keterampilan psikomotorik siswa yang suboptimal. Penelitian ini bertujuan untuk menganalisis secara sistematis hasil penelitian sebelumnya yang berkaitan dengan penerapan Pembelajaran Berbasis Game dalam pembelajaran, khususnya yang relevan dengan peningkatan keterampilan menulis aksara Jawa di sekolah dasar dalam konteks Kurikulum Merdeka. Metode penelitian yang digunakan adalah Tinjauan Pustaka Sistematis (SLR) dengan meneliti artikel-artikel nasional yang sesuai dengan penelitian ini. Proses tinjauan dilakukan melalui tahapan identifikasi, penyaringan, kelayakan, dan inklusi artikel. Hasil tinjauan menunjukkan bahwa Pembelajaran Berbasis Game secara konsisten mampu meningkatkan motivasi, keterlibatan aktif, dan hasil belajar siswa, khususnya pada ranah psikomotorik seperti keterampilan menulis. Selain itu, pendekatan ini efektif dalam menyajikan materi aksara Jawa yang kompleks dengan cara yang lebih konkret, interaktif, dan menyenangkan, yang sejalan dengan prinsip-prinsip pembelajaran dalam Kurikulum Merdeka.

Kata kunci: *Game, Menulis, Javanese script*



INTRODUCTION

Education in Indonesia is currently implemented based on the Merdeka Curriculum, which emphasizes student-centered learning, deep learning (Permendikdasmen No. 13 of 2025), and the use of technology as part of 21st-century educational transformation. The Merdeka Curriculum provides educators with the flexibility to design contextual, meaningful learning experiences tailored to the characteristics and needs of students. Additionally, this curriculum promotes the strengthening of the Pancasila Student Profile through active, creative, and enjoyable learning. In the context of basic education, the Merdeka Curriculum is not only oriented toward the mastery of academic competencies but also toward the development of 21st-century skills, including critical thinking, creativity, collaboration, and cultural literacy. One form of implementing cultural literacy is through local content learning. Local content refers to subjects that provide students with the opportunity to develop skills and explore the potential of their region in line with its strengths and unique characteristics, particularly the Javanese language (Tri Widiyanti & Marmoah, 2023). (Ministry of Education, Culture, Research, and Technology, 2024) Javanese language learning plays a strategic role in preserving local culture, building students' identity, and instilling the values of local wisdom from an early age.

(Kurniati, 2015) Javanese language instruction in elementary school encompasses four language skills: listening, speaking, reading, and writing. Among these four skills, the ability to write in Javanese script is one of the most complex competencies. Writing Javanese script not only requires cognitive understanding of the forms and rules of writing the script but also involves psychomotor skills such as fine motor coordination, precision, and consistency of movement. This complexity often poses a challenge for elementary school students, especially when instruction is still conducted conventionally and lacks variety. (Hajar Loilatu et al., 2020) Various research findings indicate that elementary school students' Javanese script writing skills remain relatively low. This low proficiency is caused by several factors, including low learning motivation, limited learning materials that support Javanese script instruction, and the dominance of monotonous lecture-based and copying exercises. These conditions result in low active student engagement in learning, preventing learning objectives from being fully achieved. On the other hand, the development of digital technology presents significant opportunities for educational innovation.

The use of technology in learning aligns with the policy direction of the Merdeka Curriculum, which promotes the integration of technology as a means to create learning experiences that are more adaptive and relevant to the times. One technology-based learning approach that has been extensively studied and proven effective is Game-Based Learning (GBL). Game-Based Learning is an educational approach that integrates game elements into the learning process to create enjoyable, challenging, and meaningful learning experiences. Game-Based Learning is considered highly relevant for implementation at the elementary school level because it aligns with the characteristics of students who enjoy play-based, visual, and exploratory activities. Through game mechanics such as challenges, levels, scores, and immediate feedback, students are encouraged to actively engage in the learning process. Several studies have shown that Game-Based Learning can improve students' learning motivation, concentration, and learning outcomes, including in language learning and writing skills. In the context of Javanese script learning (Wahyu Agustin & Fauziah, 2025), Game-Based Learning has the potential to present abstract and complex material in a more concrete and easily understandable way through visualization and interaction.

Nevertheless, studies specifically examining the application of Game-Based Learning to improve Javanese script writing skills in elementary schools remain limited, particularly in the form of systematic literature reviews. Most research still focuses on

language learning in general or cognitive skills, while studies emphasizing the psychomotor domain and the preservation of regional scripts are still rarely found. Therefore, a Systematic Literature Review (SLR) is needed to map previous research findings, identify research trends, and identify research gaps regarding the application of Game-Based Learning in Javanese script writing instruction.

Based on the above, this article aims to systematically analyze research findings related to Game-Based Learning in elementary school education, particularly those relevant to improving Javanese script writing skills within the context of the Merdeka Curriculum. The results of this study are expected to provide a strong theoretical and empirical foundation for the development of Game-Based Learning-based Javanese language learning media, while also serving as a reference for educators and researchers in designing innovative, meaningful, and locally culture-preservation-oriented learning.

METHOD

This study employs the Systematic Literature Review (SLR) method, which is a research approach that involves systematically identifying, evaluating, and synthesizing the results of previous studies relevant to the research topic. The SLR method was chosen because it provides a comprehensive, objective, and structured overview of research developments, empirical findings, and trends in scientific studies regarding game-based learning in improving Javanese reading and writing skills in elementary schools. Additionally, SLR enables researchers to identify research gaps that can serve as a foundation for further research, particularly within the context of implementing the Merdeka Curriculum. A Systematic Literature Review differs from conventional literature reviews because it is conducted through planned, transparent, and replicable procedures. Therefore, this study adheres to standard SLR principles with clear stages, ranging from the formulation of research questions to the reporting of literature synthesis results. This approach is considered appropriate for examining the effectiveness of game-based learning methods, as this topic has been extensively studied using various methods, media, and learning contexts.

1. Desain Penelitian

Desain penelitian dalam SLR ini disusun berdasarkan kerangka kerja PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) yang meliputi empat tahapan utama, yaitu: identifikasi, penyaringan (screening), penilaian kelayakan (eligibility), dan inklusi (inclusion). Keempat tahapan tersebut digunakan untuk memastikan bahwa artikel yang dikaji benar-benar relevan, berkualitas, dan sesuai dengan tujuan penelitian. Tahap pertama, yaitu identifikasi, dilakukan dengan menelusuri berbagai sumber literatur untuk menemukan artikel-artikel yang berkaitan dengan pembelajaran berbasis game, keterampilan membaca dan menulis, serta pembelajaran aksara Jawa di sekolah dasar. Tahap kedua, penyaringan, dilakukan dengan menelaah judul dan abstrak artikel untuk menyeleksi artikel yang sesuai dengan fokus penelitian. Selanjutnya, pada tahap penilaian kelayakan, artikel yang lolos penyaringan dianalisis secara mendalam berdasarkan isi dan metodologi penelitian. Tahap terakhir, inklusi, menetapkan artikel-artikel yang memenuhi seluruh kriteria sebagai bahan utama dalam analisis SLR.

2. Formulation of Research Questions

To maintain the focus and direction of the study, this SLR research begins with the formulation of research questions. The research questions are formulated as follows:

- a. What are the characteristics of research on game-based learning in the teaching of the Javanese language and script in elementary schools?

- b. How effective is the game-based learning method in improving elementary school students' reading and writing skills in the Javanese script?
 - c. How relevant is game-based learning to the learning principles in the Merdeka Curriculum?
 - d. These questions serve as the basis for determining the literature search strategy, article selection criteria, and the data analysis and synthesis process.
3. Literature Review Strategy

The literature review was conducted using several national and international scientific databases, including Google Scholar, Garuda, DOAJ, and ERIC. These databases were selected because they offer a wide range of articles in the field of education, particularly elementary education and the development of educational media. The search was conducted using a combination of keywords in Indonesian and English, such as Game-Based Learning, game-based learning, reading skills, writing skills, Javanese script, Javanese language, and elementary school. The use of keyword combinations was intended to maximize the retrieval of relevant articles and avoid overlooking important studies that use different terms but share the same focus. The literature search was limited to articles published within a specific timeframe to ensure the study remains relevant to current research developments and educational policies, particularly the Merdeka Curriculum.
4. Inclusion and Exclusion Criteria

To ensure the quality and relevance of the articles reviewed, this study established inclusion and exclusion criteria. The inclusion criteria include: (a) empirical research articles discussing game-based learning or the use of game based media in learning; (b) studies conducted at the elementary school level; (c) articles discussing reading and/or writing skills, particularly in the learning of the Javanese language or Javanese script; and (d) articles available in full text. The exclusion criteria include: (1) conceptual articles or theoretical studies without empirical data; (2) research conducted at educational levels other than elementary school; (3) articles not relevant to game-based learning; and (4) articles that are not fully accessible. The establishment of these criteria aims to maintain consistency and objectivity in the article selection process.
5. Article Selection Procedure

The article selection procedure is conducted in stages in accordance with the SLR design. During the identification stage, all articles obtained from the search results are recorded and documented. Next, the screening stage is conducted by reviewing the titles and abstracts to assess initial relevance to the research topic. Articles that pass this stage are then analyzed in depth during the eligibility assessment stage by examining the research objectives, methods used, research subjects, and key findings. Articles that meet all inclusion criteria are designated as final articles to be analyzed in the SLR. This procedure is carried out systematically to minimize selection bias and ensure that the review results truly reflect the existing research landscape.
6. Data Analysis and Synthesis Techniques

Data analysis in this study was conducted using a qualitative descriptive approach through thematic synthesis. Each selected article was analyzed to identify research characteristics, including year of publication, research methods, type of game-based media, research subjects, and the focus on reading and writing skills. Subsequently, findings from various articles were grouped into main themes relevant to the research objectives. Synthesis was performed by

comparing and integrating research results to obtain an overview of the effectiveness of game-based learning. This process not only summarized the research results but also examined similarities, differences, and trends in findings across studies.

7. Research Validity and Reliability

To ensure the validity and reliability of the study’s findings, this research employed a systematic and transparent SLR procedure. Each stage of the research was conducted consistently in accordance with established criteria. Additionally, the researchers cross-checked the suitability of the articles and the interpretation of the findings to minimize subjectivity in the analysis. By using the Systematic Literature Review method, this study is expected to make a strong scientific contribution to understanding the effectiveness of game-based learning in improving Javanese reading and writing skills in elementary schools, as well as providing a solid theoretical foundation for the development of future research and teaching practices.

RESULTS AND DISCUSSION

As research data, four (4) articles were selected based on criteria established by the researcher. A summary of these articles is presented in each table to highlight their characteristics and contributions. The analysis of these articles is aligned with the research questions focusing on the critical thinking skills of elementary school students in Boyolali Regency, as explained in each table presenting a summary of the identity of each article.

Table 1. First Article

DEVELOPMENT OF A MONOPOLY GAME BASED ON JAVANESE FOLKLORE TO IMPROVE READING AND WRITING SKILLS IN JAVANESE SCRIPT AMONG FOURTH-GRADE ELEMENTARY SCHOOL STUDENTS	
Authors (Istianah & Setyasto, 2023)	Research Objectives Developing a Monopoly-style game to improve reading and writing skills in the Javanese script
Research Methodology Research and Development (R&D) Borg and Gall	Media/Game Format Permainan monopoli edukatif
Subject Fifth-grade elementary school student	Skill Focus Reading and writing Javanese script
Key Findings of the Study The media has been found to be valid, practical, and effective in boosting student motivation and learning outcomes	Strengths and weaknesses It can help students focus on their studies, but this tool is still limited in terms of collaborative use
Relevance Serving as the foundation for the use of GBL based on board games in Javanese literacy instruction	

Table 2. Second Article

THE APPLICATION OF THE “MAKE A MATCH” LEARNING MODEL USING FLASH CARDS TO IMPROVE READING AND WRITING SKILLS IN JAWA SCRIPT AT ELEMENTARY SCHOOLS	
Authors (Rohmah & Shokib Rondli, 2023)	Research Objectives Implementing flashcards in Javanese literacy instruction
Research Methodology Qualitative Descriptive	Media/Game Format Flashcard
Subject Elementary School Students	Skill Focus Writing Javanese script with sandhangan
Key Findings of the Study There has been a significant improvement in students' learning outcomes and engagement in writing Javanese script	Strengths and weaknesses It can improve skills in writing Javanese script, but the platform has not yet been fully developed for digital use
Relevance Directly relevant to improving Javanese script writing skills	

Table 3. Article Three

THE EFFECTIVENESS OF USING JAVANESE SCRIPT DOMINO CARDS TO IMPROVE JAVANESE SCRIPT WRITING SKILL IN FIFTH-GRADE ELEMENTARY SCHOOL CLASSES	
Authors (Rois Bahtiar & Subrata, 2025)	Research Objectives Evaluating the effectiveness of Javanese script domino cards in game-based learning to improve the Javanese script writing skills of fifth-grade elementary school students
Research Methodology descriptive quantitative study with a one-shot case study design	Media/Game Format Domino Cards
Subject Fifth-grade elementary school student	Skill Focus Improving Javanese Script Skills
Key Findings of the Study The results indicate that the medium was deemed valid and received a positive response	Strengths and weaknesses The media used have a significant impact and are effective in learning, but they should be used alternately
Relevance Directly relevant to improving Javanese script writing skills	

Table 4. Article Four

GAME-BASED LEARNING METHODS TO IMPROVE READING AND WRITING SKILLS IN JAVANESE SCRIPT	
Authors (Qori Fatima et al., 2020)	Research Objectives To determine how effective game-based learning is in improving reading and writing skills in Javanese script
Research Methodology Experimental Research (Quasi-Experiment)	Media/Game Format Javanese Script Learning Game
Subject	Skill Focus

The children of the Al-Maun Orphanage	Improving reading and writing skills in Javanese script
<p>Key Findings of the Study Game-based learning is highly effective in improving Javanese reading and writing skills among children. Based on the results, the children's average scores improved, and only 8% scored below average (<75).</p>	<p>Strengths and weaknesses Game-based learning can improve reading and writing skills in Javanese script; however, the game-based materials used are not physical objects or apps, but rather consist solely of videos and interactive stories that serve as supplementary resources.</p>
<p>Relevance Directly relevant to improving Javanese script writing skills</p>	

Table 5. Article Five

METODE PEMBELAJARAN BERBASIS PERMAINAN UNTUK MENINGKATKAN KETERAMPILAN MEMBACA DAN MENULIS DALAM AKARBAH JAVA	
<p>Authors Febrianti & Hanifah Isnaini, (2023)</p>	<p>Research Objectives Assessing the effectiveness of game-based learning in improving Javanese reading and writing skills</p>
<p>Research Methodology Experiment (Quasi-experiment)</p>	<p>Media/Game Format A Javanese script learning game (video-based and interactive story)</p>
<p>Subject The children of the Al-Maun orphanage</p>	<p>Skill Focus Reading and writing Javanese script</p>
<p>Key Findings of the Study Game-based learning has proven effective in improving reading and writing skills in Javanese script; average scores have improved and are now only 8% below the passing score (<75)</p>	<p>Strengths and weaknesses Significantly improving reading and writing skills while making learning more engaging. Game-based media has not yet taken the form of apps or tangible media; it is still limited to videos and interactive stories.</p>
<p>Relevance This is highly effective for improving Javanese writing and reading skills through a game-based approach</p>	

CONCLUSION

Education in Indonesia is currently undergoing a major transformation with the implementation of the Merdeka Curriculum. This paradigm shift is not merely a change in curriculum structure, but a fundamental shift toward learning that is fully student-centered, emphasizes deep learning, and integrates technology as a key tool for achieving competencies. In the context of elementary schools, the Merdeka Curriculum provides educators with the flexibility to create contextual and meaningful learning spaces. One of the key pillars of this curriculum is the strengthening of cultural literacy through local content, where the Javanese language serves as a strategic tool for preserving local wisdom and building students' identity from an early age. However, a major challenge arises in one of the most complex competencies in the Javanese language: the skill of writing Javanese script.

Based on the analysis, the challenges of teaching Javanese script in elementary schools reveal that writing skills in Javanese script at the elementary school level remain relatively low. These skills require not only the cognitive ability to memorize symbols but

also involve intensive psychomotor aspects, such as fine motor coordination, precision, and consistent movement in forming the strokes of the script. The main problem identified is the dominance of conventional methods such as lectures and monotonous copying techniques, which ultimately lead to low learning motivation and minimal active student engagement in the classroom. This situation creates a gap between the curriculum's demand for active learning and the static reality on the ground, resulting in the potential of technology often being overlooked in the process of delivering this material, which is considered difficult and abstract.

The strategic role of Game-Based Learning (GBL): As a solution to these challenges, Game-Based Learning (GBL) has emerged as a highly relevant and effective approach. GBL is defined as a method that integrates game elements into the instructional process to create a learning experience that is both challenging and enjoyable. This approach aligns well with the developmental characteristics of elementary school-aged children, who naturally have a strong inclination toward play, exploration, and a preference for visual stimuli. Through game mechanics such as challenges, level progression, scoring, and immediate feedback, students are encouraged to engage both emotionally and intellectually. The results of this systematic literature review consistently demonstrate that GBL is effective in improving concentration and learning outcomes, particularly in transforming complex Javanese script material into more concrete concepts through interactive visualization.

A review of various empirical research articles provides a clear picture of the effectiveness of various forms of GBL media, including Board Games (Monopoly): Research by Rizka Istianah et al. (2023) shows that an educational adaptation of the Monopoly game based on folk tales can significantly improve the learning focus of fourth-grade students. This medium is not only theoretically valid but also practical in enhancing motivation and learning outcomes in the areas of reading and writing. Card-Based Media (UNO Flashcards and Dominoes): The use of game cards such as UNO Flashcards has proven effective in increasing third-grade students' interest and engagement, particularly in the topic of sandhangan. Similarly, the use of domino cards by Muhammad Rois Bahtiar et al. (2025) has proven effective in improving fifth-grade students' skills in writing Javanese letter pairs, as it provides space for students to learn through competitive yet educational social interaction. Digital and Interactive Media: Although some media are still physical in nature, the use of videos and interactive stories continues to demonstrate significant positive impacts. Findings by Whinny Qori Fatima et al. (2020) confirm that game-based learning is highly effective, with the majority of students (only 8% below average) able to exceed proficiency standards in reading and writing Javanese script.

Conceptually, the implementation of GBL is highly aligned with the principles of the Merdeka Curriculum. GBL facilitates the development of the Pancasila learner profile through creative and collaborative activities. This approach also addresses the challenges of digital transformation by leveraging technology as an adaptive learning tool. The effectiveness of GBL in the psychomotor domain underscores that writing skills need not be taught through pressure, but rather through stimulation that sparks students' curiosity. By transforming obstacles into challenges within the game, students no longer feel burdened by the complexity of Javanese script but instead feel challenged to master it as part of their achievements in the game.

The conclusions of this systematic literature review underscore the urgency for educators and education policymakers to begin prioritizing the development of GBL-based learning materials. The implications of this research suggest that the future success of Javanese literacy instruction hinges heavily on teachers' ability to design innovations that strike a balance between educational and entertainment elements. Recommendations include: Digital Media Development: There needs to be a transition from physical game media (such as cards and boards) to digital applications that are

more accessible and capable of providing more dynamic feedback. Educator Training: Educators need to be equipped with game-based instructional design skills so they can create a variety of challenges appropriate for students' cognitive levels. Further Research: In-depth studies focusing on long-term psychomotor aspects are needed to assess the extent of students' memory retention of Javanese script through this GBL method. Overall, Game-Based Learning is not merely a technological trend but a strategic necessity for preserving Javanese cultural literacy at the elementary level. Through an interactive, enjoyable, and student-centered approach, Javanese script writing skills can be optimally enhanced, while ensuring that local cultural values remain alive and relevant for the digital generation.

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