






# The Effect of THK-Based Interactive Indonesian Language Electronic Student Worksheet on the Reading Literacy Skills of Fourth-Grade Students at SDN 4 Banyuasri

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## Abstract

**Background:** Literacy issues in Indonesia represent a serious problem and are a primary focus for both the central and local governments. Reading literacy, in particular, must be addressed from an early stage, starting at the elementary school level.

**Aims:** This study aims to tackle elementary students' reading literacy challenges by implementing Tri Hita Karana (THK)-based Interactive Indonesian Language Electronic Student Worksheet (IIESW). The THK-based Interactive electronic student worksheet was chosen because it contains engaging reading materials, animated videos, and interactive quizzes that make learning enjoyable for students.

**Method:** This research employs a quasi-experimental method, conducted in three stages: preparation, implementation, and conclusion. The population, which also served as the sample, consisted of 38 students. Data collection was carried out using tests, while data analysis involved quantitative descriptive analysis and inferential analysis using one-way ANOVA.

**Results:** Based on the research that has been conducted, it was found that the use of THK-based IIESW has a significant influence on students' reading literacy skills, with a calculated  $f$  of 118.058 and a significance of 0.00.

**Conclusion:** Therefore, it can be concluded that there is a significant influence of THK-based IIESW on the reading literacy skills of class IV students at SDN 4 Banyuasri.

## A. Introduction

Literacy is a very important aspect in learning activities. Literacy refers to the ability to identify, understand, interpret, create, and communicate using various forms of written text. Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO, 2018). Furthermore, OECD (2019), defines literacy as the ability to understand, use, evaluate, reflect on and engage with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society. Literacy encompasses not only the cognitive skills of reading and writing but also the social practices and contexts in which these skills are embedded and used for specific purposes (Street, 2017). Luke (2018) also states that effective literacy involves the integration of four interrelated practices: breaking the code of texts, participating in understanding texts, using texts functionally, and critically analyzing and transforming texts.

One key aspect of literacy is reading literacy. Reading literacy is defined as the ability to understand, use, evaluate, reflect on forms of written text that are required by society and/or valued by individuals (Mullis, 2016). Cartwright et al. (2023) define reading literacy as a constructive and interactive ability that involves not only word forms and literal comprehension, but also requires the integration of cognitive capacities such as attentional flexibility and cognitive regulation to build coherence from complex texts.

Reading literacy is a fundamental skill that is very important in learning, especially in Indonesian language subjects. However, students' low reading literacy skills often become an obstacle in achieving learning goals. Therefore, innovation is needed in learning media, one of which is through interactive Electronic Student Worksheets based on the local wisdom of Tri Hita Karana (THK). THK itself is a philosophy in Balinese culture that prioritizes harmonious human relationships with God, fellow humans and the environment. This integration of THK is expected to create meaningful learning experiences and be able to improve students' reading literacy skills.

In 2023, the literacy competence of elementary school students in Indonesia was 61.53% (Kompas, 2023). The low literacy skills of elementary school students have also been found in several studies. In this research, it was stated that the average percentage of literacy skills mastered by elementary school students was still below 60% (Anggraeni, 2023; Harahap, 2023). The low literacy skills of elementary school students also occur in the province of Bali. Based on data obtained from the Satu Data Indonesia Bali Province website, it was found that the average literacy ability of elementary school students in Bali was 56.34% (Satu Data Indonesia Bali Province, 2022). These results indicate that the average literacy ability of elementary school students in Bali is lower than the average literacy ability of elementary school students in Indonesia. To overcome this problem various efforts have been made by various parties. One of these efforts is to hold various training programs for elementary school teachers to improve students' literacy skills (Sudiana, 2021; Sudiana, 2022).

Previous research relevant to this study includes: 1) Chen & Yang (2019) found that project-based learning incorporating digital worksheets significantly improved elementary students' reading comprehension and critical literacy skills compared to traditional instruction. 2) Huang & Chiu (2019) found that interactive e-book worksheets with immediate feedback features significantly enhanced reading comprehension and engagement among 4th-grade students. 3) Kurniati & Asrial (2021) found that STEM-based differentiated worksheets effectively improved reading literacy and scientific comprehension among 5th-grade students, particularly benefiting struggling readers. 4) Ammade's et al. (2023) study showed that implementing differentiated instruction through tailored student worksheets effectively improved the reading literacy of elementary students. Worksheets designed to accommodate different learning levels, interests, and profiles led to greater student motivation and reading comprehension outcomes. Based on these previous studies, the researcher has not found any study that implements Interactive Indonesian Electronic Student Worksheets based on Tri Hita Karana for fourth-grade students at SDN 4 Banyuasri, thus this research provides a notable level of novelty.

Interactive Indonesian Language electronic student worksheet (IIESW) offers an innovative approach to developing reading literacy in elementary education. The Tri Hita Karana concept comprising three harmonious aspects of spiritual (*Parhyangan*), social (*Pawongan*), and ecological (*Palemahan*) relationships provides a holistic and contextual learning framework (Pramerta, 2023). In digital format, these worksheets can deliver literacy materials that not only improve reading skills but also enrich students' understanding of cultural values and real-life contexts.

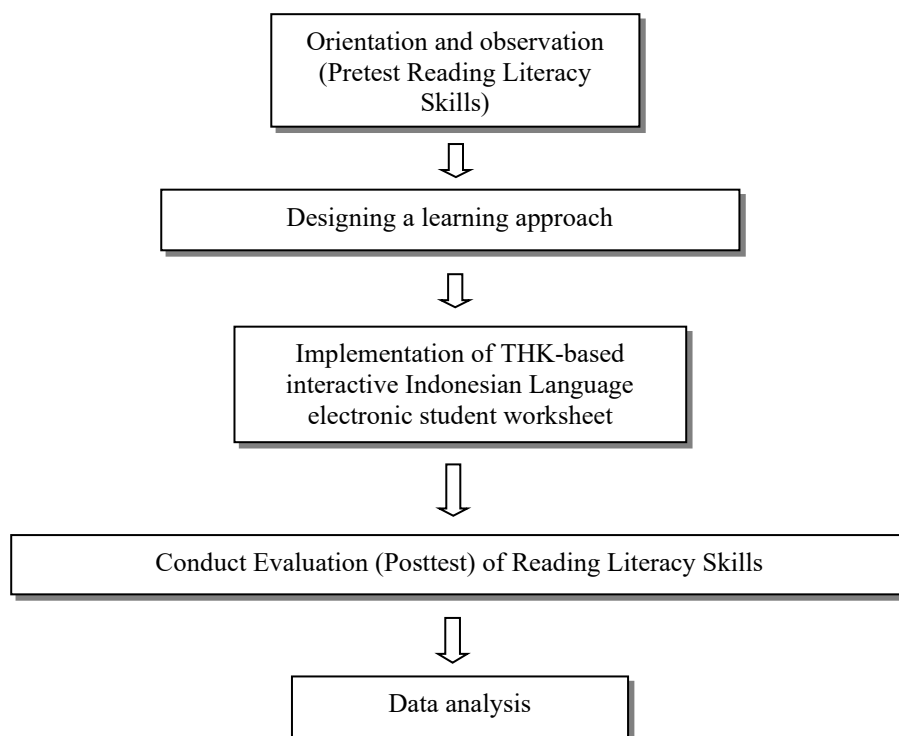
The IIESW enables the presentation of more dynamic and engaging literacy content. Through multimedia integration such as interactive images, folktale audio recordings, or documentary videos about local traditions, reading materials become more vivid and accessible. The *Parhyangan* aspect can be incorporated through inspirational texts about gratitude, *Pawongan* through stories about cooperation, and *Palemahan* through environmental-themed readings. This approach has the potential to transform reading activities from mere text comprehension to meaningful experiences of cultural values. The implementation of IIESW based on Tri Hita Karana aligns perfectly with 21st-century learning needs that emphasize digital literacy alongside character building. The electronic format allows for material personalization according to students' reading levels, while the Tri Hita Karana values ensure balanced development of cognitive and affective competencies. Thus, these worksheets serve not only as tools for improving reading skills but also as media for cultivating cultural awareness and environmental consciousness among young learners.

Based on the explanation above, elementary school students' reading literacy skills must be given serious attention from an early age. Therefore, this study aims to improve the reading literacy skills of grade IV elementary school students at SDN 4 Banyuasri by implementing THK-based IIESW.

## B. Research Methods

This study was experimental research using a One Group Pretest-Posttest Design. The population, which also serves as the sample in this research, consisting of 38 fourth grade students of SDN 4 Banyuasri. This study used simple random sampling. Based on the pretest that was conducted, it was found that students' reading literacy skills were classified as moderate.

This research activity began with an orientation and observation of students' reading literacy skills in the classroom at SD Negeri 4 Banyuasri. During this activity, the researcher also conducted a pretest of students' reading literacy skills to obtain a precise overview of the students' initial reading literacy skills in that class. After understanding the students' initial reading literacy skills, the researcher then designed an instructional process to improve the students' reading literacy skills. The instructional process design used by the researcher was the implementation of an IIESW based on Tri Hita Karana in the instructional process over eight sessions. After the instructional process was completed, the researcher conducted a posttest related to the students' initial reading literacy skills. Once the posttest was finished, the activity proceeded to the data analysis stage to determine the development of the students' reading literacy skills after the implementation of the IIESW based on Tri Hita Karana. An overview of this activity can be seen in Figure 1.



**Figure 1.** Research Procedure

The details of each of these steps are as follows.

### a) Research Preparation

- 1) Observations were conducted of the lesson plans and their implementation in the classroom, supplemented with interviews conducted with the class teachers. During these interviews, a central question was posed to explore if they had implemented any specific learning approaches, methods, or models that were different from their standard or commonly applied teaching practices.
- 2) A pretest was administered related to students' reading literacy skills.
- 3) Designing instructional materials using THK-based interactive electronic student worksheets in Indonesian learning.

### b) Research Implementation

At this stage, learning activities were carried out in eight meetings using THK-based interactive Indonesian electronic student worksheets.

**c) Final Research**

- 1) A posttest was administered on students' reading literacy skills after participating in learning using the THK-based IIESW.
- 2) Data were analyzed data on students' reading literacy skills.

The data collection method in this research used test, so the instruments used in this research are tests for students' reading literacy skills. The questions used in this study were short essay questions, with a total of ten questions. The data analysis method used in this research consisted of three stages. The first stage is data description analysis, by looking for the mean, median and mode of each dependent variable in this research. Next, the second stage is the analysis requirements test stage, namely the normality test of data distribution, variance homogeneity test, and correlation test between dependent variables. After the test analysis requirements are met, proceed with hypothesis testing. Hypothesis testing in this study used one-way ANOVA analysis. ANOVA analysis was chosen because this study sought the influence of one independent variable on one dependent variable.

**C. Results and Discussion**

**1. Results**

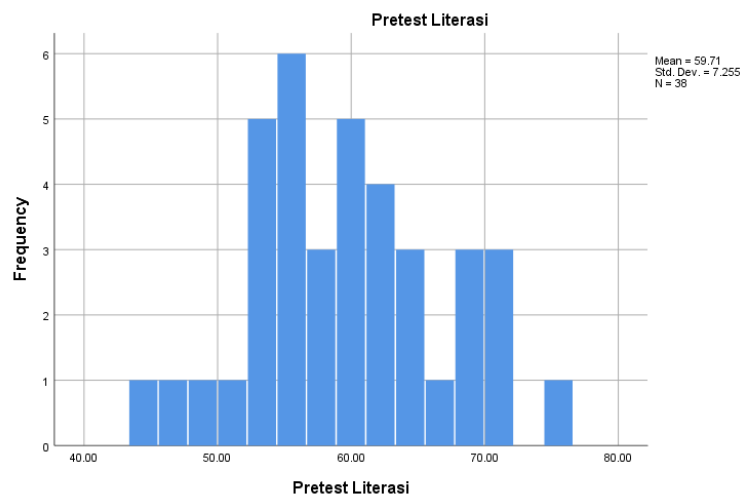
Based on the descriptive analysis that was carried out on the pretest and posttest data on the reading literacy abilities of class IV students at SDN 4 Banyuasri, the results showed that:

**Table 1.** Results of Descriptive Analysis

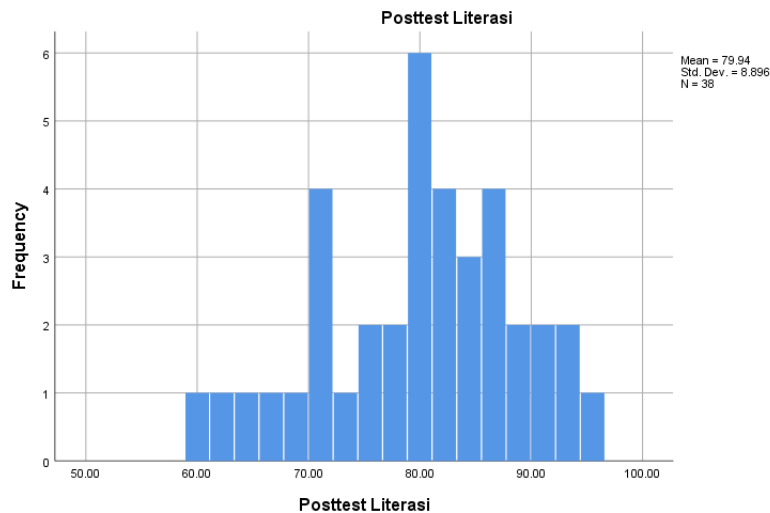
	<b>Pretest Literacy</b>	<b>Posttest Literacy</b>
Mean	59.71	79.94
Median	60	80
Mode	55.56	80
Std. Deviation	7.26	8.90
Variance	52.63	79.15
Range	31.12	35.56
Minimum	44.44	60
Maximum	75.56	95.56
Sum	2268.89	3037.77

Based on the table above, it is known that: The pretest data on students' reading literacy skills had an average of 59.71, a median of 60, a mode of 55.56, a standard deviation of 7.26, a variance of 52.63, a data range of 31.12, a minimum score of 44.44, and a maximum score of 75.56. for the posttest scores, students' reading literacy skills got an average of 79.94, a median of 80, a mode of 80, a standard deviation of 8.90, a variance of 79.15, a data range of 35.56, a minimum score of 60, and a maximum score of 95.56.

The distribution of data in the pretest and posttest groups for the reading literacy skills of class IV students at SDN 4 Banyuasri can be seen in the following histogram graph.



**Figure 2.** Histogram of Pretest Data Distribution



**Figure 3.** Histogram of Posttest Data Distribution

Figure 2 illustrates the pretest distribution, showing clustering at lower scores, while Figure 3 shows a rightward shift after the intervention. These results suggest that the THK-based interactive worksheet effectively enhances students' reading literacy.

The next step was conducting assumption tests for the research hypothesis. The test requirements carried out are the normality test of data distribution and the homogeneity of variance test. Based on the analysis that was carried out, the following results were obtained. The results of testing the normality of data distribution in this study were carried out with the help of the SPSS for Windows program. Based on the analysis that was carried out, it is found as follows.

**Table 2.** Data Distribution Normality Test Results

Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Literacy skills	Pretest	0.111	38	0.200	0.978	38	0.644
	Posttest	0.134	38	0.082	0.972	38	0.437

Table 2 shows that the significance value in the Kolmogorov-Smirnov column and the Shapiro-Wilk column is above 0.05, so it can be concluded that all groups of data in this study are normally distributed. After confirming that the data were normally distributed all groups of data in this study are normally distributed, the homogeneity of variance of the data groups produced in this study is then tested. The results are as follows.

**Table 3.** Results of the Homogeneity of Variance Test

		Levene Statistic	df1	df2	Sig.
Literacy skills	Based on Mean	1.102	1	74	0.297
	Based on Median	1.090	1	74	0.300
	Based on Median and with adjusted df	1.090	1	70.195	0.300
	Based on trimmed mean	1.089	1	74	0.300

Table 3 shows that the significance value in the based on mean column is 0.297. This indicates that the significance is greater than 0.05, so it can be concluded that the data group in this study has a homogeneous variance. Therefore, the analysis can be continued to the hypothesis testing stage using the one-way ANOVA test.

The hypothesis tested in this research states that: there is a significant influence of THK-based interactive electronic student worksheet Indonesian language on the reading literacy abilities of class IV students at SDN 4 Banyuasri. The results of hypothesis testing using one-way ANOVA in this study obtained the following results.

**Table 4.** Hypothesis Test Results Using One Way ANOVA

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	7778.638	1	7778.638	118.058	0.000
Within Groups	4875.743	74	65.888		
Total	12654.380	75			

Table 4 shows that the calculated F value is 118.058 with a significance of 0.000, so it can be concluded that the hypothesis which states that there is a significant influence of THK-based interactive electronic student worksheet Indonesian language on the reading literacy abilities of class IV students at SDN 4 Banyuasri is accepted.

## 2. Discussion

This discussion section will cover the implications, research contributions, limitations, and suggestions. The presentation is as follows.

### 2.1 Implications

This research found that there was a significant influence of THK-based interactive electronic student worksheet Indonesian language on the reading literacy skills of class IV students at SDN 4 Banyuasri with a calculated F value of 118.058 with a significance of 0.000. The results of this research are in line with the results of research conducted by [Simamora & Asri \(2024\)](#) which found that the completeness of student learning outcomes was 100% with an N-Gain score of 0.5 (medium category) and the overall student response questionnaire results were 97.61%, which is a very good category. This shows that the interactive electronic student worksheet Indonesian language is effective in teaching digital literacy skills to students.

The highly significant results of this study are strongly supported by contemporary international research. The work of [Scherer et al. \(2021\)](#), who confirmed that technology-based learning environments have a significant positive impact on student achievement ( $g = 0.58$ ), provides a robust theoretical foundation for the effectiveness of the e-worksheet. Furthermore, the finding that interactivity and cultural context drive engagement aligns with the research of [Hwang, et al. \(2020\)](#), who demonstrated that interactive multimedia with real-world contexts significantly enhances students' learning motivation and reading comprehension. The success of integrating local wisdom (THK) into the material is also corroborated by [Maesaroh & Suwarno \(2021\)](#), who empirically proved that learning materials incorporating local wisdom significantly improve students' critical thinking skills, a key component of advanced literacy.

The findings of this study carry significant practical implications for elementary school education, particularly in enhancing reading literacy. If the THK-based interactive e-worksheet proves effective, it can be directly implemented as an innovative teaching material at SDN 4 Banyuasri and similar schools. Teachers will have a practical and engaging tool to teach the Indonesian language, moving beyond conventional methods. This approach resonates with the principles of [Schmid & Petko \(2019\)](#), who found that digital technology is most effective when supporting student-centered and contextual pedagogy. For students, this interactive media can make the learning process more enjoyable and meaningful, thereby directly fostering their interest in reading and improving their reading comprehension skills. The ability of the e-worksheet to provide immediate feedback, a feature highlighted by [Guo, et al. \(2020\)](#), as crucial for sustaining engagement and promoting long-term information retention, makes it a powerful tool for personalized learning. This implementation can serve as a model for integrating local wisdom into the modern curriculum to address the challenge of low literacy rates in a digital era, ultimately fostering not only skilled readers but also culturally-grounded and critically-thinking individuals.

### 2.2 Research Contribution

The use of interactive electronic student worksheet Indonesian language based on Tri Hita Karana (THK) has been proven to have a significant influence on increasing the reading literacy of class IV students at SDN 4 Banyuasri. THK, as a Balinese philosophy that emphasizes harmony between humans, nature and God, is integrated into learning content to create a holistic approach. According to [Henriksen, et al. \(2016\)](#) technology is not just a tool for conveying information; it can create rich, contextual learning experiences. When integrated well, technology helps students build deeper and more meaningful connections with content, transforming learning from mere memorization to deep conceptual understanding. THK-based interactive electronic student worksheet Indonesian language utilizes interactive elements such as videos, animations and quizzes which are packaged with local wisdom values, so that students not only learn to read but also internalize cultural values. Tri Hita Karana, which consists of three harmonious concepts

*Parhyangan* (the relationship between humans and God), *Pawongan* (the relationship between humans and others), and *Palemahan* (the relationship between humans and nature) is highly important to teach in Indonesian language learning at the elementary level. This concept not only imparts Balinese local wisdom but also helps students understand the importance of maintaining balance in life. Through the Indonesian language, students can express their understanding of Tri Hita Karana both orally and in writing, making learning more meaningful and contextual.

Through *Parhyangan*, students are taught to always be grateful and responsible for God's blessings. In Indonesian language learning, this can be integrated through activities such as writing poetry or short stories with themes of gratitude. For example, students can be asked to describe the beauty of nature or daily blessings. This way, they not only develop language skills but also cultivate a positive spiritual attitude from an early age. *Pawongan* teaches the importance of cooperation, tolerance, and good communication among peers. In Indonesian language lessons, teachers can implement group discussions, storytelling, or role-playing to train students' communication skills. For instance, students can practice expressing opinions politely or listening to their friends' stories with empathy. This strengthens their social skills while instilling values of togetherness. *Palemahan* encourages students to love and care for the environment. Teachers can guide students in writing descriptions of their school environment or reflecting on their experiences in maintaining cleanliness. Such activities not only hone writing skills but also raise students' awareness of the importance of environmental conservation. Thus, Indonesian language learning becomes more relevant to real-life contexts.

By integrating Tri Hita Karana into Indonesian language learning, elementary students not only master language skills but also grow into individuals with strong character, cultural awareness, and environmental concern. These values will serve as a solid foundation for facing global challenges in the future while preserving local wisdom as part of their national identity. Therefore, Tri Hita Karana deserves a central place in the curriculum, especially at the elementary level.

Tri Hita Karana serves as the foundation for digital student worksheets in this study, the local wisdom of Tri Hita Karana is used as the basis for creating electronic student worksheets. The philosophy of Tri Hita Karana does not merely teach noble values but also provides a rich cultural context for reading materials. By designing interactive electronic student worksheet Indonesian language based on Tri Hita Karana, teachers can present literacy content that not only enhances reading skills but also fosters awareness of spiritual, social, and ecological harmony from an early age.

The *Parhyangan* principle can be integrated into interactive electronic student worksheet Indonesian language through inspirational texts about gratitude, religious role models, or narratives about togetherness in religious celebrations. For example, students can read short stories about the Nyepi tradition or Balinese ceremonies, then answer comprehension questions that connect the readings to spiritual values in their lives. This approach not only improves reading skills but also strengthens students' character through reflection on universal divine values. The *Pawongan* aspect offers opportunities to develop literacy materials emphasizing cooperation, empathy, and communication. Interactive electronic student worksheet Indonesian language can include interactive dialogues, stories about teamwork, or case studies of conflicts resolved wisely. By incorporating online discussion features or response columns, students can practice text comprehension while expressing their opinions in writing. Such activities promote applied literacy, where students are not just passive recipients of information but actively analyze and connect it to social realities. Meanwhile, the *Palemahan* principle can serve as an engaging theme for scientific or environmental literacy in interactive electronic student worksheet Indonesian language. Teachers can present short articles on forest conservation, infographics on waste recycling, or adventure stories highlighting ecological awareness. To deepen understanding, interactive electronic student worksheet Indonesian language can include small projects like creating tree-planting schedules or recording environmental observations. Thus, literacy extends beyond text, becoming a bridge for students to understand and interact with nature in tangible ways.

The use of Tri Hita Karana-based interactive electronic student worksheet Indonesian language also allows for personalized learning tailored to students' needs. Teachers can prepare texts with varying difficulty levels, embed supporting multimedia, or provide automated feedback through digital platforms. Additionally, this approach aligns with the School Literacy Movement promoted by the Ministry of Education while addressing character education challenges in the digital era. By designing interactive electronic student worksheet Indonesian language that integrates Tri Hita Karana values, schools produce not only skilled readers but also a generation with noble morals, social awareness, and environmental stewardship. Research by [Chen et al. \(2021\)](#) shows that digital teaching materials designed with a contextual

and cultural approach can increase students' motivation and literacy understanding. THK-based interactive electronic student worksheet Indonesian language presents texts related to daily life and the surrounding environment, so that students understand the material more easily. By combining technology and THK values, students not only develop reading skills but also build ecological and social awareness.

In addition, the interactivity in interactive electronic student worksheet Indonesian language allows students to learn independently with instant feedback. This opinion is in line with Mayer (2017), which states that a coherent presentation combining words and pictures guides cognitive processes to build better mental models, thereby enhancing comprehension. This effect is reinforced by the findings of Guo, et al. (2020), who confirmed that technology-enhanced, project-based learning environments such as those facilitated by this E-LKPD not only increase engagement but also long-term information retention. Thus, the strength of the E-LKPD lies in its ability to make abstract literacy material more concrete and easier to understand, which ultimately boosts students' reading comprehension skills.

More than just a cognitive tool, the THK-based E-LKPD successfully contextualized the literacy process within students' real lives and culture. The THK values (*Parahyangan, Pawongan, and Palembang*) integrated into the content and micro-project tasks provided a greater purpose and meaning for reading activities. Maesaroh & Suwarno (2021) empirically demonstrated that integrating local wisdom into learning materials significantly improves students' critical thinking skills. This is reinforced by Gay (2010), who emphasizes that culturally responsive education makes learning more relevant and motivating for students from that cultural background. This approach is also consistent with the principle put forward by Schmid & Petko (2019) that technology is most effective when used to support student-centered and contextual pedagogy. Therefore, the improvement in literacy is not only due to the digital media itself but also to the meaningfulness of the cultural content presented, which encourages the internalization of values alongside reading comprehension.

Holistically, this innovation not only builds basic literacy skills but also acts as a catalyst for developing 21st-century competencies. Through tasks in the E-LKPD such as creating narratives about maintaining harmony with nature (*Palemahan*) or presentations about cooperation (*Pawongan*) students are trained to apply their knowledge in real-world projects. Kokotsaki, et al. (2016) concluded in their review that Project-Based Learning (PjBL) is effective in fostering collaboration, communication, and critical thinking skills. This process, in turn, triggers Higher Order Thinking Skills (HOTS), similarly Leu et al. (2017) also found that the use of interactive digital media improves students' digital literacy skills, including the ability to analyze text and evaluate information. In the context of THK-based interactive electronic student worksheet Indonesian language, students not only practice reading but are also invited to reflect on THK values through trigger questions. This approach strengthens students' cognitive and affective abilities simultaneously. Thus, the THK-based E-LKPD functions as a platform that unites digital literacy, local wisdom values, and modern pedagogy to produce a comprehensive impact, equipping students not only to understand text but also to face real-world challenges.

### 2.3 Limitations

Although the research results show a significant influence, this study has several limitations that need to be considered. First, the research was limited to a single location, namely SDN 4 Banyuasri, with subjects involving only the fourth-grade students at that school. This limits the generalizability of the findings, which may not be directly applicable to other schools with different contexts and student characteristics. Second, the scope of the variables studied is also limited. This research focused solely on the effect of the e-Student Worksheet on reading literacy skills, without measuring other aspects that might also be influenced, such as learning motivation, social skills, or a deeper understanding of the THK values themselves.

A further limitation lies in the relatively short duration of the study. The intervention and data collection conducted over a specific period may not fully capture the long-term impact of using this e-Student Worksheet on students' literacy abilities. Furthermore, from a technological standpoint, this study depended on the availability and adequacy of digital devices and internet connectivity at the school. Limitations in technological infrastructure have the potential to hinder smooth implementation and could affect the outcomes if applied in schools with less adequate facilities.

### 2.4 Suggestions

THK-based interactive electronic student worksheets for Indonesian language are effective in improving the reading literacy of fourth-grade students at SDN 4 Banyuasri. The combination of technology, cultural

values, and a constructivist approach creates a dynamic and meaningful learning environment. This finding is relevant to UNESCO's (2018) recommendation regarding the integration of technology and local wisdom in education. For further research, it is recommended to develop THK-based interactive electronic student worksheets in Indonesian language learning by adding more varied texts and collaborative activities to optimize reading literacy and student learning outcomes.

#### D. Conclusion

Based on the research that has been conducted, it is concluded that there is a significant influence of THK-based interactive electronic student worksheet Indonesian language on the reading literacy skills of class IV students at SDN 4 Banyuasri with a calculated F value of 118.058 with a significance of 0.000. THK, as a Balinese philosophy that emphasizes harmony between humans, nature, and God, is integrated into the learning content to create a holistic approach. The THK-based Indonesian language interactive electronic student worksheets utilize interactive elements such as videos, animations, and quizzes packaged with local wisdom values, so that students not only learn to read but also internalize cultural values. Suggestions that can be given based on the research that has been conducted are that teachers are advised to develop innovative and interactive electronic Indonesian language student worksheets by using local wisdom that exists around the students, so that the learning process is more meaningful.

#### E. Acknowledgment

Thank you to the entire research team, principal, teachers and class IV students of SDN 4 Banyuasri who have assisted in carrying out this research, so that the research can be carried out smoothly and completed on time. Apart from that, thanks are also given to the Universitas Pendidikan Ganesha for providing the opportunity to conduct research, resulting in the completion of this paper or article.

#### F. Author Contribution Statement

NS contributed to this research as team leader who designed this research activity as well as drafted the research article. The contribution of SP, MD, and KR in this research was as data collectors in the field and coordinating with the fourth-grade teacher during the research process. Meanwhile, HS in this study contributed to the analysis of the research data.

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