International Journal of Educational Research Excellence (IJEREC)
https://ejournal.ipinternasional.com/index.php/ijerec

Volume 06, Issue 01, January-June 2027
e-ISSN:2830-7933
DOI: 10.55299/ijerec.v6i1.2141

The Effect of Gamification Based Interactive Learning Media on Students Motivation To Learn Indonesian Language

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Article history: received September 20, 2026; revised September 30, 2026; accepted Oktober 07, 2026

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Abstract

This study aimed to examine the effect of using gamification-based interactive learning media on the motivation to learn Indonesian in grade III students of SDN 03 Bilah Barat. In conventional learning processes, students tend to be passive and lack enthusiasm. Therefore, this study proposed gamification as a solution to increase student engagement. The gamification implemented in this study did not use digital technology but wais instead designed in the form of missions, challenges, and a simple reward system in the form of gold and silver star stickers. This study used a quantitative approach with experimental methods. The research subjects were 30 third-grade students at SDN 03 Bilah Barat, divided into two groups: an experimental class (the group receiving gamification media) and a control class (the group receiving conventional learning methods), each consisting of 15 students. Data were collected through observation, interviews, and a student learning motivation questionnaire. Data analysis was conducted using a t-test to compare differences in learning motivation between the two groups. The results showed a significant effect of the use of gamification-based interactive learning media on student learning motivation. The increase in learning motivation in the experimental group reached 47.01%, significantly higher than the control group's 4.58%. This finding indicates that gamification elements such as challenges, point systems, and rewards are effective in stimulating students' internal drive to learn, transforming boring learning tasks into engaging challenges. This success was further supported by learning outcome data, which showed that86.7% of students in the experimental class achieved the "Very High" category on their Student Worksheets (LKPD).

Keywords: **learning motivation, learning media, gamification, Indonesian**

I. INTRODUCTION

Indonesian language learning at the primary level serves as a foundational component in developing students' communicative competence and higher-order thinking skills. As the national language, Indonesian not only functions as a medium of everyday communication but also as a vehicle for cultivating logical, critical, and creative thinking through listening, speaking, reading, and writing activities. Among the core competencies at Grade III, constructing sentences from given words and images is essential for helping students understand basic syntax, coherence, and textual meaning (Abdulrahman et al., 2025).

Despite the centrality of the Indonesian language in the curriculum, many primary school classrooms still rely heavily on conventional teaching methods such as lectures and routine written exercises. Observations in SDN 03 Bilah Barat indicated that students often appeared passive, bored, and minimally involved during Indonesian lessons, which manifested in limited participation, low initiative to ask or answer questions, and weak persistence in completing tasks. This low motivation contributed to suboptimal learning outcomes, particularly in tasks requiring careful sentence construction aligned with pictures or story contexts (Uktamovna, 2025).

Motivation plays a pivotal role in determining the intensity and persistence of students' learning efforts. It encompasses both internal (intrinsic) drives—such as curiosity and interest—and external (extrinsic) factors—including rewards, recognition, and social expectations. Scholars note that motivated learners tend to show perseverance, resilience in facing difficulties, sustained interest in the subject, and independence in regulating their own learning. Conversely, when motivation is low, students are more likely to disengage, avoid challenging tasks, and experience stagnation in achievement (Marino Sihombing & Dumaris E. Silalahi, 2025).

One promising pedagogical innovation for addressing motivation issues is gamification, which is understood as the use of game elements in non-game activities to make tasks more engaging and meaningful. Whereas game-based learning typically designs full-fledged educational games, gamification embeds selected mechanics—such as missions, storylines, points, badges, and leaderboards—into existing instructional processes. In the context of language learning, gamification can transform routine exercises into mission-based tasks, provide immediate feedback, and offer visible progress indicators that reinforce students' sense of accomplishment (Chen & Keng, 2026).

Volume 06, Issue 01, January-June 2027
e-ISSN:2830-7933
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However, in many Indonesian schools, the use of digital technologies (e.g., computers, projectors, and internet-based platforms) remains constrained by limited infrastructure. SDN 03 Bilah Barat typifies this situation, with restricted access to devices and connectivity for digital gamified platforms. Teachers therefore need alternative strategies that can achieve similar motivational benefits using simple, low-cost materials available in the classroom. Analog gamification—relying on physical cards, story-based missions, and reward stickers—offers such a possibility (Suhaila et al., 2025).

In this study, gamification was operationalized through an interactive learning medium in which students undertook narrative "missions" to arrange shuffled words into coherent sentences and match sentences appropriately with images. Points were represented by gold and silver star stickers: gold stars (5 points) were awarded for correctly ordered sentences, and silver stars (5 points) were awarded for accurate picture-based sentence construction. These tangible rewards created visible progress and friendly competition, while the story framework framed tasks as challenges within a playful adventure rather than routine drills. The expectation was that such a design would stimulate both intrinsic motivation (enjoyment of the task) and extrinsic motivation (desire to gain recognition and rewards) (Nurmaxamatovna, 2025).

The central problem addressed in this study is whether the use of non-digital gamification-based interactive media can significantly enhance students' motivation to learn Indonesian compared to conventional instruction. Specifically, the main research question is: Does the use of gamification-based interactive learning media have a significant effect on the motivation to learn Indonesian among Grade III students at SDN 03 Bilah Barat in the 2025–2026 academic year?

This study aims to quantify the magnitude of motivational change in classes taught with gamified media versus those taught conventionally and to relate these changes to learning outcomes on a structured worksheet (LKPD). By doing so, it seeks to provide empirical evidence to guide teachers and school leaders, particularly in resource-limited settings, in adopting simple gamification strategies as part of their instructional repertoire. The findings are expected to contribute to the broader discourse on media selection, motivation, and language pedagogy by demonstrating that gamification can be effective even without sophisticated technology, provided that game elements are thoughtfully integrated into the design of classroom activities.

II. METHODS

A. *Research Design*

This study employed a quantitative approach with a quasi-experimental nonequivalent control group design. Such a design is suitable in educational settings where random assignment to conditions is impractical because classes are intact and cannot be reorganized for experimental purposes. Two pre-existing Grade III classes at SDN 03 Bilah Barat were designated as the experimental and control groups, respectively (Creswell, 2021).

The design can be represented as:

Experimental class: $O1$ - X – $O2$

Control class: $O3$ – $O4$

where $O1$ and $O3$ are pre-test measures of motivation, X denotes the treatment (gamification-based interactive media), and $O2$ and $O4$ are post-test measures. The effect of the treatment is inferred by comparing changes in motivation scores between the experimental and control groups.

B. *Participants and Setting*

This study was conducted at SDN 03 Bilah Barat, located in Tebing Linggahara Baru, Kecamatan Bilah Barat, Kabupaten Labuhanbatu, Nort Sumatra. The school operates under the Ministry of Education, Culture, Research, and Technology, and is a public primary school. The population for this study comprised all Grade III students in the 2025–2026 academic year, distributed across two classes: III A and III B.

Using purposive sampling, Class III A (15 students) was assigned as the experimental group and Class III B (15 students) as the control group. Both classes were similar in size and had comparable background characteristics based on initial observations and baseline motivation scores, which helped strengthen the internal validity of the comparison. Thus, the total sample size was 30 students.

C. *Instruments*

Three main instruments were employed:

Motivation Questionnaire

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A self-report questionnaire based on a four-point Likert scale (strongly agree, agree, disagree, strongly disagree) was used to measure students' motivation to learn Indonesian. Items covered indicators such as persistence in learning, resilience in facing difficulties, interest in Indonesian lessons, desire to participate actively, and independence in completing tasks. Positively and negatively worded items were included, with scoring adjusted accordingly to avoid central tendency bias. The instrument was developed based on established motivation theory and validated by expert review (class teacher) before use.

Student Worksheet (LKPD)
An LKPD was designed to assess students' ability to construct sentences from given words and images within a gamified lesson. In the experimental class, this worksheet was embedded within mission-based activities where successful completion yielded star stickers (points). In the control class, the same LKPD content was presented without gamification elements and used within conventional teaching. Scores from the LKPD were categorized into achievement levels (e.g., very high, high, moderate, and low) according to predetermined ranges.

Observation Sheet
A structured observation checklist was employed to capture teacher and student behaviors related to the implementation of gamification-based media. Indicators included clarity of mission presentation, alignment of tasks with students' abilities, provision of guidance and feedback, time management, and the use of points and rewards to provide motivation. Observations were conducted across multiple sessions to ensure consistency and to triangulate the quantitative findings.

D. *Procedures*
The study was conducted in three stages: pre test, treatment, and post test.

Pre-test
Before the intervention, both the experimental and control classes completed the motivation questionnaire to establish baseline motivation levels ($O1$ and $O3$). The pre-test allowed verification that the two groups were relatively equivalent in motivation before the treatment and provided data for later computation of change scores.

Treatment
The treatment phase spanned four classroom meetings. In the experimental class, two central sessions (second and third meetings) implemented gamification-based interactive media. The teacher introduced the lesson as a story-based mission, explained the rules for earning gold and silver star stickers, and distributed the LKPD containing sentence-construction challenges. Students worked individually or in small groups to complete missions, receiving immediate feedback and accumulating points as a function of their success. A leaderboard-style recognition (e.g., "Best Sentence Builder" badge) was awarded to students with the highest point totals.
In the control class, conventional instruction was used: the teacher explained sentence construction via lecture, provided example sentences on the board, and then asked students to complete the same LKPD without narrative framing, points, or reward stickers. Guidance and feedback were provided, but no explicit competition or gamified progression was built into the activities.

Post-test
After the treatment, both classes again completed the motivation questionnaire ($O2$ and $O4$). LKPD scores and observational data were collected and compiled. These data were then subjected to descriptive and inferential analysis to determine whether the gamification-based media produced statistically and educationally meaningful changes in motivation and learning outcomes compared to the conventional approach.

E. *Data Analysis*
Data analysis proceeded in several steps. First, descriptive statistics (mean, total scores, categories) were computed for pre test and post test motivation scores in both groups. Score ranges were mapped to categories such as "high," "moderate," and "low" motivation, enabling interpretation of qualitative changes in students' motivational status. Second, the differences between the pre test and post test means were calculated to obtain percentage increases in motivation for each group.
Prior to hypothesis testing, assumptions of normality and homogeneity of variance were examined using appropriate statistical tests (e.g., Kolmogorov–Smirnov, Levene's test) with common software support. Once the assumptions were satisfied, an independent-samples t-test was applied to compare post-test motivation scores between the experimental and control groups. The decision rule was to reject the null hypothesis if the computed t-value exceeded the critical t-value at a significance level of 0.05, indicating a significant effect of the gamification treatment.

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Achievement data from the LKPD were analyzed descriptively using frequency distributions and mean scores, grouped into categories reflecting levels of mastery.

III. RESULTS AND DISCUSSION

A. *Descriptive Results for Motivation*

The analysis of motivation data showed clear differences between the experimental and control classes before and after the intervention. Table 1 summarizes the mean scores, categories, and percentage changes in motivation for both groups.

Table 1. Mean Motivation Scores and Percentage Increase

Group	Pre-test Mean	Category (Pre)	Post-test Mean	Category (Post)	Percentage Increase
Experimental	93.6	Moderate	137.6	High	47.01%
Control	94.32	Moderate	98.64	Moderate	4.58%

Before the treatment, both groups exhibited similar mean motivation scores in the moderate category (93.6 for the experimental group and 94.32 for the control group). This similarity supports the assumption of initial equivalence, suggesting that any subsequent divergence can be attributed to different instructional approaches rather than pre-existing motivational differences.

After the intervention, the mean motivation score of the experimental group increased substantially to 137.6, elevating it into the high category and indicating strong motivational gains. By contrast, the mean of the control group rose slightly to 98.64 but remained within the moderate category, reflecting only marginal improvement. The calculated percentage changes further highlight the contrast: a 47.01% increase in motivation for the experimental group versus a 4.58% increase for the control group (Picarima et al., 2025).

B. *Learning Outcomes from LKPD*

The LKPD data align with the motivational findings, showing higher achievement among students exposed to gamification-based media. In the experimental class, 86.7% of students achieved the “very high” category on the LKPD, and the class mean fell within the “very high” range. This indicates that most students not only felt more motivated but also translated that motivation into improved performance on sentence-construction tasks (Mubtadi’in, 2025).

In the control class, achievement levels were more varied: approximately 26.7% of students attained the “high” category, approximately 60% fell into the “moderate” category, and 13.3% were in the “low” category. The overall mean achievement in the control group remained lower than that in the experimental group, suggesting that conventional instruction did not produce comparable gains in mastery of the targeted skill (Resma et al., 2025).

C. *Inferential Analysis*

The independent-samples t-test comparing post-test motivation scores between the experimental and control groups indicated a statistically significant difference at the 0.05 level. This result supports the rejection of the null hypothesis and acceptance of the alternative hypothesis that the use of gamification-based interactive learning media has a positive and significant effect on students’ motivation to learn Indonesian. Given the large effect in percentage terms and the shift in motivational category, the difference is not only statistically but also educationally meaningful (Sadaf et al., 2025).

D. *Interpretation and Theoretical Alignment*

The substantial improvement in motivation within the experimental class can be interpreted through the lens of motivation theory and gamification principles. The gamified media introduced clear missions, structured challenges, and immediate feedback through star stickers, which functioned as points and badges. These elements addressed students’ need for competence by allowing them to experience success in manageable tasks and see tangible evidence of their progress (Adnyani & Budiarta, 2021).

Autonomy was supported by giving students meaningful roles in completing missions and some flexibility in how they approached tasks, either individually or collaboratively. Relatedness was fostered through social comparison and cooperative aspects embedded in classroom dynamics, including recognition of high-performing students and collective celebration of achievement. These features align with self-determination theory, which posits that the satisfaction of autonomy, competence, and relatedness enhances intrinsic motivation and sustained engagement (Win & Jeffrey Dawala Wilang, 2025).

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e-ISSN:2830-7933
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The non-digital nature of the gamification strategy is noteworthy. Instead of relying on computers or online platforms, the teacher used physical materials (star stickers, printed LKPD, and handwritten leaderboards) to implement game mechanics. This demonstrates that gamification is fundamentally a matter of design rather than technology and can be implemented in schools with limited digital infrastructure. The tactile experience of collecting stickers and the visual representation of points on paper or a board may even offer specific advantages for young learners, who often respond strongly to concrete and visible rewards (Bandalaria, 2025).

The contrast between the experimental and control classes also underscores the limitations of conventional approaches that emphasize teacher explanation and routine written practice without explicit motivational framing. While some improvement in motivation occurred in the control group, possibly due to repeated exposure and teacher support, it was modest and did not elevate students into the high motivational category. Without engaging elements such as mission narratives, competitive yet friendly challenges, and symbolic rewards, students may perceive tasks as obligatory rather than exciting, reducing their willingness to invest effort (Utami et al., 2025).

These findings resonate with previous research reporting positive effects of gamified tools such as Quizizz and Kahoot on motivation and achievement, although the present study differs in its low-tech approach. The convergence of results across technological and non-technological implementations suggests that the core gamification mechanics—rather than the hardware or software—account for the motivational benefits. Moreover, the successful application in a primary Indonesian language classroom indicates that gamification can be adapted across subjects and age groups, provided that the tasks are tailored to developmental levels and curriculum goals.

E. *Practical Implications*

For teachers, the study offers a concrete example of how to reframe traditional exercises into gamified activities using readily available materials. Designing mission cards, setting clear point rules, and establishing simple recognition systems (e.g., “Best Sentence Builder” badges) can be integrated into daily lesson plans without requiring extensive training or resources. These practices may be particularly valuable in rural or under-resourced schools where digital innovations are difficult to implement but motivational challenges are acute.

For school leaders, the results support promoting gamification as an institutional strategy to enhance learning climate and student engagement in language subjects. Incorporating gamified elements into learning modules and encouraging teachers to share best practices can create a culture of playful yet purposeful learning. At the policy level, the study hints at the potential for integrating gamification principles into curriculum documents and teacher professional development programmes, emphasizing the alignment between national goals for active, creative learners and classroom-level practices that make learning enjoyable and rewarding.

F. *Limitations and Suggestions for Future Research*

The study’s limitations include its relatively small sample size and restriction to a single school, which may limit generalizability to other contexts. Additionally, the focus was on short-term changes in motivation and immediate learning outcomes, leaving open the question of whether gamification effects are sustained over longer periods. Future research could expand the sample across multiple schools, examine different grade levels and subjects, and explore longitudinal impacts of repeated gamified instruction on broader aspects of learning such as self-regulation, creativity, and language proficiency. Comparative studies between digital and non-digital gamification could also clarify the unique contributions of technology versus design in shaping motivational dynamics.

IV. CONCLUSIONS

This study demonstrates that gamification-based interactive learning media, implemented using simple non-digital resources, significantly enhances Grade III students’ motivation to learn Indonesian at SDN 03 Bilah Barat. The experimental class showed a marked increase in motivation—from a moderate to a high category—accompanied by substantial gains in worksheet-based achievement, with the majority of students reaching a very high level of performance. In contrast, the control class, taught with conventional methods, exhibited only modest motivational improvement and more varied achievement levels. The findings confirm that integrating narrative missions, challenges, and point-based rewards into language lessons can transform routine tasks into engaging experiences that stimulate both intrinsic and extrinsic motivation. They also highlight that such gamification can be effectively realized without digital technologies, making it a viable strategy for resource-limited primary schools. Teachers and school leaders are encouraged to adopt and adapt non-digital gamification approaches in Indonesian language instruction and beyond, while future research extends this work across diverse contexts and over longer timeframes.

AI Usage Statement

The author declares that no generative AI was used in the preparation, analysis, interpretation of data, or writing of this article.

Volume 06, Issue 01, January-June 2027
e-ISSN:2830-7933
DOI: 10.55299/ijerec.v6i1.2141

Author Contribution Statement

For research articles with several authors, a short paragraph specifying their individual contributions must be provided. The following statements should be used “Conceptualization, P.P. and S.; methodology, P.P.; software, P.P.; validation, P.P., S. and R.K.; formal analysis, P.P.; investigation, P.P.; resources, P.P.; data curation, P.P.; writing—original draft preparation, P.P.; writing—review and editing, P.P.; visualization, P.P.; supervision, P.P.; project administration, P.P.; funding acquisition, S. All authors have read and agreed to the published version of the manuscript.” Authorship must be limited to those who have contributed substantially to the work reported

Funding Statement

"No external funding was received for this study."

Ethical Compliance

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and the 1964 Declaration of Helsinki and its later amendments or comparable ethical standards.

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The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

ACKNOWLEDGEMENTS

The author thanks all people in most cases, sponsors and support ers for their acknowledgments.

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Volume 06, Issue 01, January-June 2027
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DOI: 10.55299/ijerec.v6i1.2141

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