



ANALYSIS OF FACTORS CAUSING LOW READING COMPREHENSION SKILLS OF ELEMENTARY SCHOOL STUDENTS

Aulia Safitri¹, Yeti Heryati², Dede Mardiah³

¹ Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia

² Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia

³ Universitas Muhammadiyah Tasikmalaya, Tasikmalaya, Indonesia

Email : auliasafitri4115@gmail.com

Abstract

Reading comprehension is a crucial competency for upper-grade elementary school students, yet low mastery levels remain a widespread educational challenge. This study aims to analyze and map the internal and external factors that cause low reading comprehension skills among elementary school students. The research employs a literature review method with a qualitative descriptive approach. The inclusion criteria encompass six core peer-reviewed journal articles published between 2019 and 2026 retrieved from Google Scholar and Harzing's Publish or Perish that focus specifically on reading difficulties in primary education. The research procedure was conducted by identifying, categorizing, and interpreting thematic findings across the selected literature regarding student reading barriers. The results show that reading comprehension difficulties are driven by internal factors such as low learning motivation, weak cognitive skills, and poor reading habits as well as external factors including minimal parental guidance, excessive gadget use, inadequate library infrastructure, and monotonous teaching methods. It can be concluded that addressing reading comprehension issues requires synergistic literacy interventions that mitigate digital distractions and bridge cognitive gaps both at home and in school.

Keyword :

Reading comprehension, elementary school, internal factors, external factors, literature review.

INTRODUCTION

Education is crucial for every human being. Education is an effort to train or teach individuals to develop intelligence and good morals. A high-quality education will create high-quality individuals. Law No. 20 of 2003 concerning the National Education System defines education as a conscious and planned effort to create a learning environment and process that allows students to actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the nation, and the state (Indonesia, 2003) .

As an effort to develop students' potential and intelligence, Indonesian is a vital subject in schools. Educators must teach four language skills: listening, speaking, reading, and writing. Of these four, reading is one that influences student potential.

Henry Guntur Tarigan explains that reading is understanding language patterns from written images (Tanjung et al., 2019) . A psychologist and education expert named Jeanne Chall defines reading as "the ability to derive meaning from written symbols, which enables people to understand what is presented in written text."

G. Reid Lyon of the National Institute of Child Health and Human Development (NICHD) stated that reading is "an activity that involves interaction to understand words, sentences, and texts that are carried out by someone in order to get meaning." According to Lyon, reading is not only about recognizing letters and words, but also about understanding and interpreting the content of the text being read. (Sipayung et al., 2025) . Based on the explanations of the experts above, it can be concluded that reading is the activity of understanding writing to obtain information and understand the message conveyed by the author. By reading, a person can increase knowledge and understand the meaning of a reading.

Reading skills at the elementary school level are divided into two stages, namely beginning and advanced reading skills. Beginning reading skills are the first step in the reading learning process that is directed at recognizing symbols or signs related to letters, this stage becomes the foundation so that students can continue to the next reading stage and beginning reading is at the level of lower grade students, namely grades 1-3 (Sumanty, 2020) . Meanwhile, advanced reading is the reading learning process received by students in elementary school in upper grades 4-6. The level of reading mastery in advanced reading is not only a reading activity, but also aims to understand and find information from the text being read, so that readers can gain new knowledge from the information obtained through reading. The main focus of advanced reading is on reading comprehension (Maharani et al., 2022) . Despite the fundamental importance of reading comprehension, an extensive body of literature reveals a persistent and troubling crisis in primary school literacy performance. Globally and nationally, international assessments such as the Programme for International Student Assessment (PISA) and Progress in International Reading Literacy Study (PIRLS) consistently indicate that a substantial proportion of upper-grade elementary students struggle to achieve basic proficiency in higher-order reading comprehension (OECD, 2023; Mullis et al., 2020). According to Kintsch's Construction-Integration Model, successful reading comprehension requires readers to construct a situational model by integrating explicit text propositions with their own domain-specific background knowledge (Kintsch, 1998). When students lack well-developed vocabulary, background knowledge, or executive cognitive function, this construction process collapses, resulting in superficial word-decoding rather than meaningful textual understanding (Duke & Cartwright, 2021).

Recent empirical studies highlight that reading comprehension failure among elementary students is a multifaceted problem driven by a constellation of interconnected variables. Scholars categorized these determinants into internal cognitive-affective factors and external environmental factors. Research by Guthrie and Wigfield (2000) under the Engagement Theory of Reading demonstrates that internal dimensions—such as intrinsic reading motivation, self-efficacy, and metacognitive awareness—directly dictate the depth of cognitive processing a student applies during reading activities. Conversely, empirical work by Duke (2000) and Rasinski et al. (2011) emphasizes that external environmental variables—including socio-economic status, home literacy environments, pedagogical choices in the classroom, and access to rich library infrastructure—exert an equally profound influence on a child's reading trajectory. Furthermore, contemporary investigations point to digital media saturation as an emerging environmental variable that exacerbates attention deficits and reduces sustained deep-reading habits among young learners (Wolf, 2018).

Although numerous individual studies have investigated specific isolated causes of reading failure—such as teacher methodology, home literacy practices, or screen time—the existing literature remains fragmented across disparate methodologies and localized contexts. Few current studies provide an integrated, holistic taxonomy that maps how internal cognitive-motivational deficits interact with external socio-environmental barriers during the upper-grade elementary transition period. Therefore, a systematic literature review is urgently needed to synthesize these disparate empirical findings into a unified, structured framework. By critically examining and categorizing current scientific evidence, this review aims to map the primary root causes of low reading comprehension skills in elementary school students, providing educators, policymakers, and future researchers with a comprehensive theoretical reference to design targeted, evidence-based literacy interventions.

METHODOLOGY

This study employs a systematic literature review method (*library research*) paired with a qualitative descriptive approach. Grounded in Zed's (2004, as cited in Roosinda et al., 2021) theoretical framework, library research systematically examines and synthesizes secondary text and existing database records without requiring direct primary field intervention. To ensure transparency, methodological rigor, and objectivity during sample selection, this review adapts the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) protocol across four sequential stages: *identification*, *screening*, *eligibility*, and *inclusion*. Comprehensive literature searches were executed online using Google Scholar and Harzing's Publish or Perish software utilizing targeted Boolean search strings, including "*reading ability at the elementary school level*", "*low levels of reading ability*", and "*factors causing difficulties in reading*", which yielded an initial identification count of $N = 142$ records.

During the screening phase, 27 duplicate entries were removed, and the remaining 115 records underwent title and abstract screening to evaluate immediate topical relevance. Records focused on secondary or higher education, non-empirical opinion papers, and articles without full-text accessibility were excluded, leaving 57 articles for eligibility assessment. These full-text articles were then thoroughly evaluated against strict predefined inclusion and exclusion criteria. The inclusion criteria mandated: 1) Peer-reviewed journal articles published within the last seven years (2019–2026); 2) Studies specifically investigating beginning or advanced reading stages in elementary school (*Sekolah Dasar*) students; and 3) Articles delivering explicit empirical or qualitative findings on internal and external factors influencing reading ability. Conversely, the exclusion criteria filtered out studies published prior to 2019, research conducted outside primary school demographics, and general literacy studies lacking specific root-cause data.

Following full-text assessment, six core peer-reviewed journal articles ($N = 6$) met all PRISMA requirements and were selected for final synthesis. Following Harahap's (2015, as cited in Roosinda et al., 2021) framework, all extracted data from these six studies were rigorously examined, documented, and evaluated using qualitative content analysis. The data analysis procedure proceeded through three systematic phases: *data reduction* (isolating and categorizing findings into internal and external factor domains), *data display* (mapping and cross-synthesizing convergent findings across authors), and *conclusion drawing* to construct a cohesive theoretical framework detailing the root causes of low reading comprehension among elementary school students.

RESULTS AND DISCUSSION

Based on a literature review, six key journal articles were analyzed, discussing the factors contributing to low reading comprehension among elementary school students. In accordance with predetermined criteria, the articles selected covered the publication period between 2022 and 2026. The main characteristics and findings of these six previous articles are presented in Table 1.

Table 1. Comparison of Previous Research Results

No	Author and Year	Research Subjects	Internal Factors Found	External Factors Found
1.	Melinia., et. al (2022)	Grade 3	Physical condition, intelligence, motivation, interests and social and emotional maturity as well as self-control.	Family environment and teacher teaching methods.
2.	Hidayati., et. al (2024)	Grade 2	Low motivation to learn, low intelligence	Facilities and infrastructure,

			ability, and low interest in learning among students.	environmental factors and teacher capabilities.
3.	Sampe., et. al (2023)	Grade 5	Physical aspects (health), psychological aspects (interests), and reading habits.	The school environment is less supportive and books or reading materials are incomplete.
4.	Agnesya., et. al (2025)	Grade 5	Low interest in reading, student learning motivation, and weak cognitive aspects.	Lack of support or guidance from parents, negative influences from excessive use of gadgets, and limited learning time.
5.	Ansya., et. al (2024)	Grades 1-5	Low interest in reading among students, weak basic literacy skills, low learning motivation, and low self-confidence.	Inadequate facilities and infrastructure, relationships within the family, the influence of mobile phones and television, classroom learning models, socio-economic conditions of the family prices, and the surrounding environment.
6.	Ihwan., et. al (2026)	Grade 5	Low intelligence, reading interest, and student learning motivation.	Facilities and infrastructure, lack of parental attention, and teacher ability.

Based on Table 1, the available information shows similar patterns regarding subjects and findings across regions. In terms of subjects, the articles studied equally reflect students from lower grades, namely grades 2 and 3, and students from higher grades, namely grade 5. Overall, all the articles emphasize that the challenges faced by students are divided into two main factors: internal factors from within the students (such as motivation and physical condition), and external factors from outside the students (including the role of parents, teachers, and the impact of technological developments).

Based on an analysis of six previous major journal articles, a consistent pattern of reading issues in elementary schools was identified. Overall, factors contributing to students' low reading ability can be divided into two main categories: internal factors originating from the students themselves, and external factors influenced by factors outside themselves. These two categories are not mutually exclusive but interconnected and influence students' reading ability, both in the early stages and later.

Discussing the findings from the previous six articles in more depth, this low reading ability cannot be separated from the challenges in the cognitive transition experienced by students. Conceptually, there is a significant difference between early or beginning reading skills in lower grades and advanced reading in higher grades. Early or beginning reading focuses on the process of recognizing words or sentences, then associating them with sounds according to the writing system used (recording) and the step of translating graphic sequences into words (decoding) or recognition of visual symbols and alignment of letter sounds (learning to read) (Suparlan, 2021). On the other hand, advanced reading is not just reading but has the goal of understanding deeper information from the reading text being read, so that readers get new information obtained through reading (Adha Zam-Zam Hariro et al., 2024). The obstacles for upper grade students in understanding long texts are caused by incomplete

mechanical reading skills and a lack of prior knowledge. In accordance with Jean Piaget's theory, elementary school students still need concrete representations, so without a strong foundation, reading only becomes an academic burden that reduces their motivation (Zikrulloh et al., 2025) .

Difficulties in comprehending information for upper-grade students arise because their mechanical reading process is not yet fully developed, or is caused by weak activation of schemas (background knowledge) in the child's cognitive structure when faced with long texts. This is in line with the theory of cognitive development put forward by Jean Piaget (2002), which states that children in elementary school need concrete representations to develop comprehensive understanding. Without a strong cognitive foundation and habits, reading activities become an academic burden for students, which ultimately reduces their internal motivation.

Examining internal factors in more depth, the aspects of reading interest and motivation to learn are the most dominant variables considered by previous researchers. This low motivation has a significant impact on how students engage in independent learning, where reading is no longer seen as a fun activity but as an academic burden. Based on a review of research (Hidayati et al., 2024) , this lack of internal motivation is caused by the very concerning physical conditions of schools in rural areas and monotonous classrooms without stimulating decorations, thus reducing student enthusiasm for attending and learning. This pattern is directly related to the low interest in learning in children aged 7-8 years who are psychologically still in the physical play phase, so they easily lose concentration and create an unsupportive classroom atmosphere.

Learning motivation is a condition within an individual that inspires them to engage in activities to achieve a goal. According to McDonald in Kompri (2016), motivation is a change in energy within a person characterized by feelings and reactions to achieve a goal (Rahman, 2021) . Therefore, a student's reading ability can be determined by their motivation. Students with high learning motivation tend to have more energy when studying than those with low motivation, who attend lessons reluctantly or simply attend school.

Besides motivational aspects, there are also other internal factors, namely students' lack of interest in learning, especially in reading. Based on previous research conducted by (Melinia et al., 2022) , students' lack of interest in learning to read is seen because they pay less attention to the teacher when delivering or explaining the material. Interest is very important for individuals to carry out activities well. As part of psychology, interest not only influences a person's actions but also serves to encourage someone to engage in an activity. Furthermore, interest makes someone pay attention and is willing to be interested in an activity. Interest can also be defined as a liking, attraction, fondness, or pleasure for something (Astuti et al., 2019) . Therefore, interest in learning is very important because it can influence learning outcomes.

The connection between these internal factors and academic outcomes is further reinforced by research conducted by (Anisa, 2018) . In her study, she demonstrated that interest and motivation to learn, both individually and collectively, have a positive and significant impact on overall Indonesian language learning outcomes. Given that reading skills are a crucial foundation in Indonesian language learning, it can be concluded that low student interest and motivation will directly hinder their ability to comprehend reading.

In addition, cognitive aspects and low intelligence abilities are also important internal factors for students in being able to read, as found by (Agnesya, A, M., & Wiarsih, 2025) and (Ihwan., Dantes, N., & Parmiti, D, 2023) . This problem is exacerbated by reading habits that have not been formed in students at home (Sampe, M., Koro, M., & Tunliu, E, 2023) . This cognitive factor is seen from the difficulties of students at the elementary level in recognizing words and understanding cause-and-effect relationships between paragraphs, so they have difficulty in grasping the essence of the reading. In addition, it can also be seen that students need quite a long time to understand the information from a reading text.

In addition to factors originating from within the students, obstacles from outside themselves, also called external factors, also have a significant influence on the low reading ability of elementary school students. Based on the results of sociological mapping in research (Agnesya, A. M., & Wiarsihi, 2025) , the negative influence of excessive gadget use is the main cause of the decline in students' reading activities outside of school hours. The shift in children's focus from reading books to interactive digital media makes their concentration power short when they have to face long academic texts.

The problem of technology abuse is further exacerbated by the lack of attention and direct guidance from parents at home, as expressed by (Ihwan., Dantes, N., & Parmiti, D, 2023) . When parents reduce supervision and allow children to spend time with gadgets, a literacy atmosphere at home will not be built. This external factor is in line with the results of research (Ansya, Y. A., Ardhita, A. A., Rahma, F. M., Sari, K., 2024) which found that uncontrolled use of mobile phones and television, coupled with less supportive family socioeconomic conditions, can significantly damage children's basic reading skills from an early age. Attention from parents, whether in the form of taking time to study, communicating, providing support and praise, and affection, can contribute to improving children's reading abilities (Ayu et al., 2026) . Therefore, parents are expected to always be actively involved in their children's reading activities.

Based on research (Ayuni, A. Q., Yurieza, W. A., Aprilia, D. R., Salika, J., 2026) , the negative impacts of gadgets for elementary school students include: 1) Psychological aspects: disrupting the brain's motor system and accustoming children to instant gratification. 2) Academic aspects: reducing the ability to focus and shortening the attention span when reading long texts that require critical thinking. 3) Reading ability aspects: reading activities are less competitive with gadget visualization, thus killing children's internal motivation to read.

Research conducted by (Ansya, Y. A., Ardhita, A. A., Rahma, F. M., Sari, K., 2024) , that the socio-economic conditions of the family also affect children's reading ability, (Rohmah et al., 2025) emphasized that parents with low socio-economic status (SES) are often constrained by financial limitations, so they are unable to provide their children with varied reading books or educational tools. This economic problem is exacerbated because parents are busy working. Finally, children lose a figure who accompanies and encourages them to read diligently at home.

These external factors become even more complex when confronted with the circumstances within the school environment. (Hidayati et al., 2024) and (Ihwan., Dantes, N., & Parmiti, D, 2023) both found that the lack of infrastructure, such as the limited availability of books and reading materials in the library, creates a significant barrier for students to improve their advanced reading skills. Unattractive classrooms and a lack of engaging storybooks deprive students of visual stimulation to engage in reading. Therefore, school libraries provide numerous benefits to students in supporting the learning process and developing their reading skills. Triyani (2021) in (Samira, K, 2026) argues that libraries are not simply places to store books, but have various functions that support learning activities, develop reading skills, and meet students' information needs.

In addition to inadequate infrastructure and facilities, other external factors include teachers' abilities and teaching methods that are not yet optimal in implementing learning models in the classroom. Teachers often still use traditional learning methods that focus solely on memorization, rather than understanding the text's content. Consequently, limited infrastructure and monotonous teaching methods hinder students' potential and interest in reading, which should be developed in the school environment.

To address boring teaching methods that focus solely on memorization, schools can implement a combination of the scramble learning model (a word-scramble game) and puzzles. The scramble model is excellent for practicing vocabulary through challenging word guessing, while puzzles help students understand the material through tangible, tangible tools. In this way, learning to read no longer feels like a burden but becomes a meaningful learning activity.

The effectiveness of this method is proven by research (Islamiyah et al., 2022) . Their experimental results showed that the use of scramble and puzzle games drastically increased elementary school students' reading comprehension, jumping from 32% in the pretest to 89% after the treatment (posttest). This combination of games has been proven to stimulate focus, activeness, and enjoyment in lower-grade students. Therefore, creating a creative classroom atmosphere based on visual games is key for teachers to transform boring traditional teaching methods.

Overall, the success of student reading recovery is heavily influenced by a combination of improvements in internal factors, external family support, and changes in classroom learning models. The problem of low reading and comprehension skills in elementary schools cannot be solved half-heartedly. Good collaboration is needed between parents at home to address digital distractions and teachers at school by implementing flexible and engaging learning methods. By using this sociological and cognitive comparison map, we can identify the root causes of low reading performance in students and develop practical intervention strategies that are tailored to the real needs of children's development in the digital age.

CONCLUSION

Based on a literature analysis of various previous studies, it can be concluded that the low reading comprehension ability among elementary school students is driven by two main interrelated factors: internal constraints—such as low independent learning motivation, weak cognitive processing capabilities, and undeveloped early reading habits—and external barriers including minimal parental guidance, digital distractions from unmonitored gadget use, deficient library infrastructure, and monotonous, rote-based classroom instruction. Theoretically and practically, these findings imply that reading comprehension failure is a systemic issue resulting from a misalignment between children's socio-environmental contexts and instructional methods, necessitating an urgent pedagogical shift toward metacognitive reading strategies alongside home-school literacy partnerships that regulate screen time. Consequently, future research should focus on empirical longitudinal studies to evaluate structured home-school literacy interventions, experimental research on interactive digital tools that foster higher-order comprehension, and comparative analyses across varied socioeconomic contexts to determine optimal support systems for primary school literacy development.

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