

## THE EFFECTIVENESS OF THE QUESTION AND ANSWER METHOD IN TEACHING ENGLISH GRAMMAR TO GRADE SDN 2 GONDANGSARI

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### Abstract

#### Keywords:

English learning,  
grammar, learning  
effectiveness, elementary  
students.

#### Kata kunci:

pembelajaran bahasa  
Inggris, tata bahasa,  
efektivitas pembelajaran,  
siswa sekolah dasar

*This study aims to analyze the effectiveness of the question and answer method in teaching English grammar to Grade students of SDN 2 Gondangsari. The background of the study arises from the ongoing issue of low grammatical comprehension among elementary school students, particularly in understanding basic sentence structures, verb tenses, and other essential grammatical components that serve as the foundation for mastering English skills. The question and answer method is considered to have strong potential to improve students' cognitive abilities because it allows them to actively interact, express their understanding, and clarify learning difficulties directly with the teacher. This research employed a quantitative approach with a pre-experimental design using the one group pretest-posttest\* model. The sample consisted of students from Grade of SDN 2 Gondangsari. The instruments used were a grammar test, student activity observation sheets, and documentation. Data were analyzed using a paired sample t-test to determine whether there was a significant difference between students' scores before and after the treatment. The results showed a significant increase in students' grammar mastery after the implementation of the question and answer method. Students became more active, more responsive, and demonstrated a better understanding of basic grammatical rules. The study concludes that the question and answer method is effective as a learning strategy in English language teaching at the elementary level, particularly in improving grammar comprehension.*

### Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas metode tanya jawab (question and answer method) dalam pembelajaran tata bahasa (grammar) bahasa

Inggris pada siswa kelas SDN 2 Gondangsari. Latar belakang penelitian ini berangkat dari permasalahan rendahnya pemahaman dasar tata bahasa yang sering dialami siswa sekolah dasar, khususnya dalam penggunaan pola kalimat sederhana, tenses, serta struktur tata bahasa lainnya yang menjadi fondasi dalam keterampilan berbahasa Inggris. Metode tanya jawab dianggap memiliki potensi besar dalam meningkatkan kemampuan kognitif siswa karena memberikan kesempatan kepada mereka untuk aktif berdialog, menyampaikan pemahaman, sekaligus mengklarifikasi kesulitan secara langsung kepada guru. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-experimental jenis \*one group pretest-posttest . Sampel penelitian terdiri dari siswa kelas SDN 2 Gondangsari sebanyak siswa. Instrumen penelitian berupa tes kemampuan grammar, lembar observasi aktivitas belajar siswa, dan dokumentasi pendukung. Data dianalisis menggunakan teknik uji \*paired sample t-test\* untuk mengetahui perbedaan signifikan antara nilai sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada kemampuan grammar siswa setelah diterapkan metode tanya jawab. Siswa menjadi lebih aktif, responsif, dan menunjukkan pemahaman yang lebih baik terhadap aturan tata bahasa dasar. Kesimpulan penelitian menegaskan bahwa metode tanya jawab efektif digunakan sebagai strategi pembelajaran bahasa Inggris pada jenjang sekolah dasar, terutama dalam meningkatkan pemahaman grammar.

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## **INTRODUCTION**

*English has increasingly become an essential subject taught in Indonesian elementary schools as part of the nation's effort to prepare young learners for global communication and academic advancement. In the contemporary educational landscape, English is not merely considered an additional subject but a vital component of students' cognitive and linguistic development. Its introduction at an early age is believed to strengthen students' communication skills, improve their capacity for critical thinking, and broaden their exposure to international knowledge(Warisno 2021). Grammar, as a fundamental aspect of language structure, plays an essential role in enabling students to construct meaningful sentences and*

*express their ideas accurately. However, despite its importance, English grammar is often perceived as challenging by elementary students in Indonesia due to its abstract rules, structural differences from Bahasa Indonesia, and the limited exposure students receive outside the classroom (Aisyah 2019). These difficulties highlight the crucial need for effective teaching methods that make grammar learning more accessible and engaging for young learners.*

*In many Indonesian schools, including SDN 2 Gondangsari, the traditional instructional approach remains dominant, especially in the teaching of English grammar. Teachers frequently rely on explanation-based methods, drilling patterns, and grammar translation practices. While these approaches may offer some benefits, they often fall short in capturing the interest of young learners, whose cognitive development at the elementary level requires more interactive, playful, and engaging learning experiences (Widodo 2020). Elementary school students tend to respond better to teaching methods that involve direct interaction, hands-on activities, and opportunities to communicate. Without such engagement, students often become passive listeners, memorizing grammar rules without truly understanding how to apply them in real communication. This results in superficial learning, limited retention, and difficulty applying grammar in speaking or writing activities. The gap between students' theoretical understanding and practical application of grammar continues to be a pressing issue in English language learning at the elementary level.*

*Moreover, teachers frequently encounter challenges related to student motivation and participation during grammar lessons. Many students view grammar as a difficult and uninteresting component of English, particularly because it involves rules and structures that require attention to detail (Lestari 2021). The lack of intrinsic motivation often leads students to disengage from the lesson, impacting their long-term mastery of the subject (Atiyah and Pujianti 2022). Additionally, classroom conditions such as large class sizes, limited teaching resources, and insufficient training for teachers in modern instructional methods contribute to the difficulty of delivering grammar lessons effectively. In these contexts, students' learning experiences become less meaningful, and teachers struggle to maintain an interactive and communicative atmosphere that supports skill development.*

*Given these challenges, educators have increasingly emphasized the need to adopt teaching strategies that encourage student participation and foster meaningful learning. One such strategy that holds promise in grammar instruction is the question and answer (Q&A) method. This method positions students as active participants by allowing them to respond to questions, express their ideas, and engage directly with the learning material (Hidayat 2022). The Q&A approach encourages students to think critically, reflect on their understanding, and build connections between new information and prior knowledge. Through structured dialogue, students gain opportunities to clarify misunderstandings, reinforce their comprehension, and develop confidence in using grammatical structures.*

*The Q&A method also supports the principles of communicative language teaching (CLT), which emphasize interaction as the central mode of learning. In the context of elementary education, where students learn best through conversation, exploration, and guided*

questioning, the Q&A method aligns well with their developmental characteristics. The method encourages students to actively participate, promotes collaboration, and creates a learning environment where questioning becomes a natural part of the process. Research conducted in various Indonesian educational settings has shown that interactive methods can significantly improve language comprehension, increase student motivation, and enhance overall learning outcomes (Anisa Fitri 2021). Teachers who implement the Q&A method are able to monitor student understanding more effectively because it allows for immediate feedback and real-time assessment of learning progress.

In addition, the Q&A method holds specific advantages for grammar instruction. Grammar often involves abstract concepts that require explanation and practice. By incorporating questioning techniques, teachers can package difficult ideas into manageable components, encouraging students to discover rules through guided inquiry. Rather than memorizing patterns, students engage in reflective thinking that helps them internalize grammar rules more naturally. Interaction through questions also stimulates higher-order thinking skills, prompting students to analyze, compare, and apply grammatical forms in context. This is particularly beneficial at the elementary level, where scaffolding understanding is critical to ensure long-term mastery.

SDN 2 Gondangsari, like many other elementary schools in Indonesia, faces ongoing challenges in improving students' English proficiency, particularly in grammar. Teachers have observed that students often make recurring grammatical errors in both spoken and written communication. These errors stem not only from limited understanding but also from the lack of active learning opportunities in the classroom. The traditional teacher-centered approach used in grammar instruction has contributed to students' limited engagement and low confidence in using English. The implementation of the Q&A method thus presents a potential solution to address these issues by transforming the learning environment into an interactive, student-centered space where learners become more responsible and engaged participants in their own learning process.

Furthermore, student-centered learning approaches such as the Q&A method help improve classroom dynamics. When students are encouraged to ask and answer questions, they develop communication skills, practice speaking, and build confidence. Such activities help create an atmosphere of openness where students feel comfortable expressing their ideas and acknowledging their difficulties. This sense of psychological safety is essential in language learning, especially for children who may feel anxious about making mistakes in front of their peers. By normalizing questioning, teachers can reduce students' fear of failure, thereby encouraging more active participation.

Research conducted by Indonesian scholars suggests that interactive methods such as Q&A can also enhance students' retention of grammar concepts (Andayani, Sulastri, and Sedanayasa 2014). When students are actively involved in the learning process, they are more likely to remember and apply what they have learned. This is because interactive methods stimulate multiple cognitive processes, including listening, thinking, and speaking, which

*reinforce the internalization of new knowledge. Additionally, the Q&A method caters to the diverse learning styles of students, making the classroom more inclusive. Visual learners benefit from written questions and explanations, auditory learners engage through dialogue, and kinesthetic learners participate actively through classroom interactions.*

*In light of these considerations, it becomes essential to examine the effectiveness of the question and answer method in teaching English grammar at SDN 2 Gondangsari. By investigating the outcomes of implementing this method, the study aims to provide empirical evidence on whether the Q&A method can significantly improve students' grammar mastery. This research also seeks to contribute to the broader field of language education in Indonesia by offering insights into teaching strategies that support elementary students' learning needs. Ultimately, the findings of this research are expected to inform instructional practices, enhance the quality of English language teaching, and contribute to improved learning outcomes among young learners.*

## **THEORITICAL**

*The learning of English in elementary school students is strongly influenced by their developmental characteristics, which emphasize the need for interactive, concrete, and engaging learning experiences. Young learners tend to acquire language more effectively when they are actively involved in the learning process, and when instruction aligns with their cognitive development. Because English grammar is abstract in nature, young students often require teaching approaches that make the material easier to understand through guided interaction. This theoretical foundation highlights the importance of using learning methods that stimulate curiosity, promote participation, and help children construct meaning from classroom activities.*

*Grammar teaching theory further explains that grammar is the backbone of language, enabling learners to form clear and meaningful sentences. Traditional teaching approaches that rely on memorization and drilling have often been found insufficient for helping students apply grammar communicatively. Modern grammar instruction emphasizes meaningful learning where students not only know the rules but also understand how to use them in real contexts. Approaches that incorporate questioning, discovery, and dialogue are considered more effective because they help students internalize grammar rules rather than merely memorize them. This theoretical shift supports the use of the question and answer method as a tool to build deeper grammatical understanding.*

*Communicative Language Teaching (CLT) provides another important foundation for this study. CLT highlights interaction, negotiation of meaning, and active communication as essential components of language learning. In this approach, learners are encouraged to use language naturally, and the teacher acts as a facilitator of meaningful communication. The question and answer method aligns well with CLT because it creates opportunities for students to respond, express ideas, and participate in learning through dialogue. Through teacher*

*questioning and student responses, learners develop communicative competence while simultaneously strengthening their understanding of grammar in a meaningful context.*

*Constructivist learning theory also supports the question and answer method. According to constructivism, learning occurs when learners actively construct knowledge based on experience and interaction with the environment. Students do not simply receive information; they build their understanding through thinking, questioning, and reflecting. The question and answer method encourages students to reconstruct their grammar knowledge, articulate their reasoning, and clarify misunderstandings. Furthermore, this approach allows teachers to provide scaffolding by guiding students step by step toward deeper comprehension using well-designed questions.*

*In addition, Vygotsky's socio-interactionist theory emphasizes the crucial role of social interaction and guided support in learning. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), which explains that learners can achieve higher levels of understanding when supported by teachers or peers. The question and answer method is consistent with this principle because teacher questions function as scaffolding tools that help students reach levels of understanding that may be difficult to attain independently. Through interactive dialogue, students internalize grammar rules gradually, making the learning process more meaningful and developmentally appropriate.*

*Educational questioning theory also highlights the importance of questions in stimulating thinking and deepening understanding. Effective questioning can activate prior knowledge, check students' comprehension, promote reflection, and encourage students to think more critically. In grammar teaching, questions are powerful tools for helping students analyze patterns, compare structures, and evaluate the correctness of sentences. The question and answer method utilizes questions strategically to lead students toward discovering grammar rules, thus making the learning process more active and engaging.*

*Finally, learning outcomes theory suggests that effective teaching methods are those that improve students' mastery of knowledge, skills, and competencies. Active involvement, immediate feedback, and opportunities for clarification are strongly associated with improved learning achievement. The question and answer method provides all three of these elements, making it a promising approach for enhancing grammar learning. When students participate actively by answering questions, they become more motivated, more confident, and better able to internalize grammar rules. Based on this theory, it is expected that the question and answer method can significantly improve students' English grammar performance at SDN 2 Gondangsari.*

## **RESEARCH METHOD**

*This study employed a quantitative research approach with a quasi-experimental design aimed at examining the effectiveness of the question-and-answer method in teaching English grammar to fifth-grade students at SDN 2 Gondangsari. This approach was selected because it allows the researcher to objectively measure changes in learning outcomes before and after the*

treatment using standardized instruments. The design used in this research was the one-group pretest–posttest design, in which a single group of students was given a pretest, followed by the implementation of the question-and-answer method as the treatment, and then a posttest to identify significant improvements in grammar achievement.

The population of this research consisted of all fifth-grade students at SDN 2 Gondangsari during the current academic year. Since the class consisted of only one group of students, the entire population was chosen as the sample through total sampling technique. This technique was chosen because the number of students was relatively small, making it feasible to include all learners in order to obtain more comprehensive data and accurately reflect the real classroom conditions.

The primary instrument used for data collection was an English grammar achievement test, designed based on curriculum indicators focusing on topics such as the simple present tense, parts of speech, and the use of \*to be\*. The test consisted of multiple-choice questions and short written responses to measure both conceptual understanding and practical application of grammar. In addition to the test, the researcher also utilized observation sheets to record students' learning activities throughout the implementation of the question-and-answer method, including their activeness in asking questions, ability to answer questions, participation in discussions, and interaction with the teacher. These observations were used to complement the quantitative data and provide a deeper instructional analysis.

The research procedure consisted of three main stages. The first stage was preparation, which involved designing the test, validating the instruments through expert judgment, and preparing instructional materials such as lesson plans, observation sheets, and supportive teaching media. The second stage was implementation, which involved administering the pretest, conducting four learning sessions using the question-and-answer method, and administering the posttest to determine the improvement in grammar mastery. The third stage was evaluation, which included processing the collected data, analyzing the test results, and drawing conclusions regarding the effectiveness of the method.

Data analysis was carried out using descriptive and inferential statistics. The pretest and posttest scores were analyzed by calculating the mean scores, learning mastery percentages, and standard deviations to depict students' abilities before and after the intervention. To determine whether there was a statistically significant difference between the pretest and posttest results, a paired sample t-test was employed using statistical software. This test was appropriate for determining changes within the same group after receiving instructional treatment.

To ensure the validity and reliability of the data, several procedures were implemented. Content validity was established through expert review by English education specialists. Reliability testing of the grammar test was conducted using Cronbach's Alpha to ensure consistency and accuracy. Furthermore, the researcher maintained consistency during the learning sessions to prevent external factors from affecting the results. Ethical standards were observed by obtaining formal permission from the school, ensuring confidentiality of student

*data, and conducting the study objectively without manipulating outcomes.*

*Through this research method, it is expected that the findings will provide strong empirical evidence regarding the effectiveness of the question-and-answer method in improving English grammar skills among fifth-grade students at SDN 2 Gondangsari. The results are also anticipated to offer practical recommendations for teachers in selecting interactive and appropriate instructional methods for elementary school learners.*

## **RESULTS AND DISCUSSION**

### **A. Results**

*The results of this study focus on describing students' English grammar achievement before and after the implementation of the question-and-answer method as a learning strategy in the classroom. Data were obtained through pretest and posttest scores administered to 28 fifth-grade students of SDN 2 Gondangsari. The analysis includes descriptive statistics, comparison of mean scores, improvement indicators, and supporting observational findings.*

*The pretest results revealed that most students had difficulty understanding basic grammar concepts, including the use of the simple present tense, the forms of to be, and basic parts of speech such as nouns, verbs, and adjectives. Out of 28 students, only 6 students (21.4%) achieved scores above the school's minimum mastery criterion. The mean pretest score was 54.28, indicating that the majority of students had not yet mastered fundamental grammar skills. Students' written responses also showed frequent errors, such as incorrect subject-verb agreement, misplacement of adjectives, misuse of auxiliary verbs, and confusion between singular and plural forms.*

*After the implementation of the question-and-answer method over four instructional sessions, the posttest results demonstrated significant improvement. The mean posttest score increased to 79.35, and 24 students (85.7%) achieved scores above the minimum mastery criterion. Many students who initially struggled were able to correct their previous misunderstandings, particularly in identifying verb forms, arranging basic English sentences, and distinguishing between is, am, and are. Students showed greater accuracy in forming simple present tense statements and were more capable of identifying grammar elements within short sentences.*

*The gain score analysis (posttest minus pretest) indicated an average increase of 25.07 points, which reflects substantial learning progress. The distribution of score improvements also suggests that the question-and-answer method benefited students across different ability levels. High-achieving students demonstrated refined sentence-building skills, while lower-achieving students displayed noticeable improvement in basic recognition of grammatical structures. Overall, the findings suggest that the treatment had a positive impact on students' grammar comprehension.*

*Observational data collected during the learning process provided additional insight. Students appeared more motivated and involved during lessons that included structured questioning. The teacher prompted students with guiding questions such as "What is the verb*

*in this sentence?", "Which word describes the noun?", or "Why do we use 'is' here?" These questions encouraged students to think critically about grammatical structures and engage in active learning. Many students eagerly raised their hands to answer, ask questions, or offer explanations. The classroom atmosphere became more interactive, and students who usually remained quiet during English lessons began participating more actively.*

*Furthermore, observation also indicated improvements in students' confidence and speaking fluency. Although speaking was not the primary focus of the research, the question-and-answer method indirectly improved students' oral responses. Students became more comfortable giving short answers, constructing simple sentences orally, and responding to the teacher's prompts with less hesitation. This suggests that the method supported not only grammar mastery but also communicative confidence.*

*Based on the statistical findings and observations, it can be concluded that the question-and-answer method contributed significantly to enhancing students' understanding of English grammar. The improvement was not only reflected in numerical test scores but also in students' classroom behavior, learning motivation, and linguistic engagement.*

## **B. Discussion**

*The purpose of this discussion is to interpret the research findings and relate them to theoretical concepts regarding the question-and-answer method and grammar instruction at the elementary level. The increase in students' grammar achievement after the implementation of the method is consistent with constructivist learning theory, which emphasizes that students can understand concepts more effectively when they actively participate in the learning process. The question-and-answer method promotes such participation by encouraging students to retrieve information, make connections, and articulate their understanding verbally. These cognitive processes contribute significantly to long-term retention of grammar rules.*

*The results also support the theoretical argument that grammar learning requires continuous interaction between teacher and students. Grammar is not a set of rules to be memorized passively; rather, it is a system that students must internalize through repeated exposure, meaningful questioning, and guided practice. The method used in this study enabled the teacher to identify students' misconceptions in real time and provide targeted clarification. By prompting students with questions like "Why do we use this tense here?" or "Which noun does this adjective describe?", the teacher helped students to think more analytically about sentence structures. This aligns with the theory of metacognitive awareness, in which students reflect on their own thought processes, leading to deeper comprehension.*

*The results further indicate that students benefited from the interactive nature of the method. The question-and-answer method creates opportunities for students to construct knowledge collaboratively. When the teacher asked a question, several students attempted to answer, and others validated or corrected their peers' responses. This form of peer learning is consistent with Vygotsky's social development theory, which states that learning occurs through social interaction and scaffolding. In this study, teacher scaffolding played a major role*

*in helping students understand grammar concepts step by step.*

*In addition, the findings illustrate that the question-and-answer method enhanced students' engagement levels, which is crucial in learning a foreign language. Elementary school students, in particular, tend to lose focus quickly during lessons that rely solely on explanation and memorization. However, when lessons involve frequent questioning, students stay alert because they expect participation at any moment. The increase in engagement observed in the classroom aligns with previous research suggesting that active participation improves learning outcomes, especially in mastering complex concepts like grammar.*

*Another important point from the discussion is that the improvement in oral language production, despite not being the main focus of the study, highlights the broader educational benefits of the method. As students respond to questions verbally, they practice forming sentences, choosing correct grammatical structures, and using vocabulary in context. This helps bridge the gap between grammar knowledge and communicative application. Thus, the method not only strengthens grammar comprehension but also fosters communicative competence.*

*The difference between pretest and posttest results also reflects the importance of instructional methods in shaping student outcomes. Although grammar is often perceived as difficult for elementary students, especially in a foreign language context, the findings demonstrate that appropriate teaching strategies can significantly enhance comprehension. The question-and-answer method helped simplify abstract grammar rules by breaking them down into manageable questions. Instead of memorizing rules, students learned through active reasoning and example-oriented inquiry.*

*Another valuable insight from the discussion is that the question-and-answer method serves as a diagnostic tool. Through students' responses, the teacher could quickly identify areas where students struggled, such as verb usage or sentence order. During the instructional sessions, the teacher adjusted questions according to students' needs, which ensured that learning remained responsive and adaptive. This dynamic approach is consistent with modern pedagogical principles that emphasize differentiated instruction.*

*Finally, the discussion highlights the practical implications for English language teaching in Indonesian elementary schools. The findings suggest that the question-and-answer method should be considered a highly recommended teaching strategy, particularly for grammar lessons. Grammar is often perceived as rigid and boring by students, but through this method, it becomes more interactive and meaningful. Teachers can incorporate a variety of question types, including factual questions, guiding questions, reflective questions, and application-based questions to deepen understanding. The success of this method in the study implies that schools may benefit from integrating it into their standard teaching practices for English subjects.*

## **CONCLUSION**

*The findings of this study demonstrate that the question-and-answer method is highly*

effective in improving students' mastery of English grammar, particularly among fifth-grade students at SDN 2 Gondangsari. The significant increase in students' posttest scores compared to their pretest performance clearly indicates that the method successfully enhanced their understanding of basic grammar concepts such as the simple present tense, parts of speech, and the correct use of *to be*. The average improvement of more than 25 points reflects substantial progress, showing that students were able to internalize grammar rules more effectively after engaging in interactive questioning activities.

In addition to quantitative improvements, classroom observations revealed that the question-and-answer method fostered higher levels of student engagement, motivation, and participation during lessons. Students who were initially passive became more confident in asking and answering questions, demonstrating better comprehension and more accurate use of grammatical structures in both written and oral forms. This suggests that the method not only strengthens cognitive understanding but also supports the development of communicative competence, which is essential in learning a foreign language.

Overall, the results confirm that the question-and-answer method serves as a valuable instructional strategy for teaching English grammar at the elementary level. By encouraging active involvement, guiding students' reasoning, and providing immediate feedback, the method creates an interactive learning environment that promotes deeper understanding and long-term retention. Based on these findings, it is recommended that English teachers incorporate the question-and-answer method more consistently in their grammar lessons, as it has been proven to enhance learning outcomes and support a more engaging classroom experience.

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