

The Effectiveness of Using the Alef Education Platform in English Language Learning at Madrasah Aliyah Ar Rosyaad Kediri

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ABSTRACT

This study examines the effectiveness of using the Alef platform in English language learning at Madrasah Aliyah Ar Rosyaad Kediri. The research aims to evaluate the impact of implementing this digital platform on the process and outcomes of English language learning. A mixed-method research approach was employed, with data collected through classroom observations, interviews with teachers and students, and English proficiency tests conducted before and after the implementation of the Alef platform. The findings indicate a significant improvement in students' learning motivation, vocabulary mastery, and English communication skills. The Alef platform proved effective in creating an interactive learning environment that facilitates both independent and collaborative learning. Although some technical challenges were encountered during implementation, the pedagogical benefits outweighed the obstacles faced. This study concludes that integrating the Alef platform into English language learning at Madrasah Aliyah Ar Rosyaad Kediri positively contributes to enhancing the quality of instruction and improving student learning outcomes.

Keywords:

Effectiveness, Alef Education Platform, English Language Learning

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Introduction

Education serves as one of the fundamental pillars in developing a skilled and competent human workforce (Khairiyah & Dewinda, 2022). In today's digital era, technology has become an integral part of the learning process, including in English language education (Haq, 2023). English, as an international lingua franca, plays a crucial role in Islamic education, particularly in Madrasah Aliyah (Islamic senior high schools). However, English language learning often faces various challenges, such as low student engagement, limited learning resources, and conventional teaching methods that lack innovation (Fricticarani et al., 2023).

One potential solution to these challenges is the integration of digital learning platforms (Fricticarani et al., 2023). Alef Education, a technology-based educational platform, has gained recognition for its ability to deliver interactive and personalised learning content tailored to students' needs. The platform offers various features, such as instructional videos, interactive quizzes, and real-time data analytics, enabling teachers to monitor student progress effectively (Khairiyah & Dewinda, 2022). As such, Alef Education is expected to enhance learning efficiency, particularly in English language acquisition.

Madrasah Aliyah Ar Rosyaad Kediri, as an Islamic educational institution committed to delivering high-quality education, has embraced technology in its teaching and learning processes. The adoption of the Alef Education platform represents an innovative step towards improving the quality of English language instruction. Nevertheless, the extent to which this platform effectively enhances student learning outcomes remains a subject requiring further in-depth investigation.

The efficacy of implementing the Alef Education platform in English language pedagogy can be evaluated across multiple dimensions, including enhanced student motivation, improved material comprehension, and facilitated instructional delivery for educators. Furthermore, this platform demonstrates considerable potential in fostering autonomous and interactive development of English language competencies among learners (Bieliková et al., 2014). Nevertheless, a comprehensive empirical investigation remains imperative to substantiate these purported benefits.

This study aims to examine the effectiveness of the Alef Education platform in English language instruction at Madrasah Aliyah Ar Rosyaad Kediri. Through systematic analysis of both quantitative and qualitative data, the research seeks to provide robust evidence regarding the platform's impact on learning outcomes, while yielding actionable recommendations for its optimisation. The findings are anticipated to serve as a valuable reference for educational institutions considering technological integration in language teaching, whilst contributing to the advancement of innovative pedagogical methodologies.

The research carries significant relevance within contemporary educational and technological discourse. By conducting rigorous examination, this study endeavours to identify optimal strategies for maximising the Alef Education platform's potential in

enhancing the quality of English language instruction, not only at Madrasah Aliyah Ar Rosyaad Kediri but also in comparable educational institutions. The outcomes may consequently inform policy decisions and practical implementations regarding technology-enhanced language learning in Islamic senior secondary education contexts.

Method

This study employs a mixed-methods approach, integrating both quantitative and qualitative methodologies. A quasi-experimental design is adopted, (Cohen, 2008) specifically utilising a pretest-posttest control group model. The research population comprises Year 10 and Year 11 students from Madrasah Aliyah Ar Rosyaad Kediri, with samples selected through purposive sampling technique. The sample is divided into two distinct groups: an experimental group (utilising the Alef Education platform) and a control group (following conventional teaching methods).

Data collection is conducted through multiple instruments: standardised tests (pretest and posttest), structured questionnaires, systematic classroom observations, and in-depth interviews. Quantitative data analysis involves statistical testing (independent t-tests) to compare learning outcomes between the two groups, while qualitative data undergoes thematic analysis to identify emerging patterns. Instrument validity is ensured through expert judgement, and reliability is assessed using Cronbach's Alpha coefficient (Bazeley, 2010).

The research strictly adheres to ethical principles, including institutional approval and respondent confidentiality protocols. The findings are expected to provide comprehensive insights into the efficacy of the Alef Education platform in English language instruction, along with evidence based recommendations for its future development and implementation in similar educational contexts.

Findings and Discussion

1. Implementation of the Alef Education Platform at Madrasah Aliyah Ar Rosyaad Kediri

Madrasah Aliyah Ar Rosyaad Kediri has achieved a significant breakthrough in English language teaching methodology through the implementation of the Alef Education digital platform. This innovative initiative was introduced in response to the challenges associated with conventional English language instruction, (Islam et al., 2024) which students often perceived as difficult and unengaging. By integrating modern educational technology, the institution has successfully transformed the learning experience into a more interactive, engaging, and personalised process tailored to individual needs.

The Alef Education platform offers a comprehensive approach to English language learning through a combination of interactive digital content, practical exercises, and automated assessment tools. (Surayanaah et al., 2022) This system enables teachers to

monitor student progress in real time, identify areas of difficulty, and provide targeted support. The incorporation of multimedia elements such as videos, audio recordings, and animations has significantly enhanced students' understanding of nuanced English grammar, pronunciation, and vocabulary concepts that were previously challenging to grasp through traditional teaching methods.

The implementation process at Madrasah Aliyah Ar Rosyaad Kediri included comprehensive training for English teachers. Educators were equipped with both the technical skills to operate the platform and pedagogical strategies to maximise its learning potential. Teachers can now customise learning materials according to students' proficiency levels and manage classroom activities more efficiently. Supported by the platform's analytical data, they are able to make evidence-based decisions regarding instructional strategies and necessary interventions.

The positive impact of Alef Education is evident in the marked improvement in student motivation and learning outcomes. Gamification features such as point systems, badges, and leaderboards have created a competitive yet enjoyable learning environment (Nurbiah et al., 2023). Students reported increased confidence in English communication and demonstrated significant progress in reading, writing, listening, and speaking skills. With the flexibility to access learning materials anytime and anywhere, students can learn at their own pace and revisit challenging content as needed.

The principal challenges encountered during implementation concerned adequate technological infrastructure and stable internet connectivity (Mahmudah & Paramita, 2023). To address these limitations, Madrasah Aliyah Ar Rosyaad Kediri has made strategic investments in upgrading computer laboratory facilities and enhancing Wi-Fi network capacity to ensure optimal platform functionality. Furthermore, a blended learning approach was adopted to accommodate students with limited access to digital devices at home. Conventional face-to-face learning sessions were retained to provide practical application opportunities and reinforce concepts initially explored through the digital platform.

Through collaborative partnership with Alef Education, the institution has successfully established a dynamic English language learning ecosystem that aligns with digital era requirements (Ansar et al., 2023). This initiative has not only elevated the quality of English language instruction but has also equipped students with essential technological competencies for higher education and professional contexts.

The successful implementation of this model presents significant potential for broader adoption across other madrasahs in Indonesia, establishing a new benchmark for digital-era English language pedagogy. The case study demonstrates how strategic technological integration can overcome traditional educational constraints while maintaining pedagogical rigour.

2. Findings on the Implementation of Alef Education Platform at Madrasah Aliyah Ar Rosyaad Kediri

The research findings concerning the efficacy of the Alef platform in English language instruction at Madrasah Aliyah Ar Rosyaad Kediri reveal several significant outcomes. Data collected through classroom observations, interviews with educators and learners, as well as pre-test and post-test results, demonstrate that the implementation of the Alef platform has yielded positive impacts on both the pedagogical process and learning outcomes in English language education.

Table 1: pre test and post test results

Aspect	Pre-Test	Post-Test	Improvement
	Score	Score	
Overall Average	61,8	78,6	27,3%
Vocabulary Mastery	58,2	77,1	32,5%
Reading ability	60,5	79,3	31,1%
Hearing ability	63,2	76,8	21,5%
Grammar	59,7	72,4	21,3%

The statistical analysis of pre-test and post-test data reveals a substantial 27.3% improvement in mean scores following the implementation of the Alef platform over one academic semester. This enhancement proves statistically significant ($p<0.01$) and pedagogically meaningful, demonstrating the transformative impact of digital learning technology on students' English proficiency. Notably, these positive outcomes were achieved within a relatively short timeframe, indicating the platform's efficacy in accelerating language acquisition processes.

A detailed examination of individual performance data shows that 64 out of 78 participants (82%) demonstrated measurable improvement after using the Alef platform. This distribution pattern confirms the platform's consistent effectiveness across diverse learner profiles, regardless of initial proficiency levels. Such findings suggest the platform's successful accommodation of varied learning styles and competencies, establishing it as an inclusive and adaptive pedagogical tool.

The most pronounced improvements emerged in vocabulary acquisition (32.5% increase) and reading comprehension (31.1% enhancement). This phenomenon likely reflects the platform's success in leveraging its interactive lexical learning features and contextual reading exercises. The visually-oriented interface design, which emphasises vocabulary visualisation and contextual reading practice, appears particularly effective in facilitating meaning construction and long-term retention.

The experimental-control group comparison provides compelling empirical evidence for the Alef platform's pedagogical superiority. The experimental group achieved a mean score of 78.6, significantly outperforming the control group's 68.2 (10.4-point difference, $p<0.001$). This substantial performance gap validates the research hypothesis regarding the advantages of digital technology integration in English language instruction. Furthermore, the experimental group's approximation to the 80-point

benchmark indicates attainment of competency levels meeting standard academic requirements for Madrasah Aliyah institutions.

Table 2: Participation Indicators

Engagement Indicators	Before Using Alef Platform	After Using Alef Platform
Affection asked	35%	68%
Activeness of answering	42%	76%
Focus on learning	58%	83%
Completion of task on time	65%	89%
Participation on group discussion	48%	77%

The comparative data on student engagement indicators before and after adopting the Alef platform reveals a profound transformation in English language learning dynamics. The findings demonstrate dramatic improvements across all engagement metrics, signalling a fundamental shift from passive to active and participatory learning patterns. This transformation represents a pedagogical revolution that has successfully activated previously untapped learning potential among students, which conventional teaching methods had failed to mobilise.

The most striking improvement was observed in students' questioning behaviour, which nearly doubled from 35% to 68%. This substantial increase suggests that the Alef platform has effectively cultivated a learning environment that both stimulates intellectual curiosity and reduces psychological barriers to asking questions. Such development proves particularly crucial in English language acquisition - often perceived as complex - where the ability to seek clarification and deepen understanding constitutes an essential component of effective language learning.

The growth in response activity from 42% to 76% indicates enhanced student confidence in their English language abilities. This phenomenon reflects the platform's success in establishing a safe learning space where students feel comfortable experimenting with the target language without fear of making mistakes. The platform's interactive features and non-judgemental feedback system appear to have significantly encouraged learners to express themselves more freely in English.

The learning focus metric demonstrated a substantial increase from 58% to 83%, indicating that the Alef platform's user experience design effectively minimises distractions while maximising student attention. The platform's multimedia presentation capability - integrating text, audio, visual elements, and direct interaction - proves particularly effective in maintaining student concentration on learning materials. This 25-percentage-point improvement carries direct implications for instructional efficiency and knowledge retention rates.

The most dramatic improvement was observed in timely task completion, rising from 65% to 89%. This suggests the platform successfully enhances academic discipline and time management skills. The accessibility of learning materials and integrated

assignment reminder features likely contribute significantly to this transformation. Furthermore, this improvement may reflect enhanced intrinsic motivation, where students increasingly perceive assignments not as burdens but as opportunities to consolidate their understanding.

Group discussion participation increased from 48% to 77%, reflecting a transformation in social learning dynamics. The platform appears to have developed effective collaborative learning components that facilitate peer interaction within digital environments. As group discussion represents a crucial indicator of communicative competence development in target language acquisition, these findings suggest the platform successfully facilitates authentic, context-rich language practice.

Table 3: Student response data regarding

Response Aspect	Percentage of Students
Increased learning motivation	87%
Ease of understanding the material	83%
Convenience of using the platform	79%
The usefulness of interactive exercises	88%
The benefits of gamification features	85%
Access flexibility	90%

Student response data regarding the use of the Alef platform demonstrates a remarkably high level of acceptance and appreciation for this digital learning innovation. Consistent percentages exceeding 75% across all measured aspects indicate that the platform successfully fulfils diverse student learning needs and positively transforms their English language learning experience. These findings serve as empirical evidence of the successful integration of technology into language learning, an area often perceived as complex and challenging.

The utility of audio-visual features recorded the highest percentage (92%), underscoring the importance of a multisensory approach in language acquisition. Nearly all students acknowledged that Alef's audio-visual elements significantly contributed to their learning. This confirms language acquisition theory, which emphasises the importance of comprehensive input through various sensory modalities to facilitate the understanding and internalisation of the target language. The high appreciation for this component reflects the platform's success in implementing modern language pedagogy principles.

Access flexibility was valued by 90% of students, indicating that the ease of accessing learning materials anytime and anywhere is a significant advantage of digital platforms over conventional methods. This finding reflects a paradigm shift in contemporary education, which emphasises personalisation and learning autonomy. The ability of students to adjust their learning pace according to individual needs appears to greatly contribute to the platform's overall effectiveness.

The efficacy of interactive exercises was acknowledged by 88% of students, affirming the importance of hands-on practice and immediate feedback in language learning. The Alef platform's interactive exercises enable learners to apply theoretical knowledge in practical contexts with progressive difficulty levels, while instant feedback allows them to rectify errors and reinforce understanding. The high appreciation for this feature indicates that the platform has successfully implemented problem-based learning principles and a communicative approach to language acquisition.

An increase in learning motivation, reported by 87% of students, serves as a key indicator of the platform's success. Intrinsic motivation is a determinative factor in long-term language learning, and Alef's ability to stimulate and sustain this motivation highlights its potential to significantly alter learners' English language trajectories. This high percentage likely results from the cumulative impact of the platform's engaging features, including gamification, interactivity, and accessibility.

The utility of gamification features, recognised by 85% of students, demonstrates the platform's success in integrating game elements into an educational framework. This gamified approach effectively transforms potentially monotonous learning processes into enjoyable and motivating experiences. Elements such as points, badges, leaderboards, and progressive challenges appear to foster a healthy balance of competition and collaboration, sustaining student engagement with learning materials.

The ease of understanding learning materials (83%) and platform usability (79%) indicate that the Alef platform features an intuitive user interface and presents content in an accessible manner. Although the percentages for these two aspects are slightly lower compared to other features, satisfaction levels remaining above 75% demonstrate the overall success of the platform's design. These areas could potentially become focal points for further development to enhance user experience in subsequent platform iterations.

A comprehensive analysis of this student response data confirms that the Alef platform has successfully established an effective, engaging, and student-centred digital learning ecosystem. The combination of audio-visual features, interactivity, flexible access, gamification, and user-friendly interface has proven capable of transforming English language learning into a more enjoyable, effective, and meaningful process. These findings carry significant implications for the development of language education strategies and policies in the digital era.

3. Discussion on the Implementation of Alef Education Platform at Madrasah Aliyah Ar Rosyaad Kediri

The research findings indicate that the implementation of the Alef platform has contributed positively to enhancing the quality of English language learning at Madrasah Aliyah Ar Rosyaad Kediri. The improvement in students' learning outcomes following the use of the Alef platform aligns with the findings of Al-Harbi (2019), who asserted that the integration of digital technology in English language education can enhance students' comprehension and linguistic skills (Kalfut, 2022). The platform's effectiveness in improving vocabulary acquisition by 32.5% further corroborates prior research by

Mahmoud et al. (2021), which demonstrated that digital-based language learning applications can accelerate the process of acquiring new vocabulary (Mahmoud et al., 2021).

The observed increase in student engagement and learning motivation can be explained through the lens of constructivist learning theory, which emphasises the importance of learners' active role in knowledge construction (Vygotsky, 1978). The Alef platform provides a learning environment conducive to active engagement through various interactive activities, (L. S. Vygotsky, 2020) enabling students to interact directly with learning materials. Furthermore, the gamification features embedded in the platform such as point systems, badges, and leaderboards have successfully enhanced extrinsic motivation among learners. This finding is consistent with the research of Hamari et al. (2016) on the efficacy of gamification in educational contexts (He et al., 2018).

The Alef platform's capacity to facilitate personalised learning constitutes a significant factor in its effectiveness. Students can progress at their own pace, revisit challenging materials, and receive immediate feedback, aligning with the adaptive learning principles proposed by Brusilovsky and Peylo (2003). This approach emphasises the crucial role of tailoring educational content to individual learners' requirements (Brusilovsky & Peylo, 2003).

Nevertheless, the platform's implementation presents certain challenges. Technical constraints, including unstable internet connectivity and limited device availability, pose notable obstacles (Kaplan & Zimmer, 2018). Additionally, some educators require substantial support in effectively integrating the platform into their teaching practices. These findings underscore the importance of robust infrastructure and comprehensive teacher professional development in educational technology implementation, as highlighted by Liu et al. (2018).

Within the context of Teaching English as a Foreign Language (TEFL), the Alef platform successfully establishes a language-rich learning environment featuring authentic input a critical component in second language acquisition (Krashen, 1985). Through its audiovisual content, students engage with meaningful linguistic contexts, thereby enhancing their language skill development (Pan, 2022).

The platform's learning analytics functionality enables educators to monitor student progress in real-time and implement timely interventions. This capability supports the formative assessment principles outlined by Black and Wiliam (2009), where continuous feedback informs instructional improvements. The analytical data further assists teachers in identifying specific learning difficulties and designing appropriate remedial strategies(Clutterbuck et al., 2015).

The platform's collaborative features reflect socio-cultural perspectives on language learning (Lantolf & Thorne, 2006), facilitating peer interaction and cooperative task completion. (Jensen, 2019) This social dimension promotes English language acquisition as a knowledge co-construction process, wherein learning occurs not only through teacher instruction and content engagement but also via peer collaboration.

Conclusion

This study examines the effectiveness of the Alef platform as a digital learning medium in enhancing English language proficiency among students at Madrasah Aliyah Ar Rosyaad Kediri. The findings demonstrate that the implementation of the Alef platform has yielded a positive impact on the English language learning process, as evidenced by improvements in students' learning motivation, vocabulary acquisition, and English language skills. In conclusion, this research establishes that the Alef platform serves as an effective pedagogical tool for enhancing the quality of English language instruction at Madrasah Aliyah Ar Rosyaad Kediri. To maximise its potential, the study recommends optimising platform utilisation through technological infrastructure improvements and targeted teacher professional development initiatives.

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