

CHALLENGES AND OPPORTUNITIES OF USING ICT IN ENGLISH LANGUAGE TEACHING: PERSPECTIVES OF TEACHERS AND STUDENTS

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Abstrak

This study aims to explore the challenges and opportunities of using Information and Communication Technology (ICT) in English language teaching from the perspectives of teachers and students. The increasing use of digital media in education has encouraged teachers and students to integrate ICT into classroom activities, but not all learning environments are fully prepared for this change. This research used a qualitative case study method conducted at a public junior high school in Malang. The participants consisted of one English teacher and two eighth-grade students. Data were collected through interviews and classroom observations, then analyzed using thematic analysis. The findings show that teachers face several challenges such as unstable internet connection, limited availability of devices, technical problems during lessons, and the lack of training for teachers. Meanwhile, students also experienced difficulties, including inadequate devices, limited digital skills, internet issues, and distractions while using their phones. However, both teachers and students agreed that ICT also brings positive benefits. ICT can make learning more interesting, increase student motivation, support independent learning, and help improve listening, speaking, and writing skills. In conclusion, ICT has the potential to support English language learning, but schools need to improve facilities, provide training, and ensure equal access so that ICT can be used more effectively in the classroom.

Keywords: ICT; English language teaching; teachers' perspectives; students' perspectives; opportunities; challenges

INTRODUCTION

The rapid development of Information and Communication Technology (ICT) has significantly transformed educational practices in the 21st century. ICT tools, such as computers, smartphones, digital platforms, and internet-based applications, are increasingly integrated into various aspects of teaching and learning, including English language teaching (ELT). In many educational contexts, ICT is believed to support more flexible, engaging, and student-centered learning environments by providing access to authentic materials, multimedia resources, and interactive learning activities (Li, 2022; Ndibalema & Mrosso, 2024).

In Indonesia, the integration of ICT in ELT has grown more visible over the past few years, especially after the expansion of online and blended learning modes in junior and senior high schools. English teachers are encouraged to design learning activities that not only develop students' linguistic competence, but also their digital literacy and ability to participate in technology-rich environments. However, the implementation of ICT in classroom practice is not always straightforward. While ICT has the potential to enhance motivation, interaction, and learning outcomes, it also brings challenges related to infrastructure, internet connectivity, teacher competence, and students' readiness to use digital tools meaningfully (Mustafa & Abbas, 2021; Thi & Dinh, 2015).

ICT itself encompasses a wide range of technologies used to handle information and support communication, including hardware, software, networks, and online platforms. In educational settings, ICT is used to deliver content, facilitate interaction, and support various learning activities, both inside and outside the classroom. The integration of ICT into language learning allows students to access multimedia resources, participate in online discussions, and practice language skills in more flexible and interactive ways, which can contribute to improved engagement and learning outcomes (Li, 2022; Ndibalema & Mrosso, 2024). Within this broader picture, the concept of Technology-Enhanced Language Learning (TELL) emphasizes the use of technological tools to support and enrich language learning. TELL highlights how digital resources can provide access to authentic language input, immediate feedback, and opportunities for interaction that go beyond the physical classroom, enabling learners to engage with tasks tailored to their needs and to develop greater autonomy in managing their learning processes (Godwin-Jones, 2011; Reinders & Wattana, 2015).

In the context of ELT, ICT plays an important role by providing tools for presenting, practicing, and assessing language skills. Teachers can use ICT to present materials through videos, slideshows, and interactive platforms, while students can engage in tasks such as online quizzes, listening activities, and collaborative writing. ICT can also facilitate communication and collaboration, enabling learners to work together through digital platforms and receive feedback from teachers and peers. When effectively integrated, ICT has the potential to transform traditional teaching approaches into more interactive, communicative, and student-centered practices (Anthony & Brindley, 2007; Rank et al., 2011; Jucevičiene, 2008; Somekh, 2007).

However, the way ICT is used in the classroom is strongly influenced by teachers' and students' perspectives. From the teachers' side, some view ICT as a valuable resource that can diversify teaching methods and enhance students' engagement, while others may feel unprepared, anxious, or resistant to using technology due to limited knowledge, lack of training, or concerns about technical problems. Differences in age, experience, and digital competence can shape teachers' willingness to experiment with new tools and to integrate ICT into their regular teaching practices, which highlights the need for professional development that supports teachers both technically and pedagogically (Anthony & Brindley, 2007; Jucevičiene, 2008).

From the students' perspective, ICT can offer a more interesting and motivating learning experience by providing multimedia content, interactive tasks, and opportunities for self-paced learning. Students may use ICT to search for vocabulary meanings, practice pronunciation, or review materials through online platforms. At the same time, their experiences are shaped by access to devices, internet connectivity, and their level of digital literacy. Some students may struggle with technical issues, be easily distracted by non-academic content, or feel hesitant to explore new applications without guidance. Thus, students' perspectives on ICT use in ELT reflect not only the potential benefits of technology, but also the challenges they face in using it effectively for learning (Hashemi et al., 2022; Mustafa & Abbas, 2021).

Several previous studies have examined ICT use in language education from different angles. Hashemi et al. (2022) investigated how students majoring in English perceived the use of ICT in language learning and found that ICT supported students' critical thinking and reading comprehension while also revealing obstacles related to device availability and digital competence. Poudel (2022) explored the use of ICT in English language teaching in the context of Nepal's developing educational system, concluding that ICT facilitated access to resources and collaborative learning but remained constrained by infrastructural issues and unequal access among learners. In another study, Rintaningrum (2023) analyzed ICT integration in English language teaching in a higher education context and emphasized the role of institutional support, teacher training, and technological infrastructure in enabling effective use of ICT, as well as the importance of aligning technological tools with pedagogical goals. Together, these studies demonstrate that while ICT offers significant opportunities for enhancing language learning, challenges related to infrastructure, teacher readiness, and students' digital literacy persist across different contexts.

However, the majority of these previous studies tend to focus on either teachers' or students' perspectives separately, or investigate ICT use primarily in higher education settings. Research that simultaneously explores both teachers' and students' perspectives in a junior high school context, especially in Indonesia, remains relatively limited. This study aims to address this gap by examining the challenges and opportunities of using ICT in English language teaching from the perspectives of one English teacher and two junior high school students in a state school in Malang.

Therefore, the objective of this study is to explore the challenges and opportunities of using ICT in English language teaching from the perspectives of both teachers and students. In line with this objective, this study aims to clarify the specific issues that arise in the classroom related to ICT use. Thus, the focus of this study is directed toward answering the following questions:

1. What are the main challenges for teachers in using ICT in English language teaching and learning?
2. What are the main challenges for students in using ICT in English language teaching and learning?
3. What are teachers' perspectives of the opportunities ICT offers to improve the effectiveness of English language teaching and learning?

4. What are students' perspectives of the opportunities ICT offers to improve the effectiveness of English language teaching and learning?

METHOD

Research Design

This study used a qualitative research design because it aimed to understand the real experiences and perspectives of teachers and students regarding the use of ICT in English language teaching. Creswell & Creswell (2014), explains that qualitative research is used to explore social and human problems by collecting rich and detailed data. In this study, a multiple case study approach was chosen to allow the researcher to examine the experiences of the English teacher and the two eighth-grade students in depth. A case study, as described by Dul and Hak (2007); Yin, (1981), focuses on investigating a phenomenon in its real-life context, especially when the boundaries between the case and the setting are not clearly separated. Through this approach, the researcher was able to look closely at how ICT was used in the classroom and identify the challenges and opportunities experienced by the participants based on multiple sources of evidence.

Setting and Participants

The participants in this study were one English teacher and two eighth-grade students in public junior high school in Malang, East Java. They were selected using purposive sampling to ensure that they met the criteria needed for the study. The teacher participant was an EFL teacher with more than ten years of experience, actively used ICT in her teaching, and was willing to participate in interviews and observations. The two student participants were eighth graders who had experience using ICT for English learning, represented both active and less-active learners, and agreed to join the interview and observation sessions.

Data Collection

The data in this study were obtained from primary sources, namely in-depth interviews and classroom observations. The in-depth interviews were used to explore the teacher's and students' experiences, challenges, and perceptions in using ICT for English learning. Classroom observations served as another main data source to see how ICT was actually implemented during English lessons, including how the teacher used technology and how students responded in real classroom situations. Supporting materials such as field notes and classroom documentation were also used when needed to help clarify and strengthen the interpretation of the data.

Data Analysis

This study used thematic analysis as proposed by Braun and Clarke (2006). The process included familiarizing with the data, generating initial codes, grouping the codes into themes, reviewing and refining the themes, defining the themes, and producing the final interpretation. This approach helped the researcher identify the key challenges and opportunities experienced by both the teacher and 4 students when using ICT in English lessons. To ensure the accuracy of the findings, member checking was conducted by confirming the interpretations with the participants, as explained by Creswell & Miller (2000), that this step allows participants to verify whether the results accurately reflect their experiences

FINDINGS

This study explored the challenges and opportunities associated with the use of ICT in English language teaching from the perspectives of one English teacher and two eighth-grade students in a public junior high school in Malang. Analysis of interviews and observations revealed four themes that represent the practical realities of ICT integration in the classroom.

Challenges Faced by Teachers in Using ICT

A major issue experienced by the teacher was the unpredictability of ICT infrastructure. Slow internet connections frequently halted instructional activities and disrupted the flow of lessons.

"Sometimes the internet is so slow, and it makes the class stuck." (P1)

Even when the internet was functioning, additional technical obstacles occurred, such as hardware failures, software glitches, and accidental operational errors.

"Sometimes it's human error... maybe I forgot my HDMI cable, or suddenly the classroom LCD wasn't working, or my phone suddenly ran out of battery." (P1)

Unequal access to functioning devices among students also affected the effectiveness of ICT-based instruction. Some students did not bring smartphones or had devices that could not run required applications.

"Some students do not bring phones, or the phone cannot open the application." (P1)

The teacher further pointed out institutional challenges, particularly the limited ICT literacy among senior teachers who were reluctant to adopt digital tools.

"Most of these senior teachers... are not motivated to use ICT and think, 'I can't do it, I'm too old.'" (P1)

To cope with these issues, she consistently prepared alternative instructional strategies.

"There must be a plan B if ICT cannot be used at all." (P1)

Observation data supported this, showing that traditional board-based teaching was used when blackouts or connection failures occurred.

"Teachers also continued to discuss or explain the material on the whiteboard."

Challenges Faced by Students in Using ICT

Students encountered various obstacles related to device availability, hardware limitations, and unstable internet connectivity. These issues often prevented them from accessing learning platforms smoothly.

"Sometimes my phone cannot open the app, it keeps loading." (P2)

"The Wi-Fi is slow, so I cannot join the activity quickly." (P3)

Students also faced distractions during ICT-based learning. Notifications and entertainment applications often diverted their attention from academic tasks.

"Sometimes I open another app, like YouTube or games." (P2)

Digital literacy challenges affected students' confidence in navigating educational platforms. Some hesitated to use unfamiliar applications out of fear of making mistakes.

"I'm afraid I click the wrong button, so I just wait for the teacher." (P3)

These challenges demonstrate that students' ability to fully benefit from ICT is shaped by both external constraints and personal digital readiness.

Teachers' Perspectives on ICT Opportunities

Despite the challenges, ICT offered valuable instructional benefits. Multimedia materials such as videos, images, and interactive applications increased student engagement and participation.

"ICT makes the class more interesting. Students are more active when I use videos or Quizizz." (P1)

ICT also provided flexibility by enabling access to diverse online resources that complemented the textbook.

"ICT helps students when they want to check the meaning or pronunciation." (P1)

Digital platforms offered efficiency in assessment, allowing the teacher to conduct quizzes and obtain results instantly.

"Using online quizzes is faster. I can see their score directly." (P1)

These opportunities enabled the teacher to create more dynamic lessons and support students' independent learning.

Students' Perspectives on ICT Opportunities

Students perceived ICT as making English lessons more enjoyable and engaging.

"ICT makes English lessons more interesting." (P3)

"It is fun when the teacher uses videos or games." (P2)

Multimedia content helped them better understand material through visual and auditory explanations.

"I can understand more when there is a video or picture." (P3)

Students used ICT to support independent learning beyond classroom hours, particularly for searching vocabulary and pronunciation.

"It helps me when I don't know the meaning; I search it." (P2)

Exposure to digital audio and video resources improved their language skills, especially pronunciation.

"I learn how to pronounce words from videos." (P3)

ICT also encouraged collaboration when students shared devices or assisted peers during technical difficulties.

"Sometimes we share the phone, and we do the task together." (P2)

DISCUSSION

This study aimed to explore the challenges and opportunities of using ICT in English language teaching from the perspectives of one English teacher and two junior high school students in a state school in Malang. Overall, the findings indicate that ICT constitutes a double-edged reality in the classroom: it offers meaningful opportunities for more engaging and flexible learning, yet it is simultaneously constrained by infrastructural, technical, and human factors. This section discusses the main findings by connecting them with the theoretical concepts and previous studies outlined in the introduction.

The first major finding concerns the persistent challenges related to infrastructure and technical conditions. The teacher and students reported unstable internet connection, limited availability of devices, low-spec smartphones, and frequent technical failures during ICT-based lessons. These issues often forced the teacher to switch to traditional board-based teaching and to prepare alternative plans whenever ICT tools did not function as expected. Such experiences confirm that the promise of ICT to support flexible and student-centered learning environments (Li, 2022; Ndibalema & Mrosso, 2024) is highly dependent on the availability of reliable infrastructure. The findings resonate with Poudel's (2022) study in Nepal, which showed that ICT-facilitated access and collaboration remained constrained by infrastructural limitations and unequal access among learners. Similarly, Rintaningrum (2023) emphasized that institutional support and technological infrastructure are crucial enablers of effective ICT integration; without them, technology-enhanced language learning tends to remain superficial or inconsistent in practice.

Another important challenge identified in this study is related to teacher readiness and colleagues' digital competence. The participating teacher described how some senior teachers felt "too old" or reluctant to engage with ICT, and how a lack of adequate training made it difficult to use digital tools confidently. This reflects the central role of teachers' perspectives and self-efficacy in shaping ICT integration in the classroom, as highlighted in the theoretical discussion of ICT in ELT (Anthony & Brindley, 2007; Jucevičienė, 2008). When teachers perceive ICT as unfamiliar, risky, or burdensome, they are less likely to experiment with interactive platforms, even if the school provides some technological resources. The present findings are in line with Mustafa and Abbas (2021), who noted that teacher competence and attitudes are key determinants of how ICT is used for pedagogical purposes. They also support Poudel's (2022) observation that professional development and ongoing support are needed to transform ICT from a mere requirement into a genuinely integrated part of teaching practice.

From the students' side, the study reveals challenges related not only to access but also to digital literacy and self-regulation. The students experienced difficulties when devices were slow, memory was full, or applications did not run properly, and they sometimes hesitated to explore unfamiliar platforms because they were afraid of making mistakes. At the same time, they admitted being easily distracted by non-academic applications and notifications during ICT-based lessons. These findings illustrate that ICT does not automatically produce better learning outcomes; rather, it requires guidance and explicit development of digital literacy skills, as suggested in the discussion of students' perspectives on ICT (Hashemi et al., 2022; Mustafa & Abbas, 2021). Hashemi et al. (2022) found that while ICT can support critical thinking and reading comprehension, students' use of technology is strongly influenced by their confidence, competence, and ability to manage distractions. The present study extends this insight to a junior high school context, showing that younger learners also need scaffolding to use digital tools productively for language learning instead of entertainment.

Despite these challenges, the findings also show that both the teacher and students recognized clear opportunities offered by ICT. The teacher reported using videos, interactive quizzes, and other multimedia resources to make lessons more engaging, while students described ICT-based activities as more interesting and enjoyable than traditional approaches. This supports the theoretical claim that ICT can transform language teaching into a more interactive and student-centered process by providing diverse resources and multimodal input (Li, 2022; Ndibalema &

Mrosso, 2024; Anthony & Brindley, 2007; Rank et al., 2011; Somekh, 2007). In particular, the use of online quizzes for immediate feedback and the integration of audio-visual materials align with the notion of Technology-Enhanced Language Learning (TELL), which emphasizes authentic input, timely feedback, and interactive tasks that extend beyond the physical classroom (Godwin-Jones, 2011; Reinders & Wattana, 2015).

The students' statements that ICT helped them understand vocabulary, pronunciation, and lesson content further illustrate the pedagogical potential of ICT in ELT. Their use of ICT to search for word meanings, listen to pronunciations, and review materials outside class time indicates that, when appropriate access and support are available, ICT can encourage learners to take more initiative and develop early forms of autonomy in language learning. This finding echoes Rintaningrum's (2023) conclusion that ICT can enrich exposure to authentic language input and provide opportunities for independent learning, provided that the tools are aligned with pedagogical aims and learners are guided in their use. It also complements the positive aspects of students' perceptions reported by Hashemi et al. (2022), who found that ICT could enhance engagement and critical thinking when integrated thoughtfully into language learning activities.

A key contribution of this study is its focus on the intersection of teacher and student perspectives within the same junior high school context. Much of the previous literature examined in the introduction has tended to investigate either teachers' or students' experiences separately or to concentrate on higher education environments (Hashemi et al., 2022; Poudel, 2022; Rintaningrum, 2023). By contrast, the present study shows how teachers and students are simultaneously affected by the same infrastructural and contextual conditions. When the internet connection was unstable or devices malfunctioned, the teacher's lesson plan was disrupted and students were unable to participate fully in ICT-based activities. Conversely, when ICT tools functioned well, both the teacher and students reported increased motivation, participation, and interaction. This alignment underscores the idea that ICT integration is a shared classroom experience, shaped not only by individual preferences but also by school infrastructure, classroom culture, and the interaction between teaching strategies and learner behaviour.

Furthermore, although the study focused on one teacher and two students, the variation in their experiences reflects wider patterns identified in the theoretical and empirical literature. Differences in digital competence, access to devices, and attitudes toward technology were evident even within this small sample, which supports the argument that ICT policies and professional development initiatives should be context-sensitive rather than assuming uniform readiness across schools or stakeholders (Anthony & Brindley, 2007; Jucevičiene, 2008; Rintaningrum, 2023). The findings suggest that efforts to strengthen ICT use in ELT need to consider local constraints, such as internet stability and students' socio-economic backgrounds, as well as the specific training needs of teachers at different stages of their careers.

Taken together, the discussion of these findings indicates that ICT in English language teaching in this junior high school context operates within a dynamic interplay of challenges and opportunities. In line with the theoretical perspectives on ICT and TELL, ICT has the potential to enrich language learning, promote interaction, and support learner autonomy (Li, 2022; Ndibalema & Mrosso, 2024; Godwin-Jones, 2011; Reinders & Wattana, 2015). At the same time, consistent with previous empirical studies (Hashemi et al., 2022; Mustafa & Abbas, 2021; Poudel, 2022; Rintaningrum, 2023), the present study confirms that infrastructural limitations, teacher readiness,

and students' digital literacy remain significant obstacles that must be addressed to realize this potential.

In this sense, the findings highlight the need for holistic approaches to ICT integration that simultaneously strengthen infrastructure, provide sustained professional development for teachers, and build students' capacity to use technology responsibly for learning. While the study is limited by its small number of participants and single-school focus, it offers contextually rich insights that may inform future research and practice in similar junior high school settings.

CONCLUSION

This study investigated the challenges and opportunities of using ICT in English language teaching from the perspectives of one English teacher and two junior high school students in a state school in Malang. The findings show that ICT functions as both a promising pedagogical resource and a significant source of difficulty. On the one hand, ICT supports more engaging and interactive English lessons through the use of videos, online quizzes, and digital platforms that help students understand vocabulary, pronunciation, and lesson content more easily. On the other hand, its implementation is often hindered by unstable internet connection, limited access to devices, low-spec smartphones, and recurring technical problems that disrupt the flow of teaching and learning.

The study also highlights the central role of teacher readiness and student digital literacy in shaping ICT integration. The teacher's willingness to use ICT is sometimes constrained by limited training and colleagues' reluctance to engage with technology, while students struggle not only with infrastructural issues but also with operating applications, managing distractions, and using ICT for academic rather than purely entertainment purposes. These findings suggest that successful ICT integration requires adequate infrastructure, continuous professional development for teachers, and explicit guidance to help students develop digital literacy and self-regulation.

Overall, the study confirms that ICT has considerable potential to enhance English language teaching and learning by making lessons more motivating, interactive, and accessible, but this potential can only be realized when infrastructural, technical, and human challenges are addressed in a systematic way. This research is limited by its small number of participants and focus on a single junior high school. Therefore, for further research it is recommended to involve more participants or additional schools so that a broader picture of ICT integration in English language teaching can be obtained.

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