

Exploring English Learning Experience Through Boredom And Joy Among Fifth Graders in a Rural Elementary School: Narrative Inquiry

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Abstract: Students' emotional experiences influence their engagement in learning English, especially in rural elementary schools. This study aimed to explore fifth-grade students' English learning experiences, examine how boredom and joy were reflected during English learning, and identify the classroom experiences contributing to these emotions. This study employed a qualitative narrative inquiry involving two fifth-grade students at a rural elementary school. The findings showed that students experienced both boredom and joy during English learning. Boredom was associated with repetitive classroom activities while joy emerged through interactive learning, games, and positive teacher support. The study highlights the importance of creating engaging and supportive classroom environments to enhance student English learning experiences.

Keywords: boredom, joy, narrative inquiry, rural elementary school, young learners.

INTRODUCTION

English has become one of the most important international languages, serving as a medium for global communication, education, technology, and cultural exchange. Consequently, introducing English from an early age has received increasing attention in many countries, including Indonesia. Young learners are considered to have greater potential to acquire a foreign language because they are naturally curious, enthusiastic, and more willing to engage in new learning experiences. Therefore, English learning at the elementary school level should not

only emphasize linguistic knowledge but also create meaningful and enjoyable learning experiences.

However, learning English is not always experienced positively by young learners. Besides cognitive challenges, students also experience various emotions that influence their engagement and participation during English lessons. Among these emotions, boredom and enjoyment have attracted increasing attention in foreign language education. This finding suggests that classroom practices significantly influence how students experience English learning, highlighting the need to design learning activities that support students' emotional and cognitive engagement from an early stage. (Ubaidillah et al., 2024). Boredom is recognized as a negative emotional state characterized by low stimulation, disengagement, and reduced motivation, often emerging when learning activities are repetitive, monotonous, or perceived as meaningless (Pawlak et al., 2020). In contrast, Foreign Language Enjoyment (FLE) reflects positive emotional experiences that arise when students feel challenged, supported, and actively involved in learning activities (Dewaele & MacIntyre, 2014). These two emotions are dynamic and may change throughout the learning process depending on classroom experiences and instructional practices.

The emotional dimension of English learning becomes even more significant in rural elementary schools, where students often experience different learning conditions from those in urban areas. Limited learning resources, restricted exposure to English, lesson (Hammer, n.d.). However, meaningful and interactive classroom activities can transform these negative experiences into enjoyable learning, encouraging students' active participation. Emotional experience revealed that enjoyment contributes positively to students' motivation and classroom engagement, whereas boredom may negatively affect students' concentration and participation during English learning activities (Munfaridah et al., 2024).

Previous studies have explored boredom and enjoyment in English learning from various perspectives. (Laila et al., 2023) Found that monotonous classroom activities and limited learning media contributed to students' boredom, while reported

that games, songs, and interactive activities increased students' enthusiasm and engagement. Similarly, Lesia & Petrus (2021) highlighted the importance of enjoyable learning strategies through teachers' and parents' perspectives. Although these studies provide valuable insight into classroom practices, they mainly focus on teaching strategies rather than students' own learning experiences.

Moreover, most previous studies have investigated boredom and enjoyment among secondary school or university students, leaving young learners in rural elementary schools underexplored. In addition, boredom and enjoyment are often examined separately, with limited attention to how students experience both emotions throughout their English learning journey. Students' personal experiences and emotional responses influence how they regulate their learning and respond to academic challenge. (Zubaidy et al., 2024). Therefore, this study employs experiences in a rural elementary school, focusing on how boredom and joy are reflected in their learning experiences and what classroom situations contribute to these emotional responses.

METHOD

This study employed a qualitative research design using a narrative inquiry approach to explore fifth-grade students' English learning experiences, particularly how they experienced boredom and joy during English learning in a rural elementary school. Narrative inquiry was selected because it allows researchers to understand participants' lived experiences through the stories they tell and the meanings they construct from those experiences. This approach is appropriate for investigating emotional experiences in language learning since it emphasizes participants' personal perspectives and reflections.

The study was conducted at a rural elementary school in Malang, Indonesia. The participants were fifth-grade students who had been learning English for approximately five years. They were selected using purposive sampling based on several criteria. First, the participants were fifth-grade students actively participating

in English classes. Second, they were willing to share their learning experiences during interviews. Third, they had experienced both enjoyable and challenging situations while learning English, enabling them to provide rich narratives regarding boredom and joy in English learning.

The primary data of this study consisted of participants' narratives obtained through semi-structured interviews. To enrich and triangulate the findings, participant observations and documentation were also conducted. The interviews encouraged participants to describe their English learning experiences beyond the classroom. Observations were conducted during English lessons to examine students' participation, classroom interaction, and emotional responses throughout the learning process. Documentation, including field notes and photographs, was used to support the interpretation of the findings. The researcher served as the primary research instrument by conducting interviews, which were audio recorded with participants' consent and subsequently transcribed verbatim before analysis.

The data were analyzed using Braun & Clarke's (2006) thematic analysis. The analysis followed six stages: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. This analytical procedure enables the researcher to identify recurring patterns related to students' English learning experiences, manifestations of boredom and joy, as well as classroom factors influencing these emotional experiences.

To ensure the trustworthiness of the findings, triangulation was applied by comparing information obtained from interviews, observation, and documentation. Member checking was also conducted by confirming interview interpretation with the participants to ensure that the findings accurately represented their experiences. Ethical considerations were maintained throughout the study by obtaining participants' voluntary consent, protecting their anonymity through participant codes (P1 and P2), and ensuring that all collected data were used solely for academic purposes.

FINDINGS

This section presents the findings of the study based on thematic analysis of the interview, observation, and documentation data. The analysis generated several themes representing the participants' English learning experiences. The findings are organized according to the three research questions. Research question 1 explores students' English learning experiences, research question 2 describes how boredom and joy were reflected during English learning, and research question 3 explains the classroom experiences that contribute to these emotional responses.

RQ1: How do fifth-grade students in a rural elementary school experience learning English?

This research question explores how participants experienced learning English throughout their elementary school years. The findings indicate that students' learning experiences were shaped by their early exposure to English, their classroom learning experiences, and their interactions with English beyond the classroom.

Early Experiences of Learning English

The participants describe their first encounters with English as interesting yet challenging experiences. English was introduced through simple vocabulary related to everyday objects, animals, and colors. Although students were unfamiliar with the language, they showed curiosity and interest in learning new words.

Excerpt 1:

"I first learned English when I was very young, around the age of 3–4, and I have continued learning it from elementary school until now. At that time, learning English felt new and interesting to me. My first impression of learning English was that it was fun, but also a little difficult. When I was a child, I learned English through songs and stories, and sometimes from songs that were turned into stories. I also learned the names of animals and fruits, which were taught to me by my mother. Then, when I started school, I learned simple words and became curious about how to

pronounce them. However, when learning topics like animals and fruits, I sometimes felt bored because I had already learned them when I was younger. In addition, my teacher sometimes used games, but at other times only explained the material. I preferred it when there were games because I felt more enthusiastic when learning through play.”(Interview, February 2026, P1)

Similarly, another participant, P2, explained that learning English was enjoyable despite experiencing difficulties in remembering new vocab.

Excerpt 2:

“I first learned English in elementary school, maybe in first grade. I was around six or seven years old. I remember learning simple words like numbers and colors. At first, I thought English was difficult. I didn’t understand what the teacher was saying. I remember feeling confused because the words were different from Indonesian. My teacher usually asked us to repeat words and write them in our books. I felt a little bored because we wrote a lot. Sometimes I didn’t understand, but I was afraid to ask.” (interview, February 2026, P2)

These narratives indicate that students' initial experiences with English were characterized by curiosity accompanied by challenges in vocabulary learning. Their first exposure laid the foundation for their subsequent learning experiences.

Classroom Learning Experiences

Participants reported that classroom activities greatly influenced their learning experiences. They experienced both engaging and monotonous lessons depending on the teaching methods used by the teacher. Repetitive worksheet-based activities often reduced their motivation, whereas interactive activities encouraged greater participation.

Excerpt 3:

“Most of the time, I felt that English class was boring because we just read and wrote. Sometimes it was fun, but not very often I remember one time when we played a guessing game about fruits in English.

That was fun because I could answer, and my friends clapped. Yes, I often felt confused when there were long sentences. I was afraid of being asked to read aloud. That made me feel nervous and quiet. (interview, February 2026, P2)”

However, participants expressed more positive experiences when the teacher introduced games or collaborative classroom activities.

Excerpt 4:

“I remember one time when we played a guessing game about fruits in English. That was fun because I could answer, and my friends clapped. Yes, I often felt confused when there were long sentences. I was afraid of being asked to read aloud. That made me feel nervous and quiet. (interview, February 2026, P2)

These findings suggest that students' classroom experiences were largely influenced by instructional practices. Interactive teaching strategies promoted active participation, whereas repetitive reduce students' engagement.

Learning Beyond The Classroom

Besides formal instruction, participants also encountered English outside school through songs, online videos, television programs, digital games, and with other people in their homes. Although these activities were mainly intended for entertainment, they gradually increased students' familiarity with English vocabulary.

Excerpt 5:

“At home, I sometimes study with friends outside, but other times I study on my own by watching YouTube and reading worksheets. I also occasionally study with my friends, my mother, or my older sibling, although most of the time I try to learn independently. While studying, I do not feel frustrated because I like English. I am also always curious and want to learn more.”

(Interview, February 2026, P1)

Another participant explained that online games also introduced English vocabulary that was not taught in school.

Excerpt 6:

“I usually only did my homework. I didn’t study more than that. Sometimes my mother told me to finish my homework, but she didn’t really teach me because she also didn’t understand English.” (Interview, February 2026, P2)

These experiences demonstrate that English learning extends beyond the classroom. Informal exposure complemented classroom instruction by helping students become more familiar with English in their everyday lives. Overall, the findings indicate that students experienced English learning through both formal and informal settings. While classroom instruction provided structured learning opportunities, meaningful experiences outside school enriched their understanding of English and supported their language development.

RQ2: How are boredom and joy reflected in their learning of English?

This research question explores how students experienced boredom and joy during English learning. The findings reveal that these emotions were reflected through two contrasting patterns of classroom engagement. Boredom was

characterized by students' disengagement from learning activities, whereas joy was reflected in their active participation and enthusiasm during interactive classroom experiences.

Learning Disengagement as Reflected in Their Boredom

The findings indicate that boredom was reflected through students' reduced participation during English lessons. Participants describe losing interest when classroom activities were repetitive, particularly when they were required to complete worksheets, memorize vocabulary, or listen to lengthy teacher explanations. During these situations, students tended to become passive, distracted, and less willing to participate in classroom interactions.

Excerpt 7:

“I didn't understand what the teacher was saying. I remember feeling confused because the words were different from Indonesian. Sometimes I didn't understand, but I was afraid to ask. Maybe around 15 minutes. After that, I start feeling sleepy. I lose focus when the explanation is difficult. I feel bored, and sometimes I just look outside the window.” (Interview, February 2026, P2)

Another participant expressed a similar experience.

Excerpt 8:

“I feel bored when the class becomes noisy because my classmates talk too much, even after being warned by the teacher. As a result, I lose my focus during the lesson.” (Interview, February 2026, P1)

These finding suggest that boredom emerged when students perceived classroom activities as repetitive and lacking interaction. Rather than actively

engaging in learning, they gradually lost their attention and motivations, resulting in lower classroom participation.

Active Learning Engagement Reflected from their Joy

In contrast, participants experienced joy when English lessons involved interactive and enjoyable activities. Games, group work, singing songs, and classroom competitions encouraged students to participate actively and created a more positive learning atmosphere.

Excerpt 9:

“When we play puzzles and English games, it is more exciting than just reading books. I felt more enthusiastic when learning through play. I do not feel frustrated because I like English. I am also always curious and want to learn more.” (Interview, February 2026, P1)

Similarly, another participant stated:

Excerpt 10:

“I remember one time when we played a guessing game about fruits in English. That was fun because I could answer, and my friends clapped.” (Interview, February 2026, P2)

Observation data also showed that students smiled more frequently, volunteered to answer questions, interacted with classmates, and showed greater enthusiasm during interactive learning activities. These behaviors indicate that enjoyable classroom experiences promoted active engagement and positive emotional responses toward English learning.

Overall, the findings demonstrate that boredom and joy were dynamic emotional experiences influenced by classroom activities. While repetitive and teacher-centered instruction reduces students' engagement, interactive learning

activities encourage active participation and foster positive emotional experiences throughout the English learning process.

RQ3: What classroom experiences contribute to feelings of boredom and joy during English learning

This research question explores the classroom situations that contribute to students' experiences of boredom and joy. The findings indicate that these emotions were influenced by three major factors: monotonous learning activities, interactive play-based learning, and supportive teacher feedback and classroom atmosphere.

Monotonous Learning Activities

Participants consistently associated boredom with repetitive classroom routines. Activities such as copying vocabulary, completing worksheets, and listening to long explanations made English lessons feel less interesting and reduce their motivation to participate.

Excerpt 11:

“My teacher usually asked us to repeat words and write them in our books, so I often felt a little bored because we had to write a lot. Sometimes, I did not understand the material. However, I was afraid to ask a question, so I chose to stay quiet. Therefore, I often felt that English class was boring because we only read and wrote. Although it was sometimes fun, those moments were infrequent.” (interview, February 2026, P2)

These findings indicate that limited variation in teaching activities contributes to students' disengagement during English learning.

Interactive and Play-Based Learning Activities

Participants reported that games, quizzes, songs, and collaborative learning activities made English lessons more enjoyable. T

hese activities encouraged students to communicate, cooperate, and participate moreng confidently during the lessons.

Excerpt 12:

“I feel excited when doing games and puzzles, and I rarely feel frustrated because I enjoy English, especially conversation classes. My first impression of English was that it was fun but slightly difficult, and I was curious about how to pronounce simple words. My teacher sometimes uses games and sometimes only explains the material, but I prefer learning through games because it makes me more motivated”.
(interview, February 2026, P1)

The observation findings also showed that students became more active, asked questions more frequently, and demonstrated greater enthusiasm during interactive learning sessions. This suggests that play-based learning created meaningful learning experiences while reducing boredom.

Supportive Classroom Atmosphere and Positive Feedback

The findings also revealed that teacher encouragement and a supportive classroom atmosphere contributed to students positive emotional experiences. Participants felt more confident when teachers praised their efforts, provide encouragement, and allowed them to answer question without fear making mistakes.

Excerpt 13:

“I do not feel frustrated because I enjoy learning English. Instead, I feel curious and eager to learn more. I prefer to start working on tasks right away rather than delaying them. I am interested in English because it is engaging, and I want to expand my vocabulary. Since I have been learning English from a young age, my interest in it has continued to grow.”(interview, February 2026, P1)

These findings indicate that positive teacher feedback strengthened students confidence and motivation to participate in English learning. A supportive classroom environment enable students to expresse themselves more freely and experience English learning more positively.

Overall, the findings reveal that students emotional experiences were closely related to classroom practices. Monotonous instruction contributed to boredom, whereas interactive activities, supportive teachers, and a positive classroom atmosphere fostered joy and encouraged active engagement in learning English.

DISCUSSION

In this sections discusses the findings presented in the previous study by relating them to the relevant theories and previous studies. The discussion is organized according to the three research questions to provide a deeper interpretation of students' English learning experiences, their emotional responses toward English learning, and the classroom experiences that influenced those responses. Through this discussion, the findings are interpreted to explain how the participants experienced English learning in the context of a rural elementary school.

Students' English Learning Experiences in Rural Elementary School

The findings revealed that students reflected different emotional experiences while learning English. Their reflections demonstrated that boredom and joy were not experienced as fixed emotions but changed according to the learning situations they encountered. Learning disengagement reflected students' experiences of boredom, whereas active learning engagement reflected their experiences of joy. These findings indicate that students' reflections were closely related to their classroom experiences and the way they perceived English learning.

The findings showed that learning disengagement reflected students' experiences of boredom during English learning. The participants became less involved in classroom activities when they found the learning materials difficult to understand or when classroom activities lacked variation. This finding supports Pawlak et al. (2020), who explain that boredom is characterized by reduced interest,

low stimulation, and withdrawal from learning activities. In this study, students' boredom was reflected through passive participation, loss of concentration, and decreased enthusiasm during English lessons. Similar findings were reported by researchers who found that monotonous classroom activities and learning difficulties contribute to students' boredom in foreign language learning.

In contrast, active learning engagement reflected students' experiences of joy while learning English. The participants showed greater enthusiasm, confidence, and willingness to participate when learning activities were interactive and enjoyable. This finding is consistent with Dewaele & MacIntyre, (2014) ,who argue that Foreign Language Enjoyment develops when learners experience meaningful learning, positive classroom interactions, and a supportive learning environment. The participants' reflections indicate that joy emerged when they felt comfortable, appreciated, and actively involved in classroom activities. This finding also supports a previous study, which reported that enjoyable classroom experiences promote learners' confidence, motivation, and participation in English learning.

Overall, the findings suggest that students' reflections on boredom and joy were shaped by their learning experiences in the classroom. While boredom was reflected through learning disengagement caused by learning difficulties and less engaging activities, joy was reflected through active learning engagement encouraged by interactive learning activities and positive classroom support.

Students' Reflection on Boredom and Joy in Learning English

The findings revealed that students' emotional responses toward English learning were dynamic and continuously changed according to their learning experiences. Rather than experiencing only boredom or enjoyment, the participants demonstrated different forms of emotional engagement throughout the learning process. These responses were reflected through learning disengagement when students encountered difficulties or unfavorable classroom situations and active learning engagement when they experienced meaningful, interactive, and supportive

learning activities. This suggests that students' emotions were closely related to how they perceived and interacted with the learning environment.

Learning disengagement was reflected when students experienced confusion, difficulty understanding the lesson, loss of concentration, and reluctance to participate during English learning. These findings are consistent with Pawlak et al. (2020), who explain that boredom is a negative emotional state characterized by low stimulation, reduced interest, and withdrawal from learning activities. In this study, students' disengagement did not simply indicate a lack of motivation; rather, it emerged as a response to cognitive challenges and classroom situations that limited their participation. When students struggled to understand unfamiliar vocabulary or became distracted by classroom conditions, they gradually disengaged from the learning process. This finding also supports previous studies showing that boredom in foreign language learning often results from a combination of learning difficulties and classroom-related factors rather than from students' personal characteristics alone.

In contrast, the findings also demonstrated that students experienced active learning engagement when they participated in enjoyable learning activities and received positive classroom support. Students showed greater enthusiasm, curiosity, confidence, and willingness to participate when English lessons involved games, interactive tasks, and opportunities for successful participation. This finding aligns with Dewaele and MacIntyre's (2014) concept of Foreign Language Enjoyment, which emphasizes that positive emotions encourage learners to participate more actively and confidently in language learning. The participants' emotional engagement was strengthened not only by enjoyable activities but also by supportive interactions with teachers and classmates. These experiences created a positive learning atmosphere that encouraged students to remain actively involved throughout the lesson.

Overall, the findings suggest that students' emotional responses toward English learning were shaped by the interaction between classroom experiences and

individual learning processes. While learning difficulties and unfavorable classroom situations contributed to disengagement, interactive learning activities and supportive classroom relationships promoted active engagement. This indicates that emotional engagement is not a fixed condition but a dynamic process that develops through students' everyday learning experiences.

Classroom Experiences affecting their boredom and joy in learning English

The findings revealed that students' boredom and joy were influenced by various factors encountered during English learning. These factors included learning activities, classroom conditions, and teacher-student interactions, all of which shaped students' emotional experiences. This suggests that boredom and joy are not merely personal feelings but are closely related to the learning environment and classroom practices.

The findings showed that monotonous learning activities and disruptive classroom environments, accompanied by learning difficulties, contributed to students' boredom. Repetitive classroom activities, limited interaction, and difficulties in understanding English materials reduced students' interest and participation during lessons. These findings support Pawlak et al. (2020), who argue that boredom often emerges when learning activities lack variety, are cognitively demanding, or fail to maintain learners' attention. Similar findings have also been reported by previous studies, which emphasize that classroom conditions and teaching strategies significantly influence students' experiences of boredom in foreign language learning.

In contrast, interactive and play-based learning activities, together with a supportive classroom atmosphere and positive feedback, promoted students' joy in learning English. Interactive games, engaging classroom activities, and encouragement from teachers created enjoyable learning experiences that increased students' confidence and willingness to participate. This finding is consistent with Dewaele and MacIntyre (2014), who explain that Foreign Language Enjoyment develops when learners experience meaningful learning activities, positive social interactions, and supportive classroom environments. Previous studies also suggest

that these positive classroom experiences strengthen students' motivation and engagement during language learning.

Overall, the findings indicate that boredom and joy were influenced by both instructional and environmental factors. While monotonous activities and learning difficulties tended to trigger boredom, interactive learning experiences and supportive classroom relationships fostered students' joy in learning English.

CONCLUSION AND SUGGESTIONS

This study explored students' English learning experiences in a rural elementary school by focusing on their experiences of boredom and joy, their reflections on these emotions, and the classroom experiences that influenced them. The findings revealed that students' emotions toward English learning were dynamic and continuously shaped by their classroom experiences. Boredom was reflected through learning disengagement when students encountered repetitive learning activities, difficulties in understanding English materials, and limited opportunities for classroom interaction. In contrast, joy was reflected through active learning engagement when students participated in interactive learning activities, received encouragement from the teacher, and experienced a supportive and enjoyable classroom environment. These findings demonstrate that students' emotional engagement in English learning is influenced not only by their individual learning abilities but also by instructional practices, teacher-student interactions, and the overall classroom atmosphere.

Furthermore, this study highlights the important role of teachers in creating meaningful learning experiences that can reduce boredom while fostering joy among young English learners. The use of interactive teaching strategies, collaborative activities, games, and positive feedback can increase students' motivation, confidence, and willingness to participate actively in English learning. Therefore, promoting positive emotional experiences should become an essential consideration in English language teaching, particularly in rural elementary school contexts where students may have limited exposure to English outside the classroom.

Based on these findings, English teachers are encouraged to implement more varied, interactive, and student-centered learning activities to create an engaging classroom environment that supports students' emotional well-being and learning engagement. Schools should also provide adequate support for teachers by facilitating the use of innovative teaching resources and professional development opportunities related to young learner pedagogy. For future research, it is recommended to investigate students' emotional experiences in different educational settings, involving a larger number of participants or employing mixed-method and longitudinal approaches to gain a more comprehensive understanding of the development of boredom and joy in English language learning. Such studies may contribute to the development of more effective instructional practices that promote positive emotional engagement and improve students' English learning experiences.

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