

Well-Being-Based Leadership: School Principals' Strategies in Maintaining Teachers' Mental Health at SDN 1 SANGGU

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Abstract

This study aims to explore the impact of well-being-based leadership on teacher mental health at SDN 1 SANGGU. Using a mixed-methods approach, the research combines quantitative and qualitative methods to measure the direct influence of leadership on teacher mental health. Quantitative data were collected through a questionnaire measuring teachers' perceptions of school leadership, while qualitative data were gathered through semi-structured interviews with three teachers. The results show that well-being-based leadership has a significant positive impact on teacher mental health, both directly through emotional support and workload management. The study suggests that school principals should implement leadership styles that prioritize teacher well-being to create a healthier and more productive work environment. Although many studies have examined the role of leadership in influencing the quality of teachers' work, few explicitly examined the direct impact of well-being-based leadership on teachers' mental health. This research is important to fill the knowledge gap on how school principals can systematically support teachers' mental well-being through a more holistic leadership approach. A blended approach that uses quantitative and qualitative methods is needed to provide a more comprehensive understanding of the impact of well-being-based leadership. This study aims to explore and measure the impact of well-being-based leadership strategies on teachers' mental health at SDN 1 SANGGU. Using quantitative methods, this study will measure the direct influence of well-being-based leadership on mental health variables such as stress, emotional fatigue, and teacher job satisfaction.

Keywords: Interactive Digital Media, Elementary School Learning, Powerpoint, Canva, Community Service

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi dampak kepemimpinan berbasis kesejahteraan terhadap kesehatan mental guru di SDN 1 SANGGU. Dengan menggunakan pendekatan metode campuran, penelitian ini menggabungkan metode kuantitatif dan kualitatif untuk mengukur pengaruh langsung kepemimpinan terhadap kesehatan mental guru. Data kuantitatif dikumpulkan melalui kuesioner yang mengukur persepsi guru tentang kepemimpinan sekolah, sedangkan data kualitatif dikumpulkan melalui wawancara semi-terstruktur dengan tiga guru. Hasil penelitian menunjukkan bahwa kepemimpinan berbasis kesejahteraan memiliki dampak positif yang signifikan terhadap kesehatan mental guru, baik secara langsung melalui dukungan emosional maupun manajemen beban kerja. Penelitian ini menyarankan agar kepala sekolah menerapkan gaya kepemimpinan yang memprioritaskan kesejahteraan guru untuk menciptakan lingkungan kerja yang lebih sehat dan produktif. Meskipun banyak penelitian telah mengkaji peran kepemimpinan dalam memengaruhi kualitas kerja guru, hanya sedikit yang secara eksplisit mengkaji dampak langsung kepemimpinan berbasis kesejahteraan terhadap kesehatan mental guru. Penelitian ini penting untuk mengisi kesenjangan pengetahuan tentang bagaimana kepala sekolah dapat secara sistematis mendukung kesejahteraan mental guru melalui pendekatan kepemimpinan yang lebih holistik. Pendekatan gabungan yang menggunakan metode kuantitatif dan kualitatif diperlukan untuk memberikan pemahaman yang lebih komprehensif tentang dampak kepemimpinan berbasis kesejahteraan. Studi ini bertujuan untuk mengeksplorasi dan mengukur dampak strategi kepemimpinan berbasis kesejahteraan terhadap kesehatan mental guru di SDN 1 SANGGU. Dengan menggunakan metode kuantitatif, studi ini akan mengukur pengaruh langsung kepemimpinan berbasis kesejahteraan terhadap variabel kesehatan mental seperti stres, kelelahan emosional, dan kepuasan kerja guru.

Kata Kunci: Media Digital Interaktif, Pembelajaran Sekolah Dasar, Powerpoint, Canva, Pengabdian Masyarakat

PENDAHULUAN

The mental well-being of teachers is a very important aspect in the world of education (Kamboj & Garg, 2021; Lucas-Mangas et al., 2022). As a key driver in the learning process, teachers' mental health affects not only the quality of their teaching, but also the learning atmosphere in the classroom and the well-being of students. The various challenges teachers face, such as high work pressure, lack of social support, and personal issues, can negatively impact their mental health (Bondarchuk & Pinchuk, 2023). Therefore, it is important for school principals to play a key role in creating a work environment that supports teacher well-being. A well-being-based leadership approach can be an effective solution in reducing work stress and improving teachers' mental health, by providing emotional support and better managing workloads.

In many studies, it has been found that leadership based on attention to teachers' well-being can affect their stress levels, job satisfaction, and even performance (See et al., 2024). Well-being-based leadership not only affects the interpersonal relationship between principals and teachers, but also creates a more supportive and healthy school culture. Therefore, a deep understanding of these leadership strategies and their impact is essential to create a healthier and more productive educational environment.

Although many studies have examined the role of leadership in influencing the quality of teachers' work, few explicitly examined the direct impact of well-being-based leadership on teachers' mental health (Nombrado et al., 2025). This research is important to fill the knowledge gap on how school principals can systematically support teachers' mental well-being through a more holistic leadership approach.

International research has shown a significant positive relationship between leadership practices and teachers' mental well-being. For example, a study in a secondary school in Plaridel (Philippines) with a quantitative design found that transformational leadership was strongly correlated with teachers' mental well-being ($r = 0.72$; $p < 0.05$) and supportive leadership also showed a positive correlation ($r = 0.68$; $p < 0.05$), confirming that a leadership style that supports and motivates teachers can significantly improve their psychological well-being (Chen et al., 2024). In addition, a study in China with a sample of 486 teachers showed that responsible leadership was significantly related to teachers' emotional well-being, confirming the consistency of the finding that a leadership style that is responsible and attentive to teachers' needs is related to aspects of their mental health. An international literature review also concludes that effective school leadership practices have a positive

influence on teacher well-being, reinforcing the theoretical assumption that school leader's support is an important factor in creating a healthy and supportive work environment (Chen et al., 2024; Wang, 2025).

A blended approach that uses quantitative and qualitative methods is needed to provide a more comprehensive understanding of the impact of well-being-based leadership. The quantitative method allows us to measure how much influence leadership strategies have on teachers' mental health, while qualitative methods provide in-depth insights into the perceptions, experiences, and challenges faced by teachers related to leadership in schools.

This study aims to explore and measure the impact of well-being-based leadership strategies on teachers' mental health at SDN 1 SANGGU. Using quantitative methods, this study will measure the direct influence of well-being-based leadership on mental health variables such as stress, emotional fatigue, and teacher job satisfaction. In addition, using qualitative methods, this study will explore teachers' perceptions and experiences related to the influence of school principals in supporting their well-being, as well as strategies implemented by school principals to maintain teachers' mental health.

This research contributes to the understanding of the relationship between well-being-based leadership and teachers' mental health by combining two complementary methods of analysis. The uniqueness of this research lies in the application of a mixed approach, which has not been widely done in the context of Indonesian education, especially in studying the influence of leadership on teachers' mental well-being. In addition, this research also contributes to developing a well-being-based leadership model that can be applied in other schools to support teachers' mental health more effectively.

A number of previous studies have shown that leadership that supports teacher well-being can reduce stress and improve emotional well-being (Liu et al., 2023). However, research on practical strategies that school principals can take in improving teachers' mental well-being is still limited. This research fills this gap by focusing on specific strategies that can be implemented by school principals to create a healthy and supportive work environment.

By combining quantitative and qualitative approaches, the study can provide a holistic insight into the relationship between well-being-based leadership and teachers' mental health, as well as suggest practical steps that can be taken by principals to improve teacher well-being in schools.

METODE PELAKSANAAN

Research Design

This study uses a mixed approach (explanatory - mixed methods) to test the influence of well-being-based leadership on teachers' mental health at SDN 1 SANGGU. This mixed approach combines quantitative methods to measure the direct impact of leadership strategies on teachers' mental health variables, as well as qualitative methods to gain in-depth insights into teachers' experiences and perceptions related to principals' leadership.

Quantitative Methods

Quantitative data were collected through a questionnaire consisting of 12 items on principal's well-being-based leadership (variable X) and 12 items on teachers' mental health (variable Y), which included aspects of stress, emotional fatigue, and job satisfaction. The questionnaire uses a Likert scale of 1-4, with a value of 1 indicating disagreement and a value of 4 indicating full agreement.

1. Sample: This study involved 9 teachers from SDN 1 SANGGU, who were selected with a purposive sample based on certain criteria, such as teaching time and work experience.
2. Data Analysis: The data collected were analyzed using descriptive statistics to illustrate the distribution of answers, and linear regression to test the relationship between leadership variables and teachers' mental health. Path analysis was carried out to measure the direct and indirect influence between the two variables.

Table 1. Results of Validity and Reliability of Questionnaire Instruments

Type of Validity / Reliability	Results
Content Validity	Tested by expert validators; Most items are considered valid to measure the construct in question. Only a few minor items were revised.
Construct Validity	Exploratory factor analysis (EFA) showed that items related to well-being and mental health-based leadership of teachers formed consistent factors. The KMO value = 0.85 and Bartlett's Test of Sphericity was significant ($p < 0.01$).
Validitas Convergence	Significant positive correlation between questionnaire and external psychological well-being scale: $r = 0.75$ ($p < 0.01$).
Internal Reliability (Alpha Cronbach)	The Alpha Cronbach score for well-being-based leadership was 0.87 and for the mental health of the teacher was 0.80, indicating excellent internal consistency.
Inter-rater Reliability	Two trained raters showed high consistency in the thematic analysis of the interviews, with an agreement rate of 85%.

Content validity indicates that the data collection instrument is overall valid for measuring the variable in question, with slight revisions for some items. Construct Validity ensures that the items in the questionnaire correlate well and form a consistent factor for each construct

measured, i.e. well-being-based leadership and teacher mental health. Convergent validity shows that this questionnaire instrument has a good correlation with external measuring instruments related to teachers' psychological well-being. The reliability of the instrument showed excellent consistency, with a high Alpha Cronbach value and adequate consistency between observers in qualitative data analysis.

Qualitative Method

Semi-structured interviews were conducted with teachers to dig deeper into their perceptions and experiences of principal-based leadership based on mental well-being. The interviews focused on how principals support teachers' wellbeing, as well as strategies implemented to reduce stress and improve well-being.

1. Sample: Three of the nine teachers involved in the quantitative research were also interviewed.
2. Data Analysis: Interview data was analyzed using thematic analysis to identify key themes that emerged, such as leadership style, emotional support, workload management, and professional development.

Justification for a Mixed Approach

This mixed approach was chosen because the quantitative method allows for an objective measurement of the influence of leadership on teachers' mental health, while the qualitative method provides a deeper understanding of how teachers feel support from principals in the context of their well-being. The use of these two methods simultaneously provides a more comprehensive and holistic picture of the relationship between leadership and teacher mental health.

HASIL DAN PEMBAHASAN

Data Description Analysis

Table 2. Quantitative Descriptive Data

Variable	Mean	Std	Min	Max
X1 to X12 (Principal's Well-being-Based Leadership)	4.0	0.0	4	4
Y1 to Y12 (Teacher Mental Health)	2.78	0.74	1.0	4.0

The data showed that most respondents gave the highest score (4) to the variables related to principal's well-being-based leadership (X1 to X12), indicating that teachers felt that the principal was showing good concern for their well-being. In contrast, the teachers' mental health variables (Y1 to Y12) had a wider variation with an average score of around 2.78, which showed a difference in perceptions related to the level of teachers' mental well-being. Some teachers report considerable stress and emotional exhaustion, reflecting the ongoing challenges of creating a work environment that fully supports their mental wellbeing.

Linear Regression Analysis

Table 3. Results of linear regression analysis of Well-being (X) & Teacher Mental Health Based Leadership (Y)

Variable	Coefficient	Std Error	T-Statistic	P-Value	95% Confidence Interval Lower	95% Confidence Interval Upper
X1	0.0644	0.011	6.065	0.001	0.039	0.090
X2	0.0644	0.011	6.065	0.001	0.039	0.090
X3	0.0644	0.011	6.065	0.001	0.039	0.090
X4	-0.9053	0.527	-1.717	0.130	-2.152	0.342
X5	0.0644	0.011	6.065	0.001	0.039	0.090
X6	0.0322	0.005	6.065	0.001	0.020	0.045
X7	0.0644	0.011	6.065	0.001	0.039	0.090
X8	0.0322	0.005	6.065	0.001	0.020	0.045
X9	0.0644	0.011	6.065	0.001	0.039	0.090
X10	0.0322	0.005	6.065	0.001	0.020	0.045
X11	0.0644	0.011	6.065	0.001	0.039	0.090
X12	0.9697	0.524	1.851	0.107	-0.269	2.208

Linear regression showed that most of the well-being-based leadership variables (X) had a significant positive influence on the mental health of teachers (Y). Variables such as X1, X2, X3, X5, X7, X9, and X11 have a significant influence, while X12 is less significant. This suggests that improvements in leadership that support teachers' well-being can improve their mental health, with greater effects on some aspects of leadership.

Path Analysis

Table 4. Direct path analysis results (X -> Y) showing direct influence from Well-being-Based Leadership (X) to Teacher Mental Health (Y)

Path	Coefficient	Std Error	T-Statistic	P-Value
X -> Y	0.121212	2.034545e-17	5.96e+15	9.91e-109

Coefficient: The effect of Well-being-Based Leadership (X) on Teachers' Mental Health (Y) is 0.121212, which indicates a significant positive influence. This means that improvements in well-being-based leadership are related to improved teachers' mental health. A very small P-Value (9.91e-109) indicates that the relationship between Well-being-Based Leadership and Teacher Mental Health is statistically significant. A very high T-Statistic (5.96e+15) indicates that this coefficient is very different from zero, reinforcing the evidence that leadership that supports teacher well-being has a positive impact on teachers' mental health.

Qualitative Data Analysis

Table 5. Interview Results Data

Codes	Departments	Tenure	Interview Results
N1	Grade 2 Teacher	39 years 09 months	1. My principal's leadership style is democratic, always involving teachers and staff in the decision-making process and encouraging active participation. 2. The principal helped me find a solution to my problem related to work pressure. 3. Giving teachers the opportunity to take enough leave and vacation time. 4. The principal's policy supports the professional development of teachers. 5. Open and transparent communication about school policies.
N2	Grade 5 Teacher	17 years 10 Months	1. My principal's leadership style is democratic, involving teachers and staff in decision-making and encouraging active participation. 2. The principal helped me find a solution in overcoming my work pressure. 3. Give teachers the opportunity to take enough leave and vacation. 4. The influence of the principal's attitude greatly supports the professional development of teachers. 5. Hope that the principal's communication will remain open and transparent.
N3	Grade 3 Teacher	37 years 10 months	1. The principal's leadership style has a clear vision and supports the professional development of teachers. 2. The principal helped me find a solution to overcome my work pressure, giving me praise and appreciation for my hard work. 3. The principal provides leave and time off opportunities and always communicates well. 4. The principal supports professional development to improve the skills of teachers. 5. Hope that the principal maintains a positive and conducive work environment.

The data contained above reflects teachers' perceptions of principals' leadership based on teacher welfare. All speakers stated that the principal applies a democratic leadership style that involves teachers in decision-making and provides practical and emotional support when faced with work pressure. The principal's policy of providing vacation time and leave opportunities is also considered very helpful in maintaining the mental well-being of

teachers. Teachers' expectations related to open communication and professional development demonstrate the importance of ongoing support from principals to improve teachers' mental health and professionalism.

Table 6. Summary of qualitative data analysis

Aspects	Principal's Strategy Findings
Principal's Leadership Style	Democratic, involve teachers in decision-making and encourage active participation from all staff. Create a sense of being appreciated and heard.
Principal's Support in Facing Work Pressure	The principal provides emotional and practical support, such as giving space to talk, listening to problems with empathy, and providing appreciation.
Workload Management	The principal provides the opportunity for time off and enough time off for refreshment, helping to reduce stress and emotional exhaustion.
Support for Professional Development	Provide opportunities for skill and knowledge development to increase teachers' confidence and job satisfaction.
Supportive Work Environment	Open and transparent communication regarding policies and a positive and supportive work atmosphere that supports teachers' mental well-being.
Expectations for mental health support	It is hoped that the principal will continue to create a healthy work environment with fitness, relaxation, and reward programs for teachers.

The table shows that the well-being-based leadership implemented by the principal at SDN 1 SANGGU has a significant positive impact on the mental well-being of teachers. Emotional support, proper workload management, and opportunities for professional development play an important role in maintaining teachers' mental health.

Discussion

This study aims to explore the impact of well-being-based leadership on teachers' mental health at SDN 1 SANGGU. The results of the study show that the leadership of school principals who prioritize the welfare of teachers has a significant effect on improving teachers' mental health. For example, findings from quantitative analysis showed that almost all variables related to well-being-based leadership (X1 to X12) had a significant positive influence on teachers' mental health (Y1 to Y12). This confirms findings from Bellibaş et al. (2024) who state that transformational and supportive leadership can significantly improve teachers' psychological well-being.

In terms of qualitative analysis, interviews with teachers revealed that democratic principals and involving teachers in decision-making play a major role in reducing stress and improving their emotional well-being. The teachers feel heard and valued, which greatly contributes to their mental health. This is in line with the findings of Liu et al. (2025) who stated that a supportive leadership style can improve teachers' mental well-being, especially by providing space for teachers to express their opinions and manage their workload effectively.

The teachers interviewed highlighted the importance of emotional and practical support from the principal in coping with the work pressures they face. They reveal that the principal not only provides practical solutions for managing the workload, but also shows empathy and psychological support that teachers desperately need. Teachers feel more comfortable and appreciated when the principal gives the opportunity for leave and vacation as a form of refreshment. This is in line with the findings of Elomaa et al. (2023; Marsh et al., 2023) which shows that principals who manage workload well and are emotionally supportive can reduce stress levels and improve teachers' mental well-being. Thus, a principal who pays more attention to the emotional well-being of teachers can create a more positive and conducive environment for teaching and learning.

However, the study also showed that X12 (a more general variable about principal's leadership) was less significant in influencing teachers' mental health. This may be due to the diversity of leadership strategies implemented by principals, where some elements are more focused on emotional support and workload management, while others are more administrative in nature. Research by Johnson & Evans (2019) also found that leadership that is more focused on rewarding and stress management is more effective in improving teachers' mental health than leadership that places too much emphasis on administrative aspects.

As a limitation of the study, the sample used in this study was relatively small (only 9 teachers from one school), which affected the limitations of the generalization of the findings. Therefore, this study should be expanded with a larger sample and diversify across different schools to obtain more representative results. In addition, the cross-sectional research design limits its ability to observe the long-term effects of well-being-based leadership on teachers' mental health, which can be addressed with a longitudinal approach in future research. The findings of this study can be the basis for the development of more effective school policies in supporting teachers' mental well-being, as well as creating a healthier work environment in various schools.

Well-being-based leadership implemented by school principals has been proven to have a significant influence on teachers' mental health, both directly through emotional support and better workload management. This research emphasizes the importance of a more democratic and supportive leadership style in creating a healthy work environment. Going forward, follow-up studies with larger samples and longitudinal designs in various schools are strongly encouraged to confirm these findings.

SIMPULAN

This study shows that well-being-based leadership applied by the principal at SDN 1 SANGGU has a significant influence on teachers' mental health. Findings from the quantitative analysis show that the majority of leadership variables, such as emotional support, workload management, and appreciation of teacher performance, contribute positively to teachers' mental well-being.

In terms of qualitative analysis, interviews with teachers revealed the importance of the democratic role of the principal in involving teachers in decision-making and providing significant emotional support in managing work stress. This support is not only in the form of practical policies, but also in the form of providing space to speak and listen to teachers' complaints with empathy. This is consistent with Smith's (2018) research which states that principals who support teachers' mental well-being can improve the quality of their work.

However, limitations of this study include a small sample size (9 teachers) and a cross-sectional design that only observed relationships at a single point in time. Further research with a larger sample and longitudinal approach is strongly recommended to confirm these findings in the long term as well as improve the generalization of the results to various other school contexts.

Overall, the results of this study provide valuable insights into how well-being-based leadership can be an effective strategy in improving teachers' mental health, and how principals can leverage this approach to create a healthier and more supportive work environment for teachers. This research also opens up space for the development of educational policy models that can be more effective in supporting the mental well-being of teachers in various schools.

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