

## **Limited Human Resources and Their Implications for English Learning in Elementary Schools in the Highlands of Papua**

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### **ABSTRACT**

This study investigates the limitations of human resources and their implications for English language learning in elementary schools located in the mountainous region of Papua, Indonesia. The research was conducted at SD Inpres Kulitarek and SD Inpres Mulele in Jayawijaya Regency using a qualitative case study approach. Participants consisted of two principals and ten English teachers from both schools. Data were collected through classroom observations, in-depth interviews, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings revealed that the major challenge in English language learning was the limited availability of qualified teachers with English education backgrounds. Most English teachers were classroom teachers with limited pedagogical and linguistic competence in English instruction. In addition, inadequate learning facilities, lack of teaching media, limited professional training opportunities, and geographical barriers significantly affected the learning process. Despite these challenges, teachers continued to implement simple, adaptable teaching strategies, while students remained enthusiastic about English learning activities. The study highlights the importance of improving teacher quality, providing professional development programs, and strengthening educational support systems to enhance English learning in remote areas of Papua.

**Keywords:** Human Resources, English Language Learning, Elementary School, Papua Mountainous Region, Qualitative Study

### **ABSTRAK**

*Penelitian ini menyelidiki keterbatasan sumber daya manusia dan implikasinya terhadap pembelajaran bahasa Inggris di sekolah dasar yang terletak di wilayah pegunungan Papua, Indonesia. Penelitian dilakukan di SD Inpres Kulitarek dan SD Inpres Mulele di Kabupaten Jayawijaya dengan menggunakan pendekatan studi kasus kualitatif. Peserta terdiri dari dua kepala sekolah dan sepuluh guru bahasa Inggris dari kedua sekolah. Data dikumpulkan melalui observasi kelas, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Temuan tersebut mengungkapkan bahwa tantangan utama dalam pembelajaran bahasa Inggris adalah terbatasnya ketersediaan guru berkualitas dengan latar belakang pendidikan bahasa Inggris. Sebagian besar guru yang mengajar bahasa Inggris adalah guru kelas dengan kompetensi pedagogis dan linguistik terbatas dalam pengajaran bahasa Inggris. Selain itu, fasilitas pembelajaran yang tidak memadai, kurangnya media pengajaran, keterbatasan kesempatan pelatihan profesional, dan hambatan geografis secara signifikan memengaruhi proses pembelajaran. Terlepas dari tantangan tersebut, guru terus menerapkan strategi pengajaran yang sederhana dan adaptif, sementara siswa menunjukkan antusiasme positif terhadap kegiatan belajar bahasa Inggris. Studi ini menyoroti pentingnya meningkatkan kualitas guru, menyediakan program pengembangan profesional, dan memperkuat sistem pendukung pendidikan untuk meningkatkan pembelajaran bahasa Inggris di daerah terpencil di Papua.*

**Kata kunci:** Sumber Daya Manusia, Pembelajaran Bahasa Inggris, Sekolah Dasar, Wilayah Pegunungan Papua, Studi Kualitatif

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## **A. Introduction**

Education is one of the main instruments for creating an equitable distribution of the quality of human resources across Indonesia, including in remote and underdeveloped areas such as the Papua Mountains region. However, the reality of education in this region still faces various complex challenges, ranging from limited infrastructure and difficult geographic access to a shortage of educators with competencies in the field of learning. These conditions directly affect the quality of the teaching and learning process in elementary schools, including in English language learning, which is increasingly recognized as an important need in the face of global developments and the digital era.

English learning at the elementary school level plays a strategic role in developing students' international communication and literacy skills from an early age. Elementary school-age children are in a phase of language development that has great potential to accept a second language, or a foreign language, more naturally (Purwanto et al., 2020). However, the implementation of English language learning in the Papua Mountains is still far from ideal conditions (Purwanto, 2021). In some elementary schools, English instruction is limited, and classroom teachers sometimes teach it without an English background. This situation tends to make the learning process simple, focused on vocabulary memorization, and lacking active communication practices.

In addition to teachers' limited competence, other challenges arise from limited access to professional training, a lack of teaching materials, and a lack of learning media that support the English teaching process. Not a few schools still use conventional methods without adequate technological support or learning resources (Purwanto et al., 2022). On the other hand, the difficult-to-reach geography of the Papuan Mountains makes the distribution of professional educators uneven (Purwanto & Agustin, 2021). Teachers stationed in mountainous areas often face limited living facilities, limited access to transportation, and regional isolation, which indirectly affect the stability of learning in schools.

This phenomenon is even more complex when it is associated with the social and cultural conditions of the Papuan people. Most students in mountainous areas use the local language, or mother tongue, in their daily lives, so Indonesian is sometimes still the second language in formal communication at school (Purwanto & Marsinah, 2021). In a situation like this, learning English becomes a multi-layered challenge because students have to learn a foreign language while still developing limited mastery of the national language of instruction (Purwanto, 2022). This often makes it difficult for students to understand instruction, reduces their confidence in speaking, and leads them to participate less in learning.

The limited availability of English-language teachers in the Papua Mountains region not only affects classroom learning but also contributes to educational quality inequality between urban and 3T (frontier, outermost, and disadvantaged) areas. Students in urban areas generally have greater access to professional teachers, digital media, additional courses, and learning environments that support the use of English (M. Bambang & Ariya Agustin, 2022; Bambang Purwanto & Hidayad, 2022). In contrast, students in mountainous areas often receive only basic education, with limited facilities and educators. This inequality has the potential to widen the competency gap among the young generation of Papua in pursuing further education and competing globally in the future.

This research is important because the problem of limited human resources for English learning in the Highlands of Papua is not just a technical issue in education, but also part of the problem of equitable distribution of the quality of national education. In the context of Indonesia's education development, equitable access to quality learning remains the

government's main agenda. However, in practice, remote areas such as the Papua Mountains still face significant challenges in providing competent, professional educators.

The urgency of this research is even greater when English language learning is positioned as a foundational 21st-century skill for global communication, access to international information, and the development of digital competency. If the shortage of educational human resources in mountainous areas continues without serious attention (Agustin & Purwanto, 2022; P. Bambang, 2017), students in these areas will experience further delays in their competence compared to students in other areas. In the long term, this condition can affect educational opportunities, employment access, and even the social development of the Papuan community as a whole.

This research is also important because most education policies still focus on physical infrastructure, while the quality and distribution of educators have not received in-depth attention. In fact, learning success is highly dependent on teachers' competence as the main implementers of the educational process in the classroom. Therefore, this study is expected to provide a clear picture of the state of English learning in the Papua Mountains region and to serve as an evaluation material for regional and national education policymakers.

The problems in this study are directly related to the real needs of the education community in the Papua Mountains region. Primary schools in mountainous areas need teachers who are not only physically present but also have adequate pedagogical skills and English language competencies to teach early childhood students. This need is becoming increasingly urgent as the demands of global education grow, making English language skills one of the important competencies of the younger generation.

In addition, students in mountainous areas need learning that is contextual, engaging, and aligned with their socio-cultural characteristics. However, in reality, the limitations of human resources often make English learning monotonous and less effective at building student motivation. As a result, students tend to be passive and do not have a communicative language-learning experience (Hidayad, Umar, et al., 2023; Purwanto & Agustin, 2022). This condition shows a gap between real needs in the field and the currently available learning implementation (Nuswantoro et al., 2023; Purwanto, Hartono, et al., 2023). This research is presented as an effort to understand more deeply the reality of English education in the Papua Mountains, so that the solutions formulated later are not general but tailored to the local community's contextual needs (Purwanto, Despita, et al., 2023; Umar et al., 2023).

Research on education in Papua has been extensive, especially on equitable access to education, school development, and education in remote areas. Several studies also discuss the challenges teachers face in the 3T region and the distribution of educators in eastern Indonesia. However, research specifically examining the limitations of human resources in English language learning at the elementary school level in the Highlands of Papua remains very limited. Most previous research has focused more on general education, education policy, or Indonesian language learning. Meanwhile, studies on English learning in mountainous areas of Papua generally discuss only learning methods and student motivation, without exploring in depth the limited availability of teacher human resources and their implications for learning quality.

Thus, this study takes a different position by specifically highlighting the relationship between limited human resources and the implementation of English language instruction in elementary schools in the Papua Mountains region. This research also seeks to present a contextual perspective grounded in the social, geographical, and cultural realities of the Papuan people, which have been rarely examined in English education research.

This study aims to analyze the condition of human resources in English language learning in elementary schools in the Papua Mountains region and identify its implications on the quality of the learning process. In addition, this research aims to explore the various challenges and adaptive strategies schools and teachers use to address the limitations educators face in mountainous areas.

The research questions in this study are as follows:

1. What is the condition of human resources in English language learning in elementary schools in the Papua Mountains region?
2. What are the implications of limited human resources on the English language learning process?
3. What factors affect the limitations of English language learning in the Papua Mountains region?
4. How are schools and teachers trying to deal with the limitations of human resources?

The novelty of this research lies in its focus on the relationship between human resource limitations and English learning in the context of elementary schools in the Papua Mountains region. Previous research generally discussed Papuan education at the macro level. In contrast, this study specifically examined the reality of English language learning in mountainous areas, which have distinctive geographical, social, and cultural characteristics.

In addition, this study presents a contextual perspective on how local cultural factors, students' mother tongues, regional isolation, and limited access to teacher training affect the quality of English language learning. This approach provides a new perspective in the study of English education in 3T areas, where urban research or areas with better access to education have dominated. Another novelty lies in this research's efforts to directly describe the real experiences of teachers and students in the Papua Mountains, ensuring that the results are not only theoretical but also reflective of the educational conditions in the field.

This research is expected to serve as an academic reference that makes a real contribution to the development of education policies in the Papua Mountains region, especially in improving the quality of English instruction in elementary schools. The results of this study are expected to provide a comprehensive picture of the current state of English education in mountainous areas, serving as a basis for formulating strategies to improve teacher competence, the distribution of educators, and the development of more context-specific training programs.

In addition, this research is expected to open a broader discussion on the importance of equitable access to high-quality English education for children in remote areas of Indonesia. With greater attention to the limitations of human resources in the Papua Mountains region, it is hoped that the quality of English learning can be improved more inclusively and sustainably. In the long term, this research is expected not only to be an academic document but also to serve as the starting point for developing an English language learning system that is more adaptive, humanistic, and aligned with the needs of the Papuan people. Little by little, perhaps from a simple classroom in a mountainous region, a young generation of Papuans was born who could compete globally without losing their local identity.

## **B. Methodology**

This study uses a qualitative case study design. The qualitative approach was chosen because this study focuses on an in-depth understanding of the phenomenon of limited human resources in English language learning in elementary schools in the Papua Mountains region. Qualitative research allows researchers to explore the experiences,

views, and social realities directly experienced by school principals and teachers in the learning process within educational environments with distinctive geographical and social characteristics (Afini et al., 2023; Purwanto & Al Firdaus, 2023).

The case study design was used because this study specifically examined the conditions of English instruction in two elementary schools in Jayawijaya Regency: SD Inpres Kulitarek and SD Inpres Mulele. The two schools were chosen because they represent the condition of elementary schools in mountainous areas that still face limited educators, learning facilities, and access to teacher professional development (Hidayad, Agustin, et al., 2023; Nasar et al., 2023). Through the design of the case study, the research can provide a contextual and in-depth picture of the challenges of English learning that occur in the field.

This approach also allows researchers to understand better the relationship between human resource limitations and the English language learning process, grounded in the real experiences of the research participants. Thus, the results of the research are expected not only to be descriptive but also to provide a comprehensive understanding of the dynamics of English education in the Papua Mountains region.

This research was conducted at two elementary schools in Jayawijaya Regency, Mountainous Papua Province, namely SD Inpres Kulitarek and SD Inpres Mulele. Both schools are located in mountainous areas with challenging terrain, limited access to transportation, and educational facilities that are still developing.

The Jayawijaya area was chosen as the research location because it represents the educational conditions in the Papuan Mountains region, which still face various problems in equitable educational quality. In addition to geographical factors, the socio-cultural conditions of the local community also affect the learning process at school, including learning English as a foreign language.

SD Inpres Kulitarek and SD Inpres Mulele were selected purposively based on several considerations, including:

- Both schools are in mountainous areas with limited access to education.
- There is an implementation of English learning at the elementary school level.
- The school has a limited number of educators who have an English education background.
- Schools have learning conditions that are relevant to the research focus on limited human resources.

The selection of these two schools is expected to provide richer data on the actual conditions of English learning in the mountainous areas of Papua and to allow for comparisons of contexts between schools.

Participants in this study are principals and teachers directly involved in implementing English instruction at SD Inpres Kulitarek and SD Inpres Mulele. Participants were selected using purposive sampling, a deliberate selection of participants based on their involvement, experience, and relevance to the research focus.

**Table 1. Research participants**

No	Participants	Quantity	Remarks
1	Principal	2	Merger of two schools
2	English Teacher/Teacher	10	Merger of two schools

This study uses three main techniques in data collection, namely observation, in-depth interviews, and documentation, to obtain comprehensive data on the limitations of human resources in English language learning at SD Inpres Kulitarek and SD Inpres Mulele Jayawijaya Regency. Observations are conducted directly in the classroom to examine teachers' and students' activities during instruction and learning, including teaching methods, the use of learning media, teacher-student interaction, and the school learning environment. In addition, in-depth semi-structured interviews were conducted with principals and teachers, allowing participants to explain their experiences, challenges, and views on English learning more freely and in greater depth, reflecting real conditions in the field. This study also uses documentation as supporting data, which includes photos of learning activities, lesson schedules, school documents, textbooks, learning administration records, and data on the number of teachers and students. The combination of the three data collection techniques was used to obtain a more complete, in-depth, and contextual picture of the reality of English learning in the Papua Mountains region.

The data in this study were analyzed using an interactive analysis model developed by Miles, Huberman, and Saldaña, which consisted of three main stages: data reduction, data display, and conclusion drawing and verification. In the data reduction stage, the researcher selects, focuses on, simplifies, and organizes data from observations, interviews, and documentation based on research foci such as human resource conditions, teacher competence, learning barriers, and the implications of educators' limitations on the teaching and learning process. Furthermore, the reduced data are presented in narrative descriptions, tables, and thematic categories at the data display stage, so that the relationships between the data are more clearly visible and facilitate the research interpretation process. The last stage is conclusion drawing and verification, which is the process of drawing conclusions based on patterns, themes, and relationships between data found during the study and verifying the data repeatedly to ensure that the results of the research are really in accordance with the real conditions of English learning in elementary schools in the Papua Mountains region.

To maintain the validity and credibility of the research data, this study uses several data validation techniques, namely triangulation, member checking, and prolonged engagement. Triangulation is carried out by comparing observation, interview, and documentation data, and by matching information from principals and teachers, so that the data obtained is more objective and accurate. In addition, member checking is carried out by reconfirming the results of interviews and data interpretation to research participants to ensure that the information written is in accordance with their experiences and views. This study also uses prolonged engagement, with researchers directly involved at the research site for a period of time to understand better the school's social, cultural, and environmental conditions. The use of these three validation techniques is expected to improve the quality, trustworthiness, and accuracy of research data, enabling research results to be accounted for academically.

This study focuses on the ethical aspects of research to ensure that the entire process is carried out responsibly and with respect for research participants. Before the research was carried out, the researcher first obtained the school's permission and explained the purpose of the research, the data collection process, and the participants' involvement in the study. All participants were free to decide whether to participate in the interview and observation process, without any pressure from any party. Researchers

also maintain participants' confidentiality by not disseminating personal information that could harm them and by ensuring that all data obtained is used only for academic and research purposes. In addition, the researcher seeks to respect the local community's social and cultural values throughout the research process to foster a positive, comfortable, and respectful relationship between the researcher and participants in the school environment of the Papua Mountains region.

## **C. Results and Discussion**

### **Result**

#### **The Condition of Human Resources in English Language Learning**

Based on research conducted at SD Inpres Kulitarek and SD Inpres Mulele Jayawijaya Regency, it was found that the availability of human resources for English learning remains limited. Of the ten teachers involved in the study, most who taught English did not have a specific background in English education. Some teachers are classroom teachers who also teach English subjects due to the limited number of educators in schools. This condition prevents educators with professional competence in their fields from fully implementing the English learning process. In addition, the interviews showed that some teachers had never participated in specialized training on teaching English to elementary school children, so their understanding of foreign-language teaching methods remained limited.

The principals of the two schools also explained that the limited number of educators is a major challenge in managing learning in mountainous areas. The difficulty of geographic access and the limited distribution of professional teachers often lead schools to experience a shortage of teaching staff. In some conditions, teachers must teach more than one subject at the same time. This situation contributes to a lack of optimal preparation for English learning in the classroom. Nevertheless, teachers still try to carry out the learning process according to their abilities so that students continue to gain basic English recognition.

#### **The English Learning Process in the Classroom**

The results of the observation indicate that the English learning process in both schools is still carried out using a simple, dominant method that emphasizes memorization of basic vocabulary. Teachers use the lecture method more, writing vocabulary on the board, then asking students to pronounce and memorize the words together. Learning materials generally focus on recognizing the alphabet, numbers, colors, object names, body parts, and simple conversations. The use of learning media is also still very limited because schools lack supporting facilities, such as LCD projectors, audio systems, and adequate internet access.

During the learning process, students seem quite enthusiastic when the teacher uses simple songs or small games. However, student involvement in speaking practice remains relatively low because some students feel embarrassed and lack confidence in using English. In addition, the use of regional languages and Indonesian in daily life makes it difficult for students to understand English instruction fully. Based on the results of observations, English learning in the classroom takes place more in one direction, with teacher dominance than interactive communication activities between students.

### **Barriers to English Language Learning**

The study identified several main obstacles to the implementation of English learning at SD Inpres Kulitarek and SD Inpres Mulele. One of the biggest obstacles is teachers' limited competence in mastering English materials and teaching methods. Some teachers admit they often struggle with pronunciation, simple sentence composition, and using engaging learning methods for elementary school students. This condition leads teachers to prefer simple, easy-to-implement teaching methods, even though these methods are not fully effective in improving students' communication skills.

In addition to limitations in teacher competence, another obstacle is the lack of supporting learning facilities and resources. Schools still have limited English learning books, visual media, audio tools, and access to educational technology. In some classes, teachers use only whiteboards and notebooks as the main means of instruction. The mountainous terrain is also a challenge, as difficult access to transportation impedes the optimal operation of teacher education and training facilities. In fact, some teachers said they rarely have the opportunity to participate in professional training due to limited access and the high cost of travel from mountainous areas to the city center.

### **Student Response and Participation in Learning**

The results showed that students in both schools had a strong interest in learning English, even though their abilities were still at a basic level. Most students look enthusiastic when the teacher introduces new vocabulary through pictures, songs, or simple games. Students also show a strong curiosity about the pronunciation of English words perceived as different from the colloquial language they use. In some situations, students appear more active when learning in groups than when speaking individually in front of the class.

However, the study also found that students' confidence in using English remains low. Many students feel embarrassed or afraid to speak English directly. In addition, the basic Indonesian language skills that still vary in some students also affect their understanding of English materials. This condition slows the learning process and requires a simpler, more communicative approach. Despite various limitations, the students still showed strong enthusiasm for learning throughout the process.

### **Efforts of Schools and Teachers to Face Learning Limitations**

Based on interviews with school principals and teachers, it was found that schools and educators continue to make various efforts to maintain English instruction amid limited human resources and educational facilities. Teachers try to use simple learning methods such as singing, vocabulary games, word repetition, and classroom objects as learning materials. This approach is implemented to help students better understand the learning material, even though school facilities remain limited.

The principal also said that the school continues to support teachers by offering more flexible teaching schedules and encourages them to learn English independently. In addition, teachers in both schools often help each other prepare learning materials, even though there is no formal learning community at either school. These simple efforts demonstrate the commitment of schools and teachers to continue providing English language instruction to students in the Papua Mountains region, even under challenging conditions.

## **Discussion**

The study yielded three main findings regarding English language learning at SD Inpres Kulitarek and SD Inpres Mulele Jayawijaya Regency. First, limited human resources remain a major obstacle to implementing English language learning, especially since most teachers lack a specific background in English education. Second, the English learning process in the classroom continues, with vocabulary memorization, lectures, and word repetition as the dominant methods, without adequate support for learning media. Third, despite various limitations in facilities and educators' competencies, students still show a fairly strong interest in learning English, especially when teachers use more interactive approaches such as songs, games, and simple group activities. These findings show that English language learning in the Papua Highlands region remains challenging, but has the potential to grow if supported by improved quality of human resources and more context-specific education policies.

The results of this study are related to several previous studies that discussed education in the 3T region and the challenges of English learning in remote areas of Indonesia. Previous research has generally found that limited educators, a lack of educational facilities, and difficult geographic access are the main factors affecting the quality of learning in rural areas. Some studies have also shown that teachers in remote areas often struggle to develop English instruction methods due to a lack of professional training and limited learning resources (Bonar Siagian & M Bambang Purwanto, 2023; Marisyah et al., 2023). However, this study differs in that it specifically examines the context of elementary schools in the Papua Highlands region, focusing on the limitations of human resources in English language learning. In addition, this study shows how mother tongue factors, local culture, and social conditions in mountain communities affect the dynamics of English learning in elementary schools. Thus, this study provides a more contextual perspective than previous research, which generally continues to focus on urban areas or education in general.

The results of this study indicate that human resource readiness strongly influences the quality of English learning in the Papua Mountains region, the main implementers of the educational process. In the context of foreign language learning, teacher competence is closely related to the quality of classroom interactions, students' ability to understand the material, and students' level of motivation (Dacholfany et al., 2024; Melinda Puspita Sari Jaya et al., 2023). When teachers lack adequate pedagogical and professional competence, the learning process tends to be limited and less communicative. This condition is evident in this study, where English learning still focuses on vocabulary memorization and provides little space for active communication practice (Astirini Swarastuti et al., 2024; Budiyanto et al., 2024). On the other hand, this study also shows that teachers and students have sufficient adaptability in dealing with educational limitations. Teachers still use a simple approach that suits school conditions, while students show strong curiosity about learning English, even though learning facilities remain very limited.

This research has important implications for the development of education policies, especially in improving the quality of English learning in 3T areas such as the Papua Mountains region. The results of the study show that it is not enough to distribute education solely through the development of school infrastructure; it must also be

accompanied by equal distribution of the quality of educators and access to professional training for teachers. Local and central governments need to pay greater attention to the distribution of competent English teachers to mountainous areas and to provide training programs appropriate to the contextual needs of primary schools in Papua. In addition, schools need more adequate learning facilities so that the English learning process can take place more interactively and communicatively. This research also provides practical implications: local culture-based learning approaches and the use of simple, creative methods can serve as alternatives for developing English language learning in areas with limited educational facilities (Aisyah et al., 2024; Novia et al., 2024).

Although this study provides an in-depth picture of the limitations of human resources in English language learning in the Papua Mountains region, this research still faces several challenges that need to be considered in the development of the next study. One of the main challenges is limited access to research in mountainous areas, which requires more time and a more socially intensive approach than in urban areas. In addition, geographical conditions, local culture, and variations in students' language skills make English learning in Papua more complex than in other regions of Indonesia. This research also still focuses on two elementary schools, so the results of the study have not been able to describe all the conditions of English learning in the Papua Mountains region as a whole. Therefore, further research is expected to involve more schools and participants in order to gain a broader understanding of the conditions of English language education in mountainous areas.

In the future, research on education in Papua should also focus more deeply on education and language leadership. The role of school principals as instructional leaders is very important in developing the quality of learning in schools with limited human resources. Further research can examine how school principals' leadership styles affect teacher motivation, educator competency development, and innovation in English learning in remote areas. In addition, the relationship between local languages, Indonesian, and English is a very interesting topic for further research, as students in the Papuan Mountains live in a unique multilingual environment. Research on Papuan local culture-based approaches to English learning, translanguaging, or the integration of cultural values in foreign language learning can be an important contribution to the development of more inclusive and contextual language education in Indonesia.

#### **D. Conclusion**

This study shows that limited human resources remain the main challenge in implementing English language learning at SD Inpres Kulitarek and SD Inpres Mulele in Jayawijaya Regency, Papua Mountains region. Most English teachers lack a specific background in English education, so the learning process is still conducted using a simple method and is limited to introducing basic vocabulary. In addition, the lack of learning facilities, limited access to professional training, and the geographical conditions in mountainous areas also affect the quality of English instruction in elementary schools. Nevertheless, the study's results show that teachers and students still have sufficient enthusiasm and motivation to carry out the learning process despite various limitations. Teachers strive to use a simple, creative approach to engage students' interest in learning, while students show enthusiasm when learning is interactive. Therefore, this study

emphasizes the importance of an equitable distribution of educators, teacher competency development, and the provision of more adequate learning facilities to improve the quality of English education in the Papua Highlands region more inclusively and sustainably.

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