

The Effectiveness of Canva Media Using the Process Skills Approach in Learning Speech Text Writing Skills

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ABSTRACT

This study aims to test the effectiveness of Canva media in teaching speech text writing skills using a process skills approach in class VIII MTs Pondok Pesantren Baituddin Petapahan. The background of this study is the low learning outcomes of students, which are caused by the dominance of conventional methods and the lack of visualization of materials in learning Indonesian. The study employed a quantitative approach with a quasi-experimental design involving two groups: the experimental group and the control group. The study population consisted of 32 students. The sample was set at 30 student. The research instrument was an essay test administered before and after the application of Canva media. A checklist was used to validate the scoring results and internal data analysis. Data on learning outcomes of speech text material for both pretest and posttest were analyzed using parametric inferential statistical procedures. The appropriate procedure for this is a one-sample t-test for pretest and posttest data and a paired sample t-test for comparative data between posttest and pretest results preceded by an assumption test. The results of the study: 1) the pretest for speech text writing skills for both research groups was relatively low; 2) the procedure for learning the skills of writing speech texts using the process skills approach in Canva media; 3) the posttest of the skills of writing speech texts for the experimental group in learning using Canva media is higher than the learning outcome group in the control using conventional media. Thus, the synthesis of this study is that Canva media is effective for use in learning speech material in class VIII.

Keywords: effectiveness, Canva media, process skill approach, learning, speech text writing

Efektivitas Media Canva Menggunakan Pendekatan Keterampilan Proses dalam Pembelajaran Menulis Teks Pidato

ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas media *Canva* menggunakan pendekatan keterampilan proses dalam pembelajaran keterampilan menulis teks pidato di kelas VIII MTs Pondok Pesantren Baituddin Petapahan. Latar belakang penelitian ini adalah rendahnya hasil belajar siswa yang disebabkan oleh dominasi metode konvensional serta kurangnya visualisasi materi dalam pembelajaran Bahasa Indonesia. Penelitian menggunakan pendekatan kuantitatif dengan desain quasi-experiment, melibatkan dua kelompok yakni kelompok eksperimen dan kelompok kontrol. Populasi penelitian ini berjumlah 32 siswa per kelompok penelitian. Sampel ditetapkan sebanyak 30 siswa. Instrumen penelitian berupa tes pilihan ganda dilaksanakan sebelum penerapan media *Canva* dan setelah penerapan media *Canva*. Daftar cek-ricik digunakan untuk memvalidasi secara internal hasil penskoran dan hasil analisis data. Data hasil belajar materi teks pidato baik untuk pretes maupun postes dianalisis menggunakan prosedur statistik inferensial parametrik. Prosedur yang sesuai untuk ini adalah uji t satu sampel untuk data pretes dan postes dan uji t sampel berpasangan untuk data perbandingan anara hasil postes dan pretes yang didahului oleh uji asumsi. Hasil penelitian: 1) pretes keterampilan menulis teks pidato untuk kedua kelompok penelitian tergolong rendah; 2) prosedur pembelajaran keterampilan menulis teks pidato menggunakan pendekatan keterampilan proses dalam media *Canva*; 3) postes keterampilan menulis teks pidato untuk kelompok eksperimen dalam pembelajaran yang menggunakan media *Canva* lebih tinggi dibandingkan kelompok hasil pembelajaran di kontrol yang menggunakan media konvensional. Dengan demikian, sintesis penelitian ini adalah media *Canva* efektif digunakan dalam pembelajaran materi pidato di kelas VIII.

Kata Kunci: efektivitas media pembelajaran, Canva, hasil belajar, keterampilan menulis, teks pidato

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INTRODUCTION

Learning media is a tool, either physical or digital, that functions to deliver learning materials effectively to students. Arsyad (2013), Karokaro & Rohani (2018), and Miftah (2013) defines learning media as a visual, audio, or interactive tool that helps achieve learning goals more effectively. This media not only acts as a conveyor of information but also as a facilitator of more meaningful and contextual learning interactions. By using appropriate learning media, the learning process can be more interesting and interactive, making it easier for students to understand concepts and improve their ability to remember information.

Learning media has an important role in conveying information to students to support the achievement of educational goals and encourage improved learning outcomes (Violla & Fernandes, 2021). Using media in the learning process can strengthen the quality of learning by creating a more interactive and engaging learning atmosphere for students. With this active involvement, students become more focused and can understand the material presented by the teacher more effectively. In addition, learning media can also accommodate various learning styles of students, both visual, auditory, and kinesthetic, so that the material can be more easily understood individually. Using appropriate media for learning needs can motivate students to learn independently and increase active class participation.

Speech is a narrative expression of thoughts in a factual manner that is addressed to many people. In other words, speech is an activity of speaking in public that is done to express an opinion or provide an overview of something. Strictly speaking, a speech is a text that contains ideas, opinions, and knowledge about a particular subject, which will later be delivered in public.

Speech texts have several structures. The structures in question are the opening, content, and closing (Dalman, 2014, Kosasih, 2014, Mahsum, 2014). The learning outcomes of writing speech texts in class VIII are relatively low. This is thought

to occur due to the use of conventional teaching materials or media, as stated in nationally published textbooks. The book does not provide detailed explanations of speech texts in the context of knowledge and writing skills.

Canva, which contains knowledge and skills in writing and speech texts, is believed to be able to improve the ability of speech texts in class VIII. This is because this media contains teaching materials about writing and speech texts. The term "teaching materials" in learning strategies refers to the process skills approach. Based on the description above, it is necessary to conduct a study on the effectiveness of Cava media in learning to write speech texts in class VIII. That is why this article is entitled 'The Effectiveness of Canva Media Using the Process Skills Approach in Learning to Write Speech Texts.'

This article involves several problem formulations. First, what are the results of the pretest of the ability to write speech texts of grade VIII students? Second, what is the procedure for learning the skill of writing speech texts using Canca media, which incorporates a process skill approach for grade VIII students? Third, how are the results of the posttest of the skill of writing speech texts using Canca media containing a process skill approach for grade VIII students?

This article includes several research objectives. First, to describe the results of the pretest of the ability to write speech texts of grade VIII students. Second, to explain the procedure for learning the skill of writing speech texts using Canca media containing a process skill approach for grade VIII students. Third, describe the results of the posttest of the skill of writing speech texts using Canca media containing a process skill approach for grade VIII students.

First, this research is helpful for the principal because it can be used as supervision material for teachers on related materials. Second, for Indonesian language teachers at the junior high school level, this article can be used as discussion material in meetings with fellow Indonesian language teachers. Those are the two benefits of

this research.

Relevant articles are found in many online journals. Here are some of the articles in question:

- 1) Rohma, A., & Sholihah, U. (2021). Pengembangan Media Audio Visual Berbasis Aplikasi Canva Materi Bangun Ruang Limas. *Jurnal Pendidikan Matematika Universitas Islam*, 5(2), 127–136. <https://www.researchgate.net/publication/355114690>
- 2) antiana, S., Margana, M., Putro, N. H. P. S., & Widodo, P. (2024). Students' attitudes toward the use of CANVAS in the EFL virtual learning environment. *International Journal of Language Education*, 8(2), 267–290. <https://doi.org/10.26858/ijole.v8i2.30813>
- 3) Harahap, A., Setiawan Wibowo, T., Sitopu, J. W., & Solehuddin, M. (2022). Penggunaan dan Manfaat Aplikasi Canva sebagai Media Pembelajaran di Tingkat Madrasah Tsanawiyah. *Jurnal Pembelajaran dan Matematika Sigma*, 8(1), 75-80. <https://doi.org/https://doi.org/10.36987/jpms.v8i2.3782>

METHOD

This research was conducted at the Baituddin Petapahan Islamic Boarding School. This non-formal school is located at Jalan Lintas Petapahan-Garuda Sakti, Petapahan Village, Tapung District, Kampar Regency, Riau Province. This research took place in the odd semester of 2024/2025. During this period, three primary activities were undertaken. First, plan activities that include compiling indicators of speech writing skills, creating Canva templates, developing test instruments for pre-test and post-test purposes, procuring speech texts for both learning and testing, and compiling a learning implementation plan.

This study used a one-group pretest-posttest design. First, a pretest of speech-text reading skills

(O1) was conducted. Second, learning of speech text writing skills using Canva media (X) was also conducted. Third, a posttest of speech-text reading skills (O2) was conducted. The design is described as follows (Abubakar, 2021; Fraenkel et al., 2012; Razak, 2020; Sugiyono, 2021):

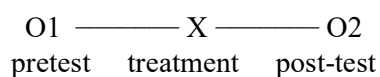


Figure-1
Pretest-Post-test One Groups Design

The population of this study consisted of the first-grade students of the Baituddin Petapahan Islamic Boarding School who took the pretest, learned the skills of writing speech texts using Canva media, and then took the posttest. There were 22 students.

The sample consisted of 21 students. The determination of the number of samples was based on the Slavin formula (Amin et al., 2023; Mahamod, 2014; Razak, 2015; Santoso, 2023). Each sample member was selected from the population members using a simple random technique without replacement.

To collect data on speech writing skills, a test instrument was used. To obtain a test that is valid in terms of content, the steps for compiling a test are taken, as stated by Azwar (2013), Akbar (2013), and Fulcher & Davidson (2007). The steps for compiling a speech text skills test are described below.

First, determine the form and type of speech writing skills test that you will use. This article uses a written test in the form of four multiple-choice alternatives.

Second, determine the topic of the speech. This article uses a prophetic topic. This topic was chosen because it considers the objectivity of students in Islamic boarding schools.

Third, determine the size of the speech text. This article uses a speech text that does not exceed one page of A4 paper, approximately 200-250 words.

Fourth, determine the number of speech texts to be tested. This article uses two speech texts.

Fifth, determine the indicators for the speech text writing skills test. This article uses relevant articles on speech theory. The indicators in question:

- 1) opening: praise to Allah Taala
- 2) opening: gratitude to the audience
- 3) opening: motivational expression
- 4) fact-1
- 5) fact-2
- 6) content: argument-1
- 7) content: argument-2
- 8) content: persuasive-1
- 9) content: persuasive-2
- 10) closing: synthesis
- 11) closing: closing greeting

Sixth, compile the outline of the speech text writing skills test. The outline is presented in a table. "The answer sheets of the sample members are corrected to obtain a raw score. The correction guideline is that each test item answered according to the key is scored 1 (one); if wrong, no score is given. The total score is 22, namely 11 from each speech text.

The pre-test and post-test data for speech text writing skills were analyzed using parametric inferential statistical procedures. The procedure, in accordance with the formulation of problem 11 and Problem 3, problem 3 sample t-test. To determine the effectiveness of using Canva media in learning speech-text reading skills, a paired sample t-test was used.

The estimated mean for problem formulation-1 regarding the pretest is 13.75 (equivalent to a standard score of 62.50%). The estimated mean for problem formulation-3, based on the post-test, is 17.82 (equivalent to a standard score of 81.18%).

To determine the effectiveness of using Canva media in learning speechwriting skills, a paired-sample t-test was used. The type of test is an activity that compares pretest and post-test data. "Assumption tests are also used in the

article—first, the homogeneity test of population variance. The formula used is the simplest, namely the significant variance divided by the small variance value.

Second, the normality test of the curve. This article uses the Liliefors formula. All statistical calculations are done manually. To facilitate the calculation, an Excel device is used.

RESULTS

1. Pretest Data

Before calculating parametric inferential statistics, the results of the pretest on prophetic topic speech writing skills for class VIII B students were first presented with raw data. Descriptive statistical data are drinking score 12, maximum score 16, mode 14, mean 13.90, and variance 1.39. The data is presented in the following table.

Table 1
 Descriptive Statistical Data of Pre-test Results of Speech Text Writing Skills

| X | f | Xf | Mean | Varaice |
|----|----|-----|-------|---------|
| 12 | 3 | 36 | | |
| 13 | 4 | 52 | | |
| 14 | 8 | 112 | | |
| 15 | 4 | 60 | | |
| 16 | 2 | 32 | | |
| | 21 | 292 | 13,90 | 1,39 |

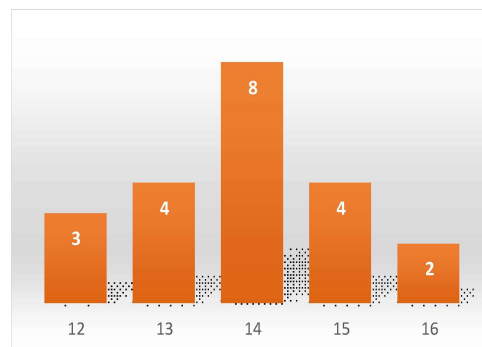


Figure-2
 Bar Chart of Pre-test Scores of Speech Text Reading Skills

| One-Sample Statistics | | | | |
|-----------------------|----|-------|----------------|-----------------|
| | N | Mean | Std. Deviation | Std. Error Mean |
| pre-test | 21 | 13,90 | 1,179 | 0,257 |

Figure-3
SPSS Screenshot Descriptive Statistics Pretest Results

The one-sample t-test of the above data, with an estimated mean value of 13.20, produces a t-value of 0.601 at significance. 0.554 (Figure-3 and Figure-4). Therefore, sig. 0.554 > 0.05, so H0 is accepted, which means the mean score of 13.90, equivalent to a standard score of 63.18, is the same as the estimated mean of 13.75, equivalent to a standard percent score of 62.50. The standard percent score is categorized below the learning target.

| One-Sample Test | | | | |
|--------------------|-------|----|-----------------|----------------|
| Test Value = 13.75 | | | | |
| | t | df | Sig. (2-tailed) | Mean Differenc |
| pre-test | 0,601 | 20 | 0,554 | 0,155 |

Figure-4
SPSS Screenshot One Sample t-Test Results Pretest Data

2. Canva media in Learning

Learning the skill of writing speech texts using Canva media in class VIII of the Ba'ituddin Petapahan Islamic Boarding School involves three initial activities, 18 core activities, and two final activities. The presentation of learning activities in this article is limited to activities in the form of a summary, as described below.

First, students are facilitated by the teacher to understand the indicators of writing knowledge using Canva media (Figure 5).



Figure-5
The teacher facilitates students' understanding of reading knowledge indicators via Canva.

Second, students are guided by the teacher to understand the indicators of the speech text structure using Canva media (Figure 6).



Figure-6
The teacher facilitates students' understanding of the speech text structure via Canva.

Third, students are facilitated by the teacher to understand the linguistic indicators of the speech text using Canva media (Figure 7)



Figure-7
The teacher facilitates students' understanding of reading knowledge indicators via Canva.



Figure-8
Screenshot of Learning Objectives in Canva

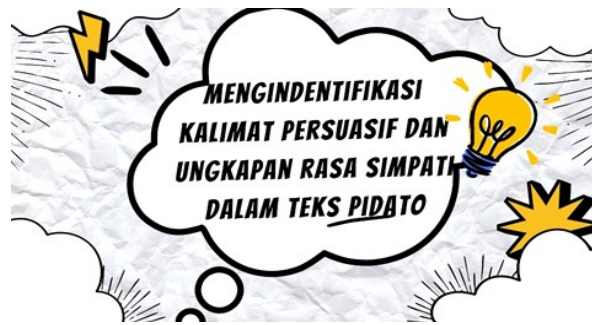


Figure-11
Screenshot of Identifying Persuasive Sentences in Canva

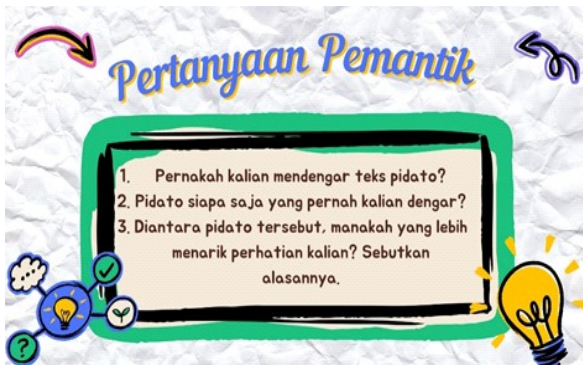


Figure-9
Screenshot of Sparking Questions in Canva

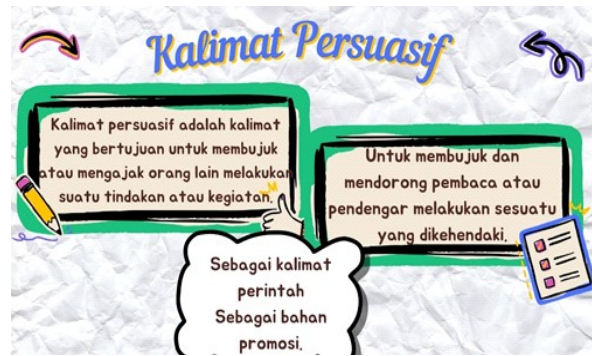


Figure-12
Screenshot of Persuasive Sentence Instructions in Canva



Figure-10
Screenshot of Language Aspect in Canva

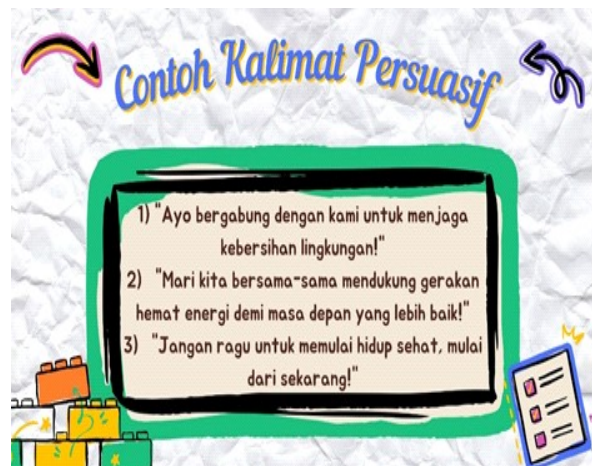


Figure-13
Screenshot of Persuasive Sentence Examples in Canva



Figure-14
 Screenshot of Expression of Caring and Sympathy in Canva

3. Post-test Data

Before calculating the parametric inferential statistics, the raw data of the post-test results of the prophetic topic speech text writingskills of class VIIIB students were first presented. The descriptive statistical data in question are:

- 1) minimum score 16
- 2) maximum score 20
- 3) mode 18
- 4) mean 17.84
- 5) variance 1.33

Table 2
 Descriptive Statistical Data of Post-test Results of Speech Text Writing Skills

| Y | f | Xf | Mean | Varaice |
|----|----|-----|-------|---------|
| 16 | 3 | 48 | | |
| 17 | 4 | 68 | | |
| 18 | 9 | 162 | | |
| 19 | 3 | 57 | | |
| 20 | 2 | 40 | | |
| | 21 | 375 | 17,86 | 1,33 |

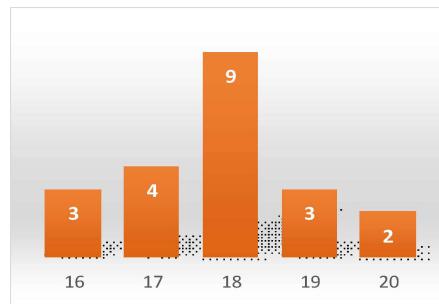


Figure-15
 Bar Chart of Post-test Score of Speech Text Writing Skills

The one-sample t-test of the post-test data above, with an estimated mean value of 17.82, produces a t-value of 1.022 at significance. 0.319 (Figure-16 and Figure-17). Therefore, sig. 0.319 > 0.05, so that H0 is accepted. This means that the post-test mean score of 17.86, equivalent to a standard score of 81.18, is the same as the estimated mean of 17.82, equivalent to a standard percent score of 81.00

| One-Sample Statistics | | | | |
|-----------------------|----|-------|----------------|-----------------|
| | N | Mean | Std. Deviation | Std. Error Mean |
| post-test | 21 | 17,86 | 1,153 | 0,252 |

Figure-16
 SPSS Screenshot of Descriptive Statistics of Post-test Results

| One-Sample Test | | | | |
|--------------------|-------|----|-----------------|-----------------|
| Test Value = 17,82 | | | | |
| | t | df | Sig. (2-tailed) | Mean Difference |
| post-test | 1,022 | 20 | 0,319 | 0,257 |

Figure-17
 SPSS Screenshot of One-Sample t-Test Results of Post-test Data

The next step is to determine the effectiveness of Canva media in learning speech-text reading skills in class VIII. However, the execution of this



step must be preceded by calculating the normality of the curve and the homogeneity of the population variance, as contained in the following two tables. First, test the normality of the curve for pre-test and post-test data.

Table-3
 Calculation of Normality Test of Pretest Data Curve for Speech Text Writing Skills

| X | x | z | F(z) | S(z) | F(z)-S(z) |
|----|-------|-------|--------|------|-----------|
| 12 | -1,56 | -1,31 | 0,0961 | 0,05 | 0,05 |
| 12 | -1,56 | -1,31 | 0,0961 | 0,10 | 0,00 |
| 12 | -1,56 | -1,31 | 0,0961 | 0,14 | -0,05 |
| 13 | -0,72 | -0,61 | 0,2709 | 0,19 | 0,08 |
| 13 | -0,72 | -0,61 | 0,2709 | 0,24 | 0,03 |
| 13 | -0,72 | -0,61 | 0,2709 | 0,29 | -0,01 |
| 13 | -0,72 | -0,61 | 0,2709 | 0,33 | -0,06 |
| 13 | -0,72 | -0,61 | 0,2709 | 0,38 | -0,11 |
| 14 | 0,12 | 0,10 | 0,5398 | 0,43 | 0,11 |
| 14 | 0,12 | 0,10 | 0,5398 | 0,48 | 0,06 |
| 14 | 0,12 | 0,10 | 0,5398 | 0,52 | 0,02 |
| 14 | 0,12 | 0,10 | 0,5398 | 0,57 | -0,03 |
| 14 | 0,12 | 0,10 | 0,5398 | 0,62 | -0,08 |
| 14 | 0,12 | 0,10 | 0,5398 | 0,67 | -0,13 |
| 14 | 0,12 | 0,10 | 0,5398 | 0,71 | -0,17 |
| 15 | 0,96 | 0,81 | 0,7910 | 0,76 | 0,03 |
| 15 | 0,96 | 0,81 | 0,7910 | 0,81 | -0,02 |
| 15 | 0,96 | 0,81 | 0,7910 | 0,86 | -0,07 |
| 15 | 0,96 | 0,81 | 0,7910 | 0,90 | -0,11 |
| 16 | 1,80 | 1,51 | 0,9345 | 0,95 | -0,02 |
| 16 | 1,80 | 1,51 | 0,9345 | 1,00 | -0,07 |

Mean = 13.86, std. deviation = 1.19, n = 21, and alpha = 0.05. The calculated L value is 0.17. This value is the highest value in the |F(z)-S(z)| column. The L table value at a = 0.05, df = 20, is 0.190. Therefore, calculated L = 0.17 < L table (20;0.05) = 0.19. Thus, Ho is accepted, which means that the post-test data for speech-writing skills are normally distributed.

Table-4
 Calculation of Normality Test of Post-test Data Curve for Speech Text Writing Skills

| Y | y | z | F(z) | S(z) | F(z)-S(z) |
|----|-------|-------|--------|------|-----------|
| 16 | -1,62 | -1,41 | 0,0793 | 0,05 | 0,03 |
| 16 | -1,62 | -1,41 | 0,0793 | 0,10 | -0,02 |
| 16 | -1,62 | -1,41 | 0,0793 | 0,14 | -0,06 |
| 17 | -0,75 | -0,65 | 0,2578 | 0,19 | 0,07 |
| 17 | -0,75 | -0,65 | 0,2578 | 0,24 | 0,02 |
| 17 | -0,75 | -0,65 | 0,2578 | 0,29 | -0,03 |
| 17 | -0,75 | -0,65 | 0,2578 | 0,33 | -0,08 |
| 18 | 0,12 | 0,11 | 0,5478 | 0,38 | 0,17 |
| 18 | 0,12 | 0,11 | 0,5478 | 0,43 | 0,12 |
| 18 | 0,12 | 0,11 | 0,5478 | 0,48 | 0,07 |
| 18 | 0,12 | 0,11 | 0,5478 | 0,52 | 0,02 |
| 18 | 0,12 | 0,11 | 0,5478 | 0,57 | -0,02 |
| 18 | 0,12 | 0,11 | 0,5478 | 0,62 | -0,07 |
| 18 | 0,12 | 0,11 | 0,5478 | 0,67 | -0,12 |
| 18 | 0,12 | 0,11 | 0,5478 | 0,71 | -0,17 |
| 18 | 0,12 | 0,11 | 0,8389 | 0,76 | 0,08 |
| 19 | 0,99 | 0,86 | 0,8389 | 0,81 | 0,03 |
| 19 | 0,99 | 0,86 | 0,8389 | 0,86 | -0,02 |
| 19 | 0,99 | 0,86 | 0,8389 | 0,90 | -0,07 |
| 20 | 1,86 | 1,62 | 0,9608 | 0,95 | 0,01 |
| 20 | 1,86 | 1,62 | 0,9608 | 1,00 | -0,04 |

Mean = 17.86, std. deviation = 1.15, n = 21, and alpha = 0.05. "The calculated L value is 0.17. This value is the highest value in the |F(z)-S(z)| column. The L table value at alpha 0.05 degree of freedom 20 is 0.190. Therefore, calculated L = 0.17 < L table (20;0.05) = 0.19. Thus, Ho is accepted, which means that the posttest data for speech writing skills are normally distributed.

Second, the calculation of the population variance homogeneity test. This article employs a straightforward population variance homogeneity test procedure, specifically the F-test. The F formula is the significant variance divided by the slight variance. Pretest and posttest data are said

to be homogeneous if the F table value $>$ F count at a confidence level of 0.95 and df 40.

The larger variance is 1.43 for the pretest data. The smaller variance is 1.33 for the posttest data. Thus, $F = 1.43 \div 1.33 = 1.075$. The value of F 0.95 (20; 20) is 2.94. "Based on the calculation results above, the calculated $F = 1.075 < F$ 0.95 (20; 20) = 2.94 is obtained. This condition is the acceptance of H_0 . This means that the pretest and posttest data for speech-text reading skills are homogeneous. For this reason, the calculation of the effectiveness of Canva media in learning speech text writing skills uses a paired sample t-test.

As mentioned earlier, the pretest mean is 12.86 with a standard deviation of 1.195, and the posttest mean is 17.86 with a standard deviation of 1.153. This data is shown in Figure 18.

| Paired Samples Statistics | | | | |
|---------------------------|-------|----|----------------|-----------------|
| | Mean | N | Std. Deviation | Std. Error Mean |
| post-test | 17,86 | 21 | 1,153 | 0,252 |
| pretest | 13,86 | 21 | 1,195 | 0,261 |

Figure-18
 SPSS Paired Samples Statistics Screenshot of Speech Writing Skills Data

The t-value of the paired sample test is 57.966 at significance. 0.000 (Table-19). Thus, sig. 0.000 $<$ 0.05. This means that the posttest and pretest data on speech writing skills are significantly different; the posttest mean is substantially greater than the pretest mean. In summary, Canva media is effective in teaching speech writing skills to grade VIII students.

| Paired Samples Test | | | |
|---------------------|--------|----|-----------------|
| | t | df | Sig. (2-tailed) |
| pretest - post-test | 57,966 | 20 | 0,000 |

Figure-19
 SPSS Paired Samples Statistics Screenshot of Speech Writing Skills Data-14.

DISCUSSION

Canva media containing linguistic aspects and speech text structure in learning speech text writing skills has proven effective. The results of the paired sample t-test calculation prove this. The same results were also found in scientific articles in online journals written by (Rosdiana, 2017; Waruwu, 2022 Fathonah et al., 2024 Septaviani & Zulfahita, 2020).

The research results presented in this article were achieved through the use of learning media. The learning media in question is Canva. Many scientific articles in online journals conclude that Canva learning media play a crucial role in learning activities. Through relevant Canva learning media, teaching and learning activities can be implemented according to the learning plan. Online scientific articles that conclude about the function of learning media in achieving learning objectives include those written by Mandasari & Ramadan (2025), Jannah et al. (2023), Nur & Ria (2023), Nurrita (2021), and Yulia & Setianto (2022).

Scientific articles that conclude about the importance of learning media are also widely found in scientific articles. Among the many scientific articles that contain the importance of learning media written by (Aprilia et al., 2024; Kurniaman, 2024; Putra & Sujatmiko, 2021; Efendi et al., 2022; Umar, 2014; Hasminur et al., 2024; Aryani & Achmad, 2024).

This article uses a small sample size. This is a characteristic limitation of scientific articles. For further research, the sample size can be enlarged.

Several scientific articles using large sample sizes were found in various online journals. The articles were written by (Laili & Mulyati, 2024; Zahro & Aprilia, 2024; Elmustian et al., 2024).

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