

Impact of Social Interaction Among Primary School Students on Learning Performance

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ABSTRACT

The purpose of this paper is to determine the impacts of social interaction among primary school students on their learning performance. The paper explores the theory of social interaction as experienced by primary school students and how social interaction affects their learning performance at school. The writing of this paper is conducted by collecting various literature and study regarding the impact of social interaction among primary school students on their learning performance. There are indications and evidence that support the hypothesis that social interaction among primary school students does contribute positively to their learning performance in a classroom. One essential aspect of social interaction among primary school students that affect their learning performance is the existence and assistance of peers at school. This is also known as "peer effects". Students are more likely to collaborate with high-achieving students for school matters. The high-achieving students can create positive contributions to a student's learning performance such as improving their academic achievement, career choices, and eventually labour market outcomes later in life. These "good" peers can also provide positive feedback to their friends regarding their capabilities and performance in a classroom. Therefore, social interaction among peers also have significant influences on a child's behaviour and personality as well as their learning performance.

ACM Reference Format:

Reza Syehma Bahtiar, Diah Yovita Suryarini, Muh Farozin, Sujarwo, Haryanto, Yudha Popiyanto, and Jarmani. 2021. Impact of Social Interaction Among Primary School Students on Learning Performance. In *ICLIQE 2021*:

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ICLIQE '21, September 04, 2021, Surakarta, Indonesia
© 2021 Association for Computing Machinery.
ACM ISBN 978-1-4503-8692-0/21/09...\$15.00
<https://doi.org/10.1145/3516875.3516909>

Proceeding of The 5th International Conference on Learning Innovation and Quality Education (ICLIQE '21), September 04, 2021, Surakarta, Indonesia.
ACM, New York, NY, USA, 7 pages. <https://doi.org/10.1145/3516875.3516909>

1 INTRODUCTION

Social interaction in school plays an important part for mental and academic development of a student. As the essence of human life, social interaction is the key to one's social life because without social interaction, a life will not be possible. From social interactions, individuals are able to build social relationships. Meanwhile, as a social being, humans have the ability to socialize or live together with other people. All abilities possessed by humans, both intellectual abilities and social skills, need to be developed through a learning process so that they can play a role in accordance with their function. This can be achieved through an educational process. From this nature, it is clear that education is a necessity for humans.

Social interactions are the acts, actions, or practices of two or more people mutually oriented towards each other's selves, that is, any behaviour that tries to affect or take account of each other's subjective experiences or intentions [1]–[3]. This applies that individuals involved in the social interaction must be aware of each other's existence, although social interaction requires no physical interaction. Meanwhile, [4], [5] defined social interaction as he ways in which individuals react to the people around them and how those interactions affect themselves. In social interaction, this also involves adjusting to the environment, such as eating and drinking alone, dressing alone, obeying regulations, building mutual commitment in groups or organizations and so on. Without interaction, understanding the social world, and the world itself, will be difficult. As a social being, humans need to interact with each other to fulfil their nature and to survive.

Interaction is a process of contact or relation between two or more people, which results in communication between them. When the interaction takes place, there are several things that underlie it, such as: (a) the person who delivers; (b) the person who receives; (c) media as a medium or tool where interaction takes place; (d) a message to convey, and; (e) a reciprocity of the interactions that are

built [6]. As an inseparable aspect of human life, social interaction plays a big role in the development of an individual. Society plays a crucial role in determining one's psychological, attitudinal, and behavioural factors. Therefore, social interaction is important because it determines the quality of a person. If a person has positive relationships with other people due to the positive interaction built between them, it may benefit them and their environment. Positive relationships may also lead to cooperation. On the other hand, if the social interactions between two parties are of poor quality, it will not create productive nor positive relationships. In fact, it may create conflict or confrontation [7], [8].

Social interaction occurs at a young age, even when an individual was just born. Interactions between an infant and their parents can shape the mindset of the child. As children begin to enter schools, particularly primary school, the role of social interaction previously carried out by parents and families is supported by social interactions that occur at school, which are with peers and teachers. In general, students carry out this social relationship by adapting themselves to their peers. Peers are an important source of status, friendship, and belonging in school. Wahlberg in [9] stated that students in a classroom are personal friends where certain students only work with their close friends. This is the reason why social interaction plays a huge part in developing a student's mindset and ways of thinking.

In carrying out social relations both in the school environment and in the classroom, students perform various activities related to ones that connect interests between students, students with one group, groups with groups that directly or indirectly create a sense of mutual understanding and cooperation. Social relations between students in school can have both positive and negative impacts. One of the functions of social relations between students is the realization of social facilities with others. Even though students only hang out with their peers, they still have to pay attention to manners and attitudes in relationships, including how to deal with their peers and to create a meaning and positive relationship which eventually will benefit them in the long run.

From the above explanation, the research question of this article is: How does social interaction among elementary school students affect their learning performance? The purpose of the study was to find out the social interactions between elementary school students had an impact on their learning performance.

2 THEORETICAL BACKGROUND

The general form of social process is social interaction, therefore social interaction is the main condition for the occurrence of activities in society. Social interaction is a dynamic social relationship involving the relationship between individuals and groups of people [10]–[12]. Social interaction is the process of reciprocal influence exercised by individuals over one another during social encounters. Usually, it refers to face-to-face encounters in which people are physically present with one another for a specified duration [13].

Social interaction is a relationship between one individual and another, one individual can influence another individual or vice versa, thus building a reciprocal relationship [14]–[16]. This relationship can occur between individuals and individuals, individuals with groups or groups with groups. A deeper definition of social

interaction was offered [17] who stated that social interaction is the process of one individual being able to adjust autoplastically to another individual, where he is influenced by others. One individual can also adapt apoplastically to other individuals, where that other individual is influenced by himself first.

Social interaction can occur when two individuals or groups have social contact and communication. Social contact is the first stage in the occurrence of social relations. Communication is the delivery of information and providing interpretations and reactions to the information conveyed. There are several things that can act as sources of information for initiating communication or social interaction. Sources of information can be divided into two, they are physical characteristics and appearance. Physical characteristics are everything that an individual has from birth which includes gender, age, and race. Appearances here can include physical attractiveness, body shape, dress appearances, and so on.

Further explained the two aspects of social interaction as mentioned above [18]. Social contact is an occurrence of social relations between individuals and others. Such contact that occurs is not only physical but also symbolic such as smiles and handshakes. Social contact can be positive or negative. Negative social contact leads to conflict whereas positive social contact leads to cooperation. Meanwhile, communication is the act of conveying information, ideas, conceptions, knowledge and actions to each other where one party acts as communicators and others act as recipients or communicants. The main purpose of communication is to create mutual understanding with the intention of influencing a person's thoughts or behaviour in a positive direction.

Social interaction in general can be influenced by the development of self-concept in a person, especially in how an individual perceives themselves, which can be positive or negative. There are several factors that can influence social interaction, they are: (a) sex; (b) extroverted personality; (c) the size of the group; (d) desire to gain status; (e) interactions with parents; and (f) education [19]. High education is one of the factors in encouraging individuals to interact because highly educated people tend to have broad insight and knowledge, which supports their interactions.

According to Soerjono Soekanto [20], the general form of social processes is social interaction, while the specific form is social activities. The aspects of social interaction are: (1) The existence of relations. Every kind of interaction occurs because of the relations between individuals or groups. These relations include greeting, shaking hands or disputes. (2) Individuals. Every social interaction demands the existence or appearance of individuals who carry out the relations as mentioned above. This social relationship occurs because of the participation of one individual and another individual, either individually or in groups. (3) Purpose. Every social interaction has a specific purpose to achieve, such as influencing other individuals, transfer of knowledge, communicating values, and so on. (4) Group structure and function. This relates to individuals who already belong to a particular group or social function. Usually, they cannot be separated from the groups, structures, or functions that are inherent to their being or identity. This is why individuals are said to be social beings who have a particular function in their group.

According to Gilin and Gilin [20], there are two kinds of social processes which are the result of social interaction, they are associative process and dissociative process. Associative social interaction is a process that occurs through mutual understanding and mutual cooperation between individuals or groups in which this process results in the achievement of common goals. This process is implied by the existence of efforts to reduce the differences that exist between individuals or groups of people and also includes efforts to enhance the unity of actions, attitudes and mental processes by paying attention to common interests and goals. The associative process is then subdivided into several forms, which are accommodation, assimilation and acculturation.

Meanwhile, dissociative social interaction is a process of opposition by individuals and groups in the social process between them in a society. Opposition can be defined as a way of fighting against a person or group of people, to achieve a certain goal. Limited food, shelter and other factors have given rise to several forms of cooperation and opposition. These oppositional patterns are also known as the struggle for existence. Struggle for existence refers to a state in which one human being depends on the life of another human being, a condition which creates cooperation in order to survive. This struggle leads to at least three things, which are the struggle of humans against each other, the struggle of humans against other types of creatures and the struggle of humans against nature. Forms of dissociative interaction, for example, are competition, contravention, and conflict.

Real educational processes are interactions that take place in classrooms. In the classroom during learning, communication occurs between teachers and students as well as students and students in order to share information or transfer knowledge and values [21]–[23]. From the definition of social interaction and the definition stated, it can be concluded that interaction between students is a reciprocal relationship between one student and another, students and groups of students, and groups of students with groups of students who influence each other. This influence can be in the form of motivation or encouragement which is then reciprocated by reactions that occur in the classroom or during learning activities. Influence can also be in the form of values, behaviour, habits, or knowledge. In the world of education, the process of social interaction occurs during learning. Social interaction occurs between teachers and students as well as students and students. Interactions occur during the teaching and learning process, both in schools and in other similar places.

The process of learning involves social interaction between teachers and students. Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” [24]. The change in the learner or student may occur at the level of knowledge, attitude or behaviour. As a result of learning, students will understand concepts, ideas, and/or see the world in different views. Meanwhile, learning is defined as the form of growth or change of individuals which is stated by new behaviour as the result of experience and practice [25]. He adds that the sample of behaviour are: changing from unknowing to knowing, appearing some new understanding, changing in attitude, skill, emotional, etc.

Center for Teaching and Learning at University of California [26] elaborated five components in the definition of learning, which

are: (1) First, learning is a process that is active. It is a process that involves manipulation on objects (such as concepts and ideas), experiences, and conversations in order to build a mental model in learners' minds thus enabling them to grasp more complex logic later in life. Students will build their knowledge after through observation, conversing and interacting with others, and articulation of new ideas and concepts. (2) Learning builds on prior knowledge. Prior to learning something new, learners may have their own understanding of certain ideas. Through learning, their knowledge will be enriched and evolve. The existing understanding may also change as the new ideas or concepts are understood. (3) The process of learning occurs in a complex social environment; therefore, it should not be limited only to an individual level. As a social being, it is necessary for learners—as humans—to think of learning as a social activity involving other people. It is important to note that knowledge can be built by other people in the process of learning. Therefore, learners can gain understanding about other people and be aware of their existence. (4) Learning is situated in an authentic context. The process of learning offers learners the opportunity to engage with specific ideas and concepts on a need-to-know basis. (5) Lastly, the process of learning requires learners' motivation and cognitive engagement. Students who are motivated in learning a specific subject are likely to be successful in understanding that subject. Therefore, mental effort and persistence are necessary in the process of learning.

Learning is a lifelong process of transforming information and experience into knowledge, skills, behaviours, and attitudes. Although the outcome of learning can be measured, learning also has social values that must be considered. Learning at times requires activities such as practice, reflection, interaction with the environment, and social interaction, in order to find out the extent to which a learner understands the subjects they have previously learnt. Social interaction in learning is not necessarily face-to-face, it can also be facilitated by technologies in communication.

3 METHODOLOGY

This research is conducted using a qualitative method. Qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviours experienced in a certain social phenomenon through the subjective experiences of the participants. The researcher builds abstracts, concepts, hypotheses, or theories by asking such questions as “why”, “how” and “in what way?” [27]. The study began with a series of comparative analysis across a range of theories of interest with collecting literature from various research about social interaction among primary school students and its impact on their learning performance. The technique used in writing this article is a review of the literature relevant to the topic. The literature document used in the article is a document that has functional value and can contribute to the writing of the research undertaken. The document contains theory, empirical supporting data, and methodology.

4 RESULT AND DISCUSSION

Social interaction plays a crucial role in the learning process. Whether it is through formal or informal education, social interaction contributes significantly to a student's learning performance.

The role of social interactions in education can be found in many research [12]. Social science. Social interaction in school is correlated with the activities of teaching and learning process which involves interaction between teachers and students as well between students and students in achieving their particular individual goals. Along with the development of the child's social environment, social interaction includes a wider social scope, not only social interaction with the family but also with the school environment and peers. Children spend years at school. Interaction with teachers and peers at school can provide great opportunities for children to develop their cognitive abilities and social skills. This can have an effect, either directly or indirectly, on children's learning performance in class and school.

Social interactions among students in school directly or indirectly affect their learning performance. Interacting with other people has proven to be quite effective in assisting the learner to organize their thoughts, reflect on their understanding, and find gaps in their reasoning [28]. One of the most important functions of peers in the classroom and school is to be a source of information and comparisons about the world outside the family. They provide feedback and evaluation of what has been done with a measure of better, as well, or worse than what other children have done. With peers, children learn to formulate and express opinions, respect other people's points of view, negotiate cooperative solutions or disputes, and change standards of behaviour that are accepted by all. In addition, they give and receive in developing social understanding and moral logic [29]–[32].

Interaction is perceived as significant and crucial during classes for these particular reasons: (1) Through interaction, students are able to elaborate the structures and learn the importance of classroom events. Classes are not only about learning strictly from books or learning materials explained by the teacher on the board, but it also involves teamwork, observation, peer learning, experiments, and so on. (2) Interaction provides students the opportunities to incorporate learning structures into their own interpretation. This is also known as the scaffolding principles. Scaffolding is a term to describe a provision of support or assistance from adults to a pupil who is learning a new skill or concept. In the world of education, scaffolding is used to describe a process where teachers demonstrate problem-solving to students in a particular subject. Subsequently, teachers will provide a space for students to learn on their own while giving assistance when needed. This way, students are given the opportunities to learn something new by using that knowledge independently. (3) The meaningfulness of any classroom events for students, whether interactive or not, depends on the extent to which communication has been built between teachers and learners. This implies the importance of the teacher's role in the classroom to create a conducive and interactive learning for students which will eventually result in positive learning performance.

Environmental or social influences acting as models, instructional strategies or feedback (environmental elements for students) can influence student personal factors such as goals, sensitivity to task efficacy (explaining the next part of the lesson), attributions (beliefs about success and failure), and self-regulatory processes such as planning, self-monitoring and control of distractions. The

interaction model between the environment, individuals, and behaviour is a reciprocal interaction that determines each other so that in this process self-regulation occurs [33].

The process of learning involves social science where people interact with one another in a social environment. Communication is necessary in the process of learning as teachers interact with students on a daily basis as well as students with other students. The social interaction during learning begins when teachers or tutors introduce the aims or objectives that students must achieve when learning a particular subject. Students will be divided into groups or teams where they discuss and come up with findings and conclusions. While this process takes place, teachers must play the role of monitoring the course of discussion to ensure that students carry out their tasks in accordance with the set of objectives mentioned in the beginning. Teachers must also ensure that all students take part in the course of discussion. This is where social interaction in the process of learning takes place, from teachers introducing the objectives to students carrying out their tasks by discussing the projects with their peers. At the end of the process, students will present the findings based on their discussion [34].

Social interaction is vital to the process of learning. However, the most popular model of discourse is a one-way communication in the classroom where teachers are doing most of the talking while students listen. Therefore, there needs to be a gradual release of responsibility for control of the discussion from teacher to student in the classroom [35]. This transfer of control from teachers to students in the process of learning is for students to embark on a duty through active engagement in social interaction with others in the classroom. Vacca et al stated that socially interactive learners are engaged learners. Routman elaborates that "students learn more when they are able to talk to one another and be actively involved".

Interacting with other people during learning has proven to be effective in supporting the learner to organise their thoughts, reflect on their understanding, and find gaps in their reasoning. As a socially curious being, humans learn mostly through social interaction with others. The process of learning does not only take place in an individual's mind, although classical intellectualist theory stated that individuals achieve mastery through reasoning and description by internalising and manipulating structures. Learning also takes place when an individual is situated in a complex social environment where they take active participation in the community. When being a member of a particular community, an individual practices their function by carrying out tasks using their skill, and knowledge will be learned.

Interaction is an essential part in the teaching-learning process, especially when the interaction takes place in a classroom. The climate of the classroom can be considered to be conducive for learning to take place when it is built up by a pattern of interaction between teacher and students. One of the most important factors in a classroom is the interaction and exchange initiated by teachers and students such as verbal exchange, asking and answering questions sessions, responding and reacting. Interaction is considered to be significant in the process of learning because through interaction, students or learners can elaborate material structures and gain understanding from classroom events [36].

The aspect of social development is one of the most important aspects in children's social life, especially for children in primary

school age. This development period is called the primary or elementary school period. At this time, children are expected to be able to learn certain skills that will be beneficial for preparation and adjustment to life in the future. This idea is supported by Hurlock [37] which explains that children are expected to be able to learn certain skills which include: (1) self-help skills; (2) social skills; (3) school skills; and (4) playing skills. Due to this reason, education at that certain age is highly important for children's cognitive development. The social aspect of a children's life plays a huge role in the outcome of their learning process; hence, social interaction is important for children.

One essential aspect in terms of social interaction among primary school students is the existence of peers at school. In education, "good" peers who are considered to create positive contributions can potentially improve students' academic achievement, career choices, or labour market outcomes later in life [38]. Evidence suggests that social interaction among school peers can contribute to student academic achievement throughout all levels of education. Social interaction among students, also known as "peer effects", influence individual student achievement. However, the impact of peers in a study can be differentiated from student's abilities. The study suggests that low-achieving students thrive greatly by being placed in a classroom with high-achieving peers. It is important to note that the generality of these so-called "peer effects" is depending on its potentiality to be connected with "social multiplier" effects.

There are two types of factors influencing the success of learning, internal and external factors, which are then further divided into several factors. Sociological factors also need to be taken into account as they contribute greatly to the success of learning among students. The sociological factor represents components related to how individuals learn in association with other students. The criteria include whether individuals learn alone or with peers, overseen by an authoritative adult or colleagues, and the routine patterns of learning activities.

Learning performance is all activities done intentionally in order to gain knowledge or skill that result in lasting or continuous changes in an individual's behaviour both physically and psychologically. Learning performance is indicated by scores which include cognitive, affective, and psychomotor domains, and can be used to measure an individual's success or ability in completing their education. To determine a student's learning performance, teachers or tutors are required to create an assessment to build motivation among students to improve, increase and maintain their performance. There are several factors influencing an individual's learning performance which can be grouped into two types, external and internal factors. Internal factors include physiological and psychological aspects. Meanwhile, external factors include social and non-social environments [39].

Nuraida, Halimah, & Rokhayati (2017) conducted research to study about the influence of social interaction on learning activities of the sixth-grade students of SD Negeri Salebu, Mangunreja District. This research is conducted due to the lack of learning activities among sixth grade students at SD Negeri Salebu. There are teachers who overlook students' social interaction skills and place more importance on results. This results in students being unable to interact socially in a school environment either with other students or teachers [40].

Based on the results of the study, it can be concluded that the sixth-grade students of SD Negeri Salebu have social interactions with a high category level. The learning activities of the sixth-grade students of SD Negeri Salebu also have a high category level based on the results of statistical calculations with 20 people (62.5%) on high category and 12 people on very high 12 people (37.5%) on very high category. Thus, the results obtained indicate that there is an influence of social interaction on the learning activities of the sixth-grade students of SD Negeri Salebu. Therefore, the research hypothesis shows that there is a positive effect of student social interaction on student learning activities. If students' social interaction increases by one unit, student learning activities (Y) will increase by 0.858. This shows that the hypothesis is proven, that is, there is an effect or influence of social interaction on student learning activities.

Listriana (2016) conducted research that aims to determine whether there is a connection between students' social interaction and social studies learning performance among fourth grade students at SDN Gugus Dewi Kunthi, Gunungpati District, Semarang City. From the results of the hypothesis test, it shows that there is a significant relation between students' social interactions and social studies learning performance. The strong or significant relation means that the increase in variable X, which is student social interactions, is followed by variable Y, which is the learning performance variable. Meanwhile, a derivation in student social interaction is also followed by derivation in learning performance [41].

Therefore, based on the research results, it can be concluded that the higher the students' social interactions, the higher the learning performance. Students' success is determined not only by internal factors but also by external factors [42]. External factors are factors that have an influence on the activities and learning outcomes achieved by students. External factors that affect student learning outcomes of performance include teachers, social environment (peers), school curriculum, facilities and infrastructure. As a social being, it is impossible for every student to escape from interaction with the environment, especially with peers at school. Social interaction among students must be considered in determining their learning performance. Many studies show that students that experience an increase in learning performance are affected or influenced by their peers who are able to motivate them to learn. Likewise, many students experience changes in attitudes because their school friends have positive attitudes which they imitate in daily interactions.

Peers or what is also known as the "peer effect" have a significant influence on a child's behaviour and personality. Therefore, social interactions that occur among students in a school often affect how a student can achieve success in learning. The age of primary school children is the age at which they are very concerned about the acceptance of individuals in a social environment. Peers play a unique role in children's development because they belong to approximately the same age and maturity level. A study by Rahmawati (2016) showed this hypothesis through research on fifth grade students of SD Negeri Dinoyo 01 Malang [43].

From the research subjects of 34 students, it is known that 15% of students fall into the category that has high peer interaction. Those who fall into this category are those with excellent social skills. In this situation, students have the ability to establish good

relationships with others and are easily accepted in social groupings. Students who have high social interaction with peers tend to have individual openness and can build close relationships. This results in these students easily accepted in any group. Students will also involve themselves in group activities such as group study, taking part in extracurricular activities and other group activities at school.

High social interaction encourages students to be good at communicating with anyone and does not hesitate to provide ideas for the progress of their group. The frequency of meetings between a student and their peers in the classroom and school environment, whether in learning activities, discussions, or simply collaboration in a game, can create intimate relationships between individuals which encourage them to get to know each other more deeply. Other than that, the frequency of meetings between peers also creates a sense of comfort in a student with the people around them so that they can talk to each other in a closer relationship. Students will not only relate or interact to discuss things related to school such as group assignments or homework, but they can also talk about things they like or dislike.

One of the primary functions of peers in a school setting is giving feedback to their friends regarding their capabilities. This way, children may learn and evaluate their learning process whether what they are doing is better, the same or worse than what their peers are doing. Through peer relationships, children can think independently, make their own decisions, accept and even reject the views and values that come from the family and learn the patterns of behaviour that are accepted in the group. Peer tutoring often helps student achievement (Sanrock, 2008). Tutoring provides benefits for those who are taught, especially students with low achievement. It is hoped that peer assistance will be easier to understand because peers have no reluctance, inferiority complex, are embarrassed to ask questions or ask for help, therefore they will feel satisfied if they can solve the problems they are faced with.

Wentzel, Barry, & Caldwell [33] highlighted the importance of friendship in a two-year longitudinal study. Sixth graders who do not have friends perform less prosocial behaviour (cooperate, share, help others), have lower grades, and are more emotionally stressed (depression, low health) than their peers who have one friend or more. Thus, students who have peers will think independently, do more prosocial behaviour, and have fairly good grades, because peers are an important source of information when students are in a study group. Therefore, peers contribute positively to a children's learning performance at school.

5 CONCLUSION

Based on the data provided in the discussion section above, it can be concluded that social interaction [36](#)ng primary school students affects their learning performance. There is a positive connection between social interaction and learning among primary school students. Through interaction with either their peers or teachers, students are able to elaborate the structure which will help them absorb classroom materials better. This is because the process of learning in the classroom does not only involve one-way learning (teacher explaining the subjects to students), but it also involves discussion, peer learning, teamwork, experiments, and so on. Social

interaction also provides students with opportunities to incorporate learning structures into their own interpretation.

One essential aspect of social interaction among primary school students that affect their learning performance is the existence and assistance of peers at school. This is also known as "peer effects". Students are more likely to collaborate with high-achieving students for school matters. The high-achieving students can create positive contributions to a student's learning performance such as improving their academic achievement, career choices, and eventually labour market outcomes later in life. These "good" peers can also provide positive feedback to their friends regarding their capabilities and performance in a classroom. Therefore, social interaction among peers also have significant influences on a child's behaviour and personality as well as their learning performance.

ACKNOWLEDGMENTS

This work was [28](#)ported by the Universitas Negeri Yogyakarta. We would also like to thank the anonymous reviewers for their constructive comments and suggestions.

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