

The Influence of Word Card Media on Students' Reading Ability in Indonesian Language Subjects Class II SDN Kabonena



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ABSTRACT: The purpose of this study is to determine the effect of the use of word cards on reading ability in Indonesian language subjects in grade II of SD Negeri Kabonena. This study uses a quantitative approach with a pre-experimental design with the form of a onegroup pretest-posttest design. The population in this study is all grade II students of the 2024/2025 teaching, totaling 17 people. The sample used is Class II of SD Negeri Kabonena which totals 17 students. Sampling was done using the saturated sample extraction technique. The data collection technique used multiple-choice tests, observation sheets, and documentation. The data analysis used in this study is descriptive and in-person statistical analysis. With the results obtained, the average pretest score was 86.16 and the average posttest score was 94.41. Based on the results of a study on the Effect of the Use of Word Card Media on Students' Reading Ability in Indonesian Language Subjects Class II SD Negeri Kabonena. The researcher can draw the conclusion that there is an influence on the use of word card media on students' reading ability in Indonesian Language Class II at SD Negeri Kabonena. This is shown by the calculation using the SPSS computer service version 25 where the value of sig (2-tailed) = 0.000 < 0.05 so that the Ho hypothesis is rejected and accepts Ha, which means that there is an influence of the use of Word Card Media on students' reading ability in Indonesian Class II subjects of SD Kabonena.

KEYWORDS: Word Card Media, Reading Ability, Indonesian

INTRODUCTION

Education is still considered the main element in human resource development because it is able to shape attitudes, insights, abilities, expertise, and skills according to the needs of various fields. Education is a conscious process that allows students to develop physically and spiritually to reach maturity. Thus, education can be interpreted as a process from ignorance to knowledge, including in terms of reading (Mahayyun 2022). In learning in elementary school, students often find learning difficulties, especially in reading, writing, and arithmetic. Difficulty reading can hinder the understanding of the material because almost all subjects are delivered through writing. Reading is a very important basic skill in the learning process. Without good reading skills, students will have difficulty writing and exploring science. Reading is not only about reciting letters, but also understanding the meaning of written symbols through the process of critical thinking (Talebong 2023). An effective learning process does not always go smoothly, as each individual has different abilities and challenges in understanding the lesson. In elementary school, language mastery, especially Indonesian, is very important because it is the main tool in the development of students' knowledge, social, and emotional skills. Indonesian learning should be designed to help students understand the content of the reading in depth. One of the important aspects of reading is understanding the content of the reading, such as understanding the cause-and-effect relationship and differences in the text (Nasution et al., 2024).

One strategy to improve reading skills is to utilize interesting learning media. Learning media functions as a tool to convey information effectively (Fadilah et al., 2020). One of the relevant and effective media is word cards, which can help improve students' memory and make it easier for them to understand vocabulary. Word cards present letters, syllables, and words in a visually appealing and memorable form (Darojah et al., 2024). Word cards have advantages over other media because they present learning objects in a concrete and visual way. This medium not only helps students read, but also motivates them because of the attractive visual display. Talebong (2023) stated that word cards can increase students' interest in reading, because of their visual nature and ability to convey learning messages clearly. By using this medium, learning becomes more enjoyable, and allows students to have a more active and meaningful learning experience. Natsir (2023) & Khaerunnisa et al. (2022) added that word cards are able to evoke students' excitement of learning because they are presented in the form of games. Without realizing it,

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students learn in a fun way, which triggers them to be more active and improves learning outcomes. It also trains all students' senses, such as sight when looking for cards, hearing when listening to the teacher's instructions, and motor skills when composing cards on the board. In addition, word cards as a two-dimensional graphic media also increase teachers' creativity in designing interesting learning, as well as giving students the opportunity to be creative by drawing or coloring cards.

Based on the results of observations at SD Negeri Kabonena, it is known that the reading ability of grade II students is still low. This is due to monotonous learning methods such as lectures, lack of use of learning media, and lack of variety in teaching reading. To overcome these conditions, the right media is needed to increase students' interest and reading ability. One of the potential media is word cards, because they are able to make the learning process more interesting, fun, and in accordance with the characteristics of students. Based on this description, the author was encouraged to conduct a study entitled "The Effect of the Use of Card Media on Reading Ability in Indonesian Language Subjects Class II SD Negeri Kabonena."

LITERATURE REVIEW

A word card is a card that contains a word that can produce a sentence. From word cards can be arranged into new sentences with several word cards, besides that the words can be separated according to syllables, then elaborated again into letters. Word card media is any physical tool that can present messages and stimulate students to learn. Teaching media can enhance the learning process (Mardiah et al., 2022). Word card media is a medium used to help improve students' memory, because this word card media has a great influence on students in remembering and understanding vocabulary and images (Anggraeni et al., 2023). Word card media is one of the ideas to convey children's opinions in written form and is also an important visual tool that is easy to obtain and concrete with the problems it describes. When learning activities are carried out in the classroom using word card media to improve the reading ability of grade II students, it is necessary to provide media or materials that attract children's attention as well as provide opportunities for students to understand and apply the process of activities, improve students' reading ability through word card media as well as carry out evaluations of word card playing activities (Navastara et al., n.d.). The function of word card learning media is to train the right brain's ability to remember pictures and words, so that children's vocabulary and reading skills can be trained and improved from an early age (SY & Dafit, 2024). Learning using picture word card media can be a tool to realize an effective teaching and learning situation that is an integral part of the overall teaching situation, laying concrete foundations and abstract concepts so that it can reduce verbal understanding, arouse students' motivation to learn and enhance the quality of teaching and learning (Utomo et al., 2022). Word card media has several advantages and disadvantages that make it ideal to apply in the learning process. The advantages of word card media are: (1) Easy to carry; (2) Easy in presentation; (3) Easy to make; (4) Easy to store due to its size which does not require large space; (5) Suitable for use for large and small groups; (6) Can involve all students in its presentation; (7) Can be used as a fun game; (8) Increase interaction between students so that they can improve students' reading skills; (9) Stimulate students' thinking skills; (10) Increase students' motivation to learn. In addition to having advantages, word card games also have some disadvantages. The disadvantages of word card games are: (1) Easily damaged; (2) Only in visual form, no audio; (3) It gets boring quickly if the teaching method is not interesting (Natsir, 2023).

Reading is a basic skill that must be mastered by students', by having a high level of reading ability, students will be able to achieve success in learning. Low reading ability is often encountered in the elementary school environment, both in the lower and upper classes. Reading is the process of changing the form of various symbols, be it symbols, signs and letters into sound forms contained in them, then the meaning that is found is combined with the knowledge that has been possessed (Khaerawati et al., 2023). According to Janati et al. (2021), reading is one of the four basic language skills and is one part of the components of written communication. Reading is a process of skill development, starting from the skill of understanding the words, sentences, and paragraphs contained in the reading as well as understanding critically and evaluatively in the overall content of the reading. The importance of reading skills where reading is the foundation for all subjects, this ability affects the overall academic prerequisite. Reading opens up access to a wide range of information and knowledge necessary in daily life, the development of critical reading skills helps students develop critical and analytical thinking skills. The criteria for assessing reading skills according to Nurgiyantoro are, namely, understanding the details of the content of the text, fluency in pronunciation, accuracy of diction, accuracy of sentence structure and meaning of speech. As for the assessment aspects of reading ability, text comprehension (the ability of students to understand the content and main ideas of the text read and the identification of vocabulary and the ability to draw conclusions from reading), fluency (measuring fluency in reading including speed and fluency in pronunciation), accuracy (accuracy in voicing the writing including correct pronunciation and the use of proper punctuation), pronunciation and intonation (the way students pronounce words and use appropriate intonation when reading) and voice clarity (clarity of voice when reading that affects listeners' comprehension). Reading ability indicators developed by the language competence curriculum, competency

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standards for Indonesian language courses, especially beginning reading, students are able to read the beginning, students are able to read letters, syllables, read words and sentences. Reading indicators for beginner students according to Utami & Wangid (2019) include: (1) students can memorize vowels and consonants well, (2) students can string various letters into syllables, (3) students can string syllables into words, (4) students can string several words into a simple sentence.

Indonesian learning is essentially teaching students about good and correct Indonesian language skills according to their purpose and function. Indonesian is a Malay language that is used as the official language of the Republic of Indonesia and the unified language of the Indonesian language in the school environment, in Indonesian subjects, began to be given in elementary schools (SD). This teaching continues at the middle level, namely (junior high school) and high school, even at the high level, namely universities. This basic Indonesian language teaching is intended to enrich students' knowledge as early as possible, It can be said that this language will determine the direction of a student's development (Ali, 2020). The purpose of learning Indonesian is the skills that students are expected to possess after gaining learning experience. The goal is to be a guideline and at the same time an atmosphere that should be achieved in learning activities. The certainty of the learning process is based on whether or not the formulation of learning objectives is clear or not, the clearer and more operational the goals to be achieved, the easier it will be to determine the tools and how to achieve them. Strategies in Indonesian learning are very important goals, because every problem must have a strategy to solve it, both strategies specifically from teachers and in general from those that have existed before. According to Kemp in Hamruni explained that learning strategy is a learning activity that must be done by teachers and students so that learning goals can be achieved effectively and efficiently. Therefore, teachers must be able to work together with students in order to achieve the expected goals. The strategy to overcome students who are not fluent in reading is to get used to reading every day. Reading skills are very important for students to acquire information around them (Paramita et al., 2022).

RESEARCH METHODS

This research was conducted in grade II of Kabonena State Elementary School, Kabonena, Ulujadi District, Palu City, Central Sulawesi. The research time was carried out in April-May of the 2024/2025 school year at SD Negeri Kabonena. The sample in this study is all grade II students of SD Negeri Kabonena which totals 17 students consisting of 8 male students and 9 female students. The data collection techniques carried out are observation, tests, and documentation. The data analysis technique in this study is descriptive analysis technique, according to Ghozali (2018) descriptive statistics is an analysis technique that describes or describes the data of the reader through minimum and maximum values. Mean, standard deviation, sum, range, curtosis, and descriptive emptiness. Descriptive statistical analysis is used to describe in general the ability to comprehend the concept of reading beginning of sisswa, which consists of frequency values, average, media, mode, standard deviation, highest score, lowest score. The description analysis in this study was carried out with the help of the IBM SPSS Statistic 25 program. In this study, inferential analysis techniques are also used, according to Sugiono & Rachmawati (2019) inferential analysis is a technique used to analyze sample data and the results can be concluded as populations. Inferential analysis is looking at scores from the sample side and using the results to draw inferences (generalizations) or make predictions about the population through normality tests and hypothesis tests.

This study uses a quantitative approach with a quasi-experiment type of research. Experimental research is research that is used to look for the effect of certain treatments on others under controlled conditions. Quantitative research is a research method based on the philosophy of positivism, used to examine a specific population or sample (Hasan et al., 2025). This research aims to determine the influence of the use of word card media on students' reading ability. The research design used in this study is quasi experimental. There are several forms of pre-experimental design, but in this study a one-group pretest-posttest design was used. In the design of this study, there are two tests, where the first test is carried out to see the initial ability of students before being given a treatment called Pre-Test. The second test, after the experiment was carried out to see the ability of the students after being given a treatment called Post-Test. Researchers in this study provide a Pre-Test first to find out the ability of students before treatment. Furthermore, the researcher provided treatment using word card media. After that, a Post-Test was carried out to find out the results of the treatment whether this word card media had an influence on students' reading ability. The following is an overview of the research design:

Table I Quasi Experimental Research Design Design

Pretest	Treatmen	Posttest
O ₁	X	O ₂

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Information:

O_1 = Pre-test before treatment

X = Treatment using digital media (powerpoint-based canva)

O_2 = Post-test after treatment is administered

This design test is carried out twice before and after being given treatment. The experimental class was first given a Pre-test (O_1), then subjected to treatment using word card media (X), then Post-test (O_2) was carried out. Furthermore, the treatment will be compared to how far the effect of the treatment given before and after the treatment will be.

RESULT

This study was conducted at SDN Kabonena to see if there is an Effect of the Use of Word Card Media on Reading Ability in Indonesian Language Subjects of Grade II Students of SDN Kabonena. Students' reading ability was obtained using a test instrument totaling 13 valid and reliable questions in the form of multiple choice.

A. Descriptive Analysis

The results of the descriptive analysis were conducted using the IMB SPSS Statistic 25 application. The results of this analysis show various results from the mean value, minimum value, maximum value, and standard deviation as follows. The learning results of the pretest and posttest, the pretest will be held on April 24, 2025 while the posttest will be held on May 5, 2025 in grade II of SDN Kabonena with a total of 17 students. The results of class II pretest data are seen in the following table:

Table II Results of Pretest and Posttest Data Analysis

Statistic	Data Pretest	Data Posttest
Mean	86.18	94.41
Standard Deviation	8.755	5.269
Score Minimum	65	85
Score Maximum	95	100

Based on the data in table 4.3, it can be seen that the initial reading ability of students in the experimental class, can be seen from the average score of grade II students as an experimental class of 86.18, the results of the pretest score in the experimental class were obtained with the highest score of 85 and the lowest score of 65. Meanwhile, the results of the analysis of posttest data in the experimental class can be seen from the average score of grade II students as an experimental class of 94.41. The results of the posttest of the experimental class were obtained with the highest score of 100 and the lowest score of 75. In the prettest of students who get a score below the KKTP score of 75, there are some students who have not reached the KKTP score so it is necessary to carry out a treatment to improve students' reading skills. After the posttest, a minimum score of 85 and a maximum score of 100 were obtained, which means that the KKTP score had reached 75. Based on the results of the above analysis, it can be concluded that the use of word card media can affect students' reading ability in the second grade of Indonesian language at SD Negeri Kabonena. The difference in the increase in average scores in the pretest and posttest in the experimental class showed that the word card media was effective for students' reading ability in the Indonesian subject in grade II of SD Negeri Kabonena.

B. Inferential Analysis

1. Data Normality Test

A normality test is an analysis that aims to find out whether a virgin has a normal distribution or not. The normality test in this study used the Shapiro-wilk method with the help of the IBM SPSS Statistic 25 program. The results of the normality test of the data for the experimental class can be seen in the following table:

Table III Normality Test Results

Class	Shapirowilk		
	Statistic	df	Sig
Pre-Test Eksperimen	.882	17	.034
Post-test Eksperimen	.858	17	.014

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Based on the table above, it shows that the value is significant. Shapiro-wilk in class II on the pretest was 0.034 greater than the defined a level ($0.34 > 0.05$). This suggests that the pretest data is normally distributed and the Shapiro-wilk value in class II in the posttest is 0.014 greater than the assigned level a ($0.14 > 0.05$). This shows that the pretest and posttest data are normally distributed, because the data is normally distributed, the Paired Sample T-test hypothesis is carried out.

2. Uji Hypotheses

In this study, the hypothesis test was carried out with parametric statistics using the dependent Sample T-test (Paired Sample T-test) because the research data had met the requirements for normal displacement and used two tailed samples. The results of the hypothesis testing were carried out with the help of the IBM SPSS program Statistic 25 program.

Table IV Paired Sample T-Test Hypothesis Test Results
Paired Samples Test

		Paired Differences					t	df	Sig. (2tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-8.235	5.268	5.268	-10.953	-5.518	-6.424	16	,000

Based on the results of the above analysis, it can be seen that the value of Sig. (2-tailed) is $0.000 < 0.05$. Based on these results, it can be concluded that H_0 was rejected and accepted H_a . Based on these data, it can be concluded that the hypothesis test states that there is an effect of the use of Word Card Media on students' reading ability in Indonesian Language Lessons Class II SDN Kabonena.

DISCUSSION

Based on the results of research that has been conducted in grade II of SDN Kabonena, it was found that the use of word card media has a significant influence on improving students' reading skills. This is shown by the difference in the average score of the pretest. Between the pretest and the posttest, where the average pretest score of 86.18 increased to 94.41 in the posttest. This increase shows that word card media can be an effective tool in the reading learning process, especially in Indonesian subjects. In theory, this finding is in line with the opinion of Arsyad (2019) who states that interesting learning media such as word cards can increase students' motivation and activeness in the learning process. Word cards, which are visual and arranged in a simple yet attractive way, make it easier for students to recognize and understand new words. In addition, the playful approach makes students more enthusiastic about learning, so that the classroom atmosphere becomes more lively and fun.

From the results of the hypothesis test using the Paired Sample T-Test, a significance value of $0.000 < 0.05$ was obtained. This means that there is a significant difference between students' reading ability before and after using word card media. Thus, the alternative hypothesis (H_a) is accepted, and the null (H_0) hypothesis is rejected. These results reinforce that word card media has a real influence on improving the reading ability of grade II students. Practically, the use of word cards in learning provides several advantages. First, word cards encourage students to recognize letters, syllables, and words gradually, according to their initial reading ability. This process is in accordance with the EGRA (Early Grade Reading Assessment) theory which emphasizes the importance of basic skills such as recognizing letters, syllables, and meaningful words. Second, word cards allow for a variety of learning activities, such as, arranging words into simple sentences, or playing word guessing, all of which are capable of stimulating students' motor and cognitive activities. Another advantage of this medium is its versatility. Teachers can adjust the content of the word cards to the learning theme, students' interests, and class ability level. For example, in the "Wise Use of Money" material, the card may contain words such as "money", "save", "buy", and "save" which are then used in meaningful reading activities. This provides a contextual and relevant learning experience for students.

However, in its implementation there are several obstacles that need to be considered. Some students still have difficulty in voicing words correctly and need further assistance from teachers. In addition, although word cards are visually appealing, their monotonous use without variation in teaching methods or strategies can lead to burnout. Therefore, it is important for teachers to continue to innovate in utilizing this medium, for example by adding elements of play or working in groups. This research also underlines the importance of the role of teachers in choosing and modifying learning media. Teachers' creativity greatly

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determines the success of using word card media. Teachers who are able to arrange cards well and facilitate interactive learning will be more successful in improving students' reading skills. On the other hand, teachers must also pay attention to the differences in students' character and learning styles, so that learning activities can be carried out in an inclusive manner. Considering the results of the research and the relevant theoretical foundations, it can be concluded that word card media is one of the alternative learning strategies that are effective in improving students' reading skills in the early grades. This finding is expected to be a valuable input for teachers and schools in improving the quality of Indonesian learning, especially in terms of initial reading skills. In addition, this research is also proof that a creative and fun approach to learning has a positive impact on student learning outcomes.

CONCLUSION

Based on the results and analysis of research data that has been carried out, it is concluded that there is an influence of the use of word card media on students' reading ability in Indonesian language subjects in grade II of SDN Kabonena. This can be seen from the final score or Posttest in grade II in Indonesian learning using word card media to obtain an average score of 94.41. Based on the results of data analysis, it can be concluded that in the analysis of the Paired Sample T-test hypothesis test, a significance value of 0.000 was obtained because the significance value was $0.000 < 0.05$ so that the H_0 hypothesis was rejected and accepted H_a . This shows that there is an effect of the use of word card media on students' reading ability in Indonesian language lessons in class II of SDN Kabonena.

CONFESSION

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