

Research Article

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Tailoring Reading Courses to Student Needs: A Pathway to Effective Curriculum and Teaching Strategies

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Abstract

Background/purpose. While reading skills are important in EFL classrooms, EFL students in Indonesia encounter various challenges. Therefore, the present study aimed to provide insights related to the needs and perceptions of EFL students in reading courses. In addition, the study also explores how curriculum design and pedagogical practices can be improved by attending to students' needs and perceptions. This research seeks to provide evidence-based recommendations for developing more effective instructional strategies and curriculum frameworks that promote meaningful reading practice and engagement by investigating students' perspectives and learning needs.

Materials/methods. A mixed-method research design was used to collect quantitative and qualitative data through surveys and interviews. A total of 31 EFL students enrolled in a reading course participated and completed questionnaires and interviews. The questionnaire data was analyzed using descriptive statistics to determine percentages, followed by a description of the findings. Interview data was analyzed by checking the consistency of participants' responses.

Results. The results reveal that while EFL students strongly prefer interactive and engaging learning, their primary mode of learning remains passive. These findings underscore the critical need to align curriculum design and pedagogical strategies with students' active engagement preferences while transitioning from passive reception to participatory learning experiences.

Conclusion. This study highlights the gap between EFL students' preferred learning activities and actual classroom learning experiences. The findings emphasize the need for curriculum and pedagogy improvements that encourage a more interactive and student-centered learning environment.

1. Introduction

Reading skills are essential in the context of English as a Foreign Language (EFL) to achieve the Sustainable Development Goals (SDGs). It is a marker of success in formal education and is closely tracked in SDG reporting. Literacy and reading are essential for lifelong learning and human development, contributing to progress in many fields (Trudell, 2019). Effective reading skills contribute to language acquisition and sustained academic development. Interactive learning models, which encourage student interaction and discussion, have been shown to improve long-term retention of vocabulary and content, thus supporting sustainable learning practices (Yang, 2023).

Promoting critical and creative thinking through reading activities in EFL contexts supports the development of language literacy. It is aligned with SDG 4. This approach helps students meet the challenges of the 21st century and promotes sustainable educational practices (Kurniawan & Setyaningtyas, 2024). As outlined in SDG 4, ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all is paramount. Reading proficiency is a foundational skill that supports these goals, enabling individuals to engage with information critically and participate in societal discourse.

The importance of reading skills in higher education cannot be overstated. Reading is essential for EFL students as it allows them to comprehend academic texts and access information vital to their studies (Gawa, 2022). Moreover, the time students of higher education spend reading in digital settings has grown as a result of technological advancements (Kolcubasi & Taysi, 2024). This underscores the need for EFL programs to prioritize the teaching of reading, equipping students with the skills needed to navigate complex academic material effectively.

However, Indonesian EFL students face a myriad of challenges in reading courses, which can significantly hinder their language acquisition and comprehension abilities. Psychological factors play an important role in reading challenges. Students' attribution beliefs significantly affect their reading comprehension ability. If students perceive their reading difficulties as insurmountable, they may experience learned helplessness, which can reduce their motivation to engage in reading tasks (Sulistiyawati & Mbato, 2021). A lack of self-regulation in learning compounds these psychological barriers, as many students struggle to navigate their educational journey effectively.

The pedagogical approaches used in EFL classrooms can contribute to reading challenges. Students still struggle to comprehend written text effectively (Rojabi, 2021). This gap indicates the need for more effective learning strategies that can cater to the students' needs. Low levels of literacy and interest in reading can be a significant challenge for teachers in Indonesia (Anaktototy, 2023). A study highlights that pedagogical approaches in EFL reading classes can face challenges due to the complexity of reading as a multifaceted process (Khadka, 2024). Consequently, teachers may struggle to effectively integrate various cognitive processes while meeting the needs of diverse students.

It was also found that there are inadequate reading models to teach reading effectively and limited perspectives from both teachers and students (AlGhamdi et al., 2018; He & AlSaqqaf, 2024). It was also found that there is a lack of focus on specific reading difficulties and limited discussion on individual learner differences (Al-Jarrah & Ismail, 2018). At the same time, EFL students have learning needs in their reading courses. For example, increasing motivation, improving language competence, and overcoming difficulties that cause reading deficits (Mahmood, 2022). Therefore, investigating students' learning needs and their perceptions in reading courses is crucial to consider.

As students face various challenges in reading courses, including a preference for passive learning methods even though they are interested in interactive activities, difficulties in balancing cognitive engagement with practical application, and the need for more student-centered learning, the questions arise:

1. What are the needs and perceptions of English as a Foreign Language (EFL) students in reading courses?
2. How can curriculum design and pedagogical practices be improved by addressing the needs and perceptions of EFL students?

2. Methodology

This study used a mixed methods research design. This was done to collect quantitative and qualitative data. Quantitative data was obtained from a survey distributed via a Google Form. Qualitative data was obtained from interviews. The questionnaire data was analyzed using descriptive statistics to determine percentages, followed by a description of the findings. Interview data was analyzed by checking the consistency of students' responses. Then, the responses in the interview were analyzed using a Universal Design for Learning (UDL) framework (Rose & Meyer, 2002). The framework focuses on three principles: engagement, representation, and action and expression.

The participants were 31 EFL students in a private university in Bali-Indonesia. They were the first-year students who enrolled in reading courses. For the interview, six students were recruited by considering their willingness to participate. The research instrument was a structured questionnaire designed to explore various aspects of EFL students' experiences and preferences in reading courses. The questionnaire consisted of six sections: Students' Reading Activity Preferences, which examines students' preferred reading strategies and techniques; Students' Learning Activity Preferences, which identifies their preferred learning methods; Students' Ways of Learning, which explores their approaches to acquiring reading skills; Students' Preferences in Assignments, which focuses on their preferred ways of completing course tasks; Students' Roles during the Teaching and Learning Process, which investigates students' perceived roles in the classroom; and Students' Activities during the Teaching and Learning Process, which assesses their engagement and participation in reading lessons. Each section includes specific statements for the participants to respond to.

The interview guide used in this study was designed to gain deeper insights into EFL students' perceptions and experiences in reading courses. The guide consisted of seven open-ended questions that aimed to explore students' reading interests, creative engagement with reading materials, and challenges faced in the Literal Reading course. The guide also investigated students' views on the diversity of the class in terms of ability and characteristics, their opinions on the need for differentiated teaching, and the importance of incorporating contextualized activities into reading lessons. In addition, the students were also asked to provide suggestions for improving reading instruction. The interview guide served as a valuable tool to capture students' perspectives and identify areas for improvement in the design and implementation of the reading course.

3. Results

This section presents the findings obtained from the questionnaire and interview responses to answer the research questions. To answer first research question, data was collected through a structured questionnaire and interviews, which explored students' preferences, challenges and expectations regarding their reading course experience. The results provided insights into their preferred learning activities, task preferences, and level of engagement in class. Then, for the second research question, students' responses in the interview were analyzed using a UDL framework: engagement, representation, and action and expression.

3.1. The Results of Students' Experiences and Preferences in Reading Courses

The following table describes the results of quantitative data obtained via Google Forms.

Table 1. Preferences of Student Reading Activities

Statement	%
Read aloud with proper pronunciation and intonation	57.7
Reading the text individually and answering the questions	32.1
Discussing and understanding the text in groups	56.1
Analyzing the meaning of new vocabulary in the text	56.1
Other	7.7

Table 1 shows the preference of students' reading activities in English language learning. It can be seen that the activity of reading aloud using proper pronunciation and intonation has the highest preference (57.7%). This is followed by reading texts in groups and analyzing new vocabulary in texts (56.1%). Meanwhile, the activities of reading individually and answering questions related to the text had a lower preference (32.1%). The preference for other activities was only responded by 7.7% of students. This result shows the variation in reading approaches favored by students. It also represents the diversity of learning styles and needs of students, especially in the Literal Reading course.

Table 2. Student Learning Activity Preferences

Statement	%
Lecture	14.1
Discussion	59
Presentation	17.9
Role Play	51.3
Game Play	80.8
Question and Answer	28.2

The data in Table 2 shows students' English learning activity preferences. The data shows that there are variations in students' level of involvement in different types of learning activities that are appropriate for the course. Game-playing activities received the highest response (80.8%), followed by discussion (59%) and role-playing (51.3%). Other activities such as presentation (17.9%), question and answer (28.2%), and lecture (14.1%) showed lower levels of preference. These results reflect the importance of interactive, collaborative, and fun learning approaches to support student engagement and different preferences.

Table 3. How Students Learn

Statement	%
By memorizing	70.5
By problem-solving	35.9
By own initiative in getting information	60.3
By copying from sources	37.2

Table 3 shows the diverse preferences of students in terms of learning methods. Memorizing activities received the highest response (70.5%), followed by self-initiative in obtaining information (60.3%), copying from sources (37.2%), and problem-solving (35.9%). These results show that it is

important to understand students' learning patterns in order to develop more effective and, tailored and differentiated teaching strategies.

Table 4. Student Preferences in Doing Assignments

Statement	%
Individually	70.5
In pairs	46.2
In groups	55.1

Table 4 shows students' preferences in doing assignments based on three learning modes: individually, in pairs, or in groups. From the survey results, the majority of students prefer to work on assignments individually (70.5%), followed by in groups (55.1%), and finally in pairs (46.2%). This pattern illustrates the students' tendency to choose the working method that they feel most comfortable with and supports their learning process.

Table 5. The Role of Students during the Teaching and Learning Process

Statement	%
Active communicator	46.2
Active thinker	52.6
Problem solver	16.7
Facilitator	37.2
Learning resource	39.7
Other	10.3

Table 5 presents data on the roles taken by students during the English learning process. Five main roles were identified: active communicators, active thinkers, problem solvers, facilitators, and learning resources, as well as other more specific options. This data shows the diverse ways in which students participate in learning, reflecting the differentiation of their roles in supporting the achievement of learning objectives. The active thinker role received the highest response (52.6%). Then, a total of 46.2% of students identified themselves as active communicators. Only a small number of students chose the role of problem solver (16.7%).

Table 6. Student Activities during the Teaching and Learning Process

Statement	%
Listening to the lecturer's explanation	80.8
Being guided in every assignment/exercise by the lecturer	39.7
Using their own creativity in doing assignments	60.3
Asking questions and opinions	50
Discussing and actively involved in doing activities	57.7
Other	7.7

Table 6 shows students' activities during the teaching and learning process. This data reflects different levels of student engagement in learning, ranging from listening to explanations to active involvement in discussions and the use of creativity. 80.8% respondents reported that their main

activity was listening to the lecturer's explanation. This shows the dominance of learning methods orientated towards direct material delivery. Although listening is an important component of learning, the dominance of this activity can reduce the opportunity for students to actively participate.

A total of 60.3% of respondents use their own creativity when doing assignments. This shows that they have the freedom to explore ideas and skills in completing the tasks. This activity is important to develop students' creative thinking skills. Then followed by 57.7% of students who chose to discuss and actively engage in activities. This activity indicates a collaborative effort in the classroom, which supports social interaction-based learning. In addition, some students (39.7%) claimed to be guided by lecturers in doing assignments. This low number suggests that lecturers may have focused more on explaining the material rather than providing direct assistance during the assignment.

3.2. The Students' Responses in the Interview

The interview guide was designed to gain deeper insights into EFL students' perceptions and experiences in reading courses. In terms of their interest in reading, S1 said, "Yes, I like reading. I like reading novels, storybooks, fiction. Then, S2 added, "I actually do not like reading very much. I will read if there are important things." S3 also responded, "I like to read novels, I like to read something fictional, I also like to read news that is indeed a trending topic today. If it interests me, then I read it." The same responses were obtained from S4, "I really like reading, and it also depends on the topic in the title of the book that I choose to suit me or not." However, S5 stated, "I do not really like to read too seriously because I think it will be boring. Just like reading that is more interesting or trending topics at this time. S6 said, "I also like to read but read more novels or fictional stories."

Then, for the aspect of engagement in creative work, S1 responded, "There is a willingness to try to create. There are words that are difficult to understand; maybe they can be used by using more words that are easy to understand." S2 shared, "When I read, I have a reference in my mind, my imagination, then I pour it out. I make my version of the novel." S3 added, "I have made a novel like that on Wattpad because I read a lot of novels, so my imagination is developing like that. The story A and B, then I combine, so I continue to develop different, like my own creations on the Wattpad." S4 continued, "I think because I read a lot, it increases my creativity by writing as well." The other two students said the same things as the others. They tried to change the text being read.

Further on, the students' responses to their challenges in the Literal Reading course showed interesting findings. S1 informed, "I have an obstacle. When I find a new vocabulary and then I read it, maybe how I pronounce those words becomes difficult for me." S2 confirmed those problems by saying, "Yes, new words, pronunciation, and also meaning. It is because, in English, 1 word can mean many different pronunciations, different meanings." S3 shared, "Reading a long and spontaneous one, like reading it for the first time, it is a bit difficult." S4 added, "Sometimes, we are not calm when reading it."

When they were asked about the needs for differentiated instruction, S1 responded, "I think that everyone's ability is different in terms of ability, in terms of how they digest or understand a text." S2 shared, "Everyone has abilities, has something more prominent or less prominent, sir. So, each class must be different." S3 commented, "It also needs to be different in learning." S4 added, "In terms of material, it is not necessary to be differentiated. But in terms of how lecturers treat their students, more special attention is needed for each student." Overall, the students stated that they must be facilitated differently with contextual activities and related to daily life.

4. Discussion

Based on the findings, most students preferred the activity of reading aloud with proper pronunciation and intonation. This aligns with previous research that found that reading aloud can facilitate a student-centered learning with real practice and improve students' pronunciation skills (Pramerta, 2024; Rosyid & Sofyan, 2020). Implementing read-aloud activities also significantly improves students' reading literacy, especially in fluency and comprehension (Rahayu & Mustadi, 2022). Reading aloud activities have been able to provide opportunities to practice aspects of speaking as well as reading.

Students who chose to read in groups stated that this activity allowed them to discuss and share their understanding with friends. This helped them to enable teachers and students to develop and employ knowledge and skills in authentic and meaningful tasks (Villarreal & Munarriz-Ibarrola, 2021). It can also enhance deep learning and develop cooperation skills (Poort et al., 2022). The discussion process can facilitate the learning process as students can learn different points of view from their group mates. As a result, it creates a more collaborative and supportive atmosphere.

Then, preference for analyzing new vocabulary in the text shows students are interested in enriching their vocabulary. Analyzing vocabulary in context helps students understand different meanings and uses, which is crucial for effective communication (Janićijević et al., 2024). This process not only aids in vocabulary acquisition, but also fosters deeper engagement with the material, allowing students to connect new words to the knowledge and context they already have. However, students often struggle to recall new vocabulary in speech. Therefore, the use of language in real-life situations should be allowed (Nasretdinova & Ruxshona, 2023).

In relation to student learning activity preferences, the majority of students selected game-playing activities as their most preferred learning method. Games make learning more fun, interactive, and engaging (Adipat et al., 2021). Students are more motivated and confident when learning with these activities (Jääskä et al., 2022). In addition, games provide a healthy competitive atmosphere, thus encouraging students to participate more actively. Game-playing activities promote students' willingness to communicate (Liu et al., 2021).

Most students also preferred discussion activities as they allow them to interact with friends, share ideas, and broaden their horizons. Group or class discussions are considered to help students understand the material from various perspectives. Students also feel more confident speaking in a supportive atmosphere and without formal pressure. This finding aligns with the data shown in Table 1 which is about the students' high preferences in discussion.

The next activity that received a high percentage was role-playing. This activity is considered fun as well as helping them practice using English that reflects everyday life. Role-playing activities can encourage them to use English spontaneously, improve fluency, and hone creativity (Ebadi & Azizimajid, 2024). In addition, a study also found that, this activity is also considered effective in building students' confidence and improving their communication skills (Idham et al., 2022).

Only a small number of students (17.9%) chose presentations and lectures (14.1%) as their favorite learning methods. Presentations can often make them anxious or feel pressured by having to speak in front of the class. For the lecture method, it tends to create a passive and uninteresting atmosphere, especially if the duration is long or the material is not accompanied by relevant examples. However, it will not happen during the course if teachers can provide them with opportunities to practice in front of the class gradually (Syahrani et al., 2024).

This result implies that there is a high tendency to conduct interactive, collaborative and experiential learning activities, such as playing games, discussions and role-playing. This integration can create a meaningful learning atmosphere and stimulate students' creativity. Although

conventional approaches such as lectures or presentations received a low response, such activities are also sometimes necessary in the learning process. This can ensure that students' diverse learning needs are optimally met.

Another crucial finding is on the highest percentage of respondents (70.5%) who consider memorization as the main way of learning English. The use of memorization strategies makes it easier for students to absorb lesson information (Kiswardhani & Ayu, 2021). Memorization provides quick results in improving skills, especially for tasks such as taking tests or exams. However, this approach tends to be mechanical and lacks support for deep understanding, so students may struggle to apply it in real contexts. Then, 60.3% of students showed independent learning initiatives. Learning with meaningful activities can effectively encourage students' initiative in finding information. Therefore, combining learning methods is needed to make learning more meaningful.

However, few responses were shown on copying from other sources (37.2%) and problem-solving (35.9%). This method is generally used to visually retain information and ensure no material is missed. Students who rely too much on this method tend to be less active in critically understanding the material. The low preference for activities related to problem-solving could be due to students' lack of understanding of the problem and lack of relevance to real life. This data shows that the majority of respondents still rely on traditional learning methods such as memorization and copying, despite indications of high self-motivation. This reflects the need to broaden students' learning experiences by providing opportunities to engage in various activities.

Student preferences in doing assignments show evidence of students' preference for the option of working individually (70.5%), which shows that most students feel more comfortable working alone. A study reveals that students who prefer to work alone is due to the discomfort of potential negative evaluations from peers during collaborative tasks. In contrast, students with higher academic tend to experience less anxiety in group settings and are more open to collaborative learning (Hood et al., 2021). Therefore, students' tendency to work independently is closely related to their social anxiety and self-efficacy levels, which impacts their engagement and performance in active learning scenarios.

Then, most students also chose group work (55.1%) as their preferred method for completing assignments. This choice shows that they realize the benefits of collaboration in solving problems or working on more complex projects. In groups, students have the opportunity to share ideas, utilize the strengths of different team members, and learn from each other. However, this activity is highly dependent on team dynamics, such as fair division of tasks, good communication and commitment from each member (Alemayehu, 2022).

The preference for working on tasks in pairs tended to be lower (46.2%) compared to individuals and groups. This may be due to students' lack of experience or confidence in working intensively with one partner. Collaboration with one partner can be challenging if there are significant differences in significant contributions. However, pair work can be a good first step to build trust between individuals before moving on to group work. Overall, this data shows that students have diverse preferences in completing tasks. Despite individual tasks being the top choice, there is also a need to engage students in group and pair work.

In the context of the students' role during the teaching and learning process, the active thinker role received the highest response (52.6%), indicating that the majority of students were more likely to analyze and reflect on the material during the learning process, reflecting an awareness of the importance of critical thinking skills in understanding information, processing complex ideas and developing deep understanding. Students who take on this role tend to be actively involved in class discussions, analyzing data or providing constructive feedback (Li et al., 2024). 46.2% of students identified themselves as active communicators, indicating their participation in expressing opinions

and asking or answering questions during the learning process. This role is important to encourage productive interaction and discussion in the classroom. However, this figure is still below 50%, suggesting that some students may lack the confidence to speak in public or feel hesitant to contribute verbally.

As learning resources, students play a role in sharing information, experiences, or references relevant to the learning material. This data shows that 39.7% of students feel comfortable to share insights, either through group discussions or presentations. This role can enrich collective learning as it allows knowledge transfer between individuals. This is followed by 37.2% of students who chose the facilitator role, reflecting their ability to guide discussions, coordinate group tasks, or manage learning activities. Only a small number of students chose the role of problem solver (16.7%). This reflects a lack of opportunity or confidence in facing complex challenges. The data in Table 5 implies that students play diverse roles in the teaching and learning process, with a greater tendency to be active thinkers and communicators. This diversity can be an important indicator in implementing differentiated learning during the teaching and learning process.

Interviews were conducted to support the results of the questionnaire. The students showed a strong interest in reading, although their preferences varied widely, with fiction novels and current affairs being popular choices, while more serious reading was considered less interesting. Relevant and interesting topics were highlighted as key motivators for reading, although some students admitted to favoring visual content over reading as it stimulated their imagination more. Despite their interests, students identified several challenges, including difficulties with new vocabulary and pronunciation, difficulties with long texts, and pressure to meet comprehension expectations within a limited timeframe.

In addition, students recognized that reading could foster creativity, with some students channelling their reading experiences into creative writing projects. They also acknowledged the diversity of characters and abilities in the classroom, and emphasized the need for inclusive teaching methods that accommodate different learning styles while maintaining consistent delivery of material. Contextualized and real-world relevant reading materials were considered important, as they not only increased engagement but also helped students connect learning to real-world applications.

The findings suggest several important implications for curriculum design. Firstly, the integration of contextualized and relevant materials can significantly increase student motivation and engagement. In addition, embedding digital literacy into the curriculum is crucial in equipping students to navigate the digital age effectively, including skills such as critically evaluating information and utilizing digital tools for learning. Incorporating creativity-focused activities, such as collaborative projects and creative writing, can encourage innovation and critical thinking. Differentiated learning approaches that consider diverse abilities and learning styles are essential for inclusive education. Finally, literacy education should emphasize 21st-century skills, including critical thinking, collaboration and communication, to prepare students for future challenges.

In terms of pedagogy, the results indicate the need to adopt an interest-based teaching approach using interesting and relevant reading materials. Teachers should also focus on differentiated teaching strategies to address individual challenges, such as difficulties in vocabulary or pronunciation. The teacher's role should evolve into that of a facilitator, guiding students to think critically, process information effectively and apply knowledge creatively to real-life contexts. Digital literacy should be integrated into pedagogical practices, alongside collaborative and reflective activities such as group discussions and reading-based projects, to encourage teamwork and enhance cognitive and creative skills. Contextualizing learning activities to align with real-world scenarios

ensures that students not only develop literacy skills but also recognize their practical relevance, thus enabling them to become more engaged and prepared for academic and professional success.

Despite offering valuable insights into students' reading preferences and engagement, this study has several limitations that must be considered. One key limitation lies in the scope and representativeness of the sample. The study is limited to a specific group of students, and its findings may not be generalizable across diverse educational settings, linguistic backgrounds, or levels of reading proficiency. Future research should incorporate larger and more varied samples to enhance the study's applicability and reliability.

5. Conclusion

This study highlights Indonesian EFL students' diverse needs and perceptions in reading courses. It emphasizes on the importance of designing learning experiences that are engaging and contextualized. Students expressed a preference for activities that foster creativity, such as writing based on their reading, and contextualized materials that reflect their everyday experiences. However, they also face challenges, including difficulties with new vocabulary, pronunciation, and comprehension under time constraints. From a pedagogical perspective, the consideration is on adopting differentiated reading strategies that align with students' interests and reading levels. Providing options for both structured academic reading and more flexible, interest-based reading activities can create a more balanced approach to literacy development. Furthermore, fostering discussions around reading materials and allowing students to share their thoughts and experiences may enhance engagement and promote a reading culture in the classroom. Understanding students' reading preferences is crucial for designing effective reading programs that not only improve literacy skills but also foster a lifelong love for reading. Acknowledging the different motivations and barriers to reading can provide a more meaningful and enjoyable experience for all students. These findings underscore the need for curricula and pedagogical practices that integrate differentiated learning approaches, contextualized materials, and 21st-century skills development.

6. Suggestion

The findings indicate that students' reading habits vary significantly, with many preferring fictional stories, trending topics, and news over academic texts. Additionally, some students find reading engaging only when the content aligns with their interests, while others feel that serious reading can be boring or challenging. To address these insights, digital literacy tools and AI-driven that personalize reading materials based on students' interests should be integrated. Since students prefer trending and engaging topics, teachers can incorporate current events, pop culture references, and multimedia resources to make reading more relatable.

Allowing students to select their own reading materials within structured guidelines can foster a sense of autonomy and enjoyment in reading and enhance motivation. Collaborative learning strategies should be encouraged to make reading less isolating and more interactive. Finally, promoting reflective reading practices through journals, guided discussions, and personal response activities will help students connect more deeply with texts and develop critical thinking skills. These approaches ensure that reading remains both engaging and academically beneficial, ultimately fostering lifelong literacy habits.

By aligning curriculum and teaching strategies with these insights, teachers can create inclusive learning environments that not only improve literacy outcomes but also equip students with essential skills for academic and professional success. These findings provide a roadmap for rethinking literacy education, ensuring it is both impactful and relevant to contemporary learning demands.

Declarations

Author Contributions. All authors have read and approved the publication of the final version of the article.

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Ethical Approval. Universitas Mahasaraswati Denpasar, Bali, Indonesia granted permission to conduct the research. Before beginning the study, each participant gave their informed consent.

Data Availability Statement. The data supporting this study's findings are available from the corresponding author upon reasonable request.

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