

Research Article

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Digital-Based Differentiated Teaching Materials (Barista) on The Material of Writing Procedure Texts

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Abstract

Background/purpose. Differentiated teaching materials are a source of quality and meaningful learning for students because they are prepared based on students' needs.

Materials/methods. This research includes development research using the ADDIE model which aims to describe the profile of digital-based differentiated teaching materials (Barista) in procedural text writing material for class VII students. The object of this research is digital-based differentiated teaching materials (Barista) in learning to write procedure texts for class VII students in three schools, namely Junior High School 1 Parepare, Junior High School 4 Parepare, and Junior High School 5 Parepare. The number of students studied at each school was 50, so the total number of students in this study was 150. Data collection in this research used a questionnaire for material experts and media experts to reveal the suitability of teaching materials and a questionnaire for student and teacher responses to reveal the practicality of digital-based differentiated teaching materials (Barista) in learning to write procedural texts.

Results. The results of this research are digital-based differentiated teaching materials (Barista) on the topic of "Writing Procedure Texts," which can be accessed online, offline, and in print. The validator team considered these teaching materials very suitable for use and students and teachers considered them very practical.

Conclusion. This study developed digital-based differentiated teaching materials (Barista) for procedural writing, tailored to students' learning needs (readiness, interests, profiles) through content, process, and product differentiation, integrated with digital media (videos, interactive quizzes). The flipbook/PDF materials were validated as highly suitable for Phase D (grade VII). Trials in three schools confirmed their practicality for both teachers and students.



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1. Introduction

The development of Indonesian education is a worthy and interesting topic to study. One of them is the development of the 2013 Curriculum into a more adaptive Independent Curriculum that focuses on important materials, character development, and skills (Kemendikbudristek, 2022; Rohimajaya et al., 2022). In addition, the Independent Curriculum emphasizes the creation of learning that is in favor of students. This is in line with the educational philosophy of Ki Hadjar Dewantara, namely learning that accommodates the nature and nature of the times of students (Rafael, 2022). The implementation of this Independent Curriculum can be applied by presenting learning that is relevant to the background and needs of students and ensuring that the needs of all students are met in learning (Nurzila, 2022). This means that every learning activity carried out must be adjusted to the needs of students.

Based on this, the teaching tools used in learning must also accommodate the needs of students and the characteristics of each educational unit. One example is the use of teaching materials. Teachers are expected to be able to develop their own teaching materials so that the materials and learning activities presented are in accordance with the needs of students and the characteristics of the educational unit.

However, most teachers, especially Indonesian language teachers in Parepare City, still use conventional or general teaching materials. The material presented has not been able to be understood optimally by students because the texts and examples presented are still far from the lives of students in Parepare City. The results of observations and interviews with Indonesian language teachers at junior high school level in Parepare City obtained data that most teachers only use textbooks prepared by the government as the main teaching materials. Only a small number of teachers develop teaching materials from the Merdeka Mengajar Platform (PMM) and various other sources and the development is still simple. Teachers only replace existing reading materials or texts with new reading materials that suit the interests of students.

In addition, the results of the interview provide information that most students, especially class VII, prefer to use digital-based teaching materials because students can use their gadgets or cell phones in learning. This is in accordance with the results of observations and interviews by researchers with several class VII students of UPTD Junior High School 1 Parepare. However, on the other hand, there are still students who cannot bring cell phones to school because they only use their parents' cell phones. Seeing this condition, teachers need to provide media or teaching materials that can be used digitally and in print.

Based on the description, the researcher developed digital-based differentiated teaching materials named Barista. This teaching material was developed based on the needs and characteristics of students presented in digital or electronic form. Previous researchers have conducted the relevant development research. *The first researchers* are Astiti et al. (2021); the researchers analyzed the development of differentiation modules in science learning with the ADDIE model and obtained a good category with a value range of 75% -89%. The difference with this study is that it focuses on the development of digital-based differentiated teaching materials (Barista) to compile easier texts for junior high school students in Parepare, South Sulawesi, Indonesia. *The second research was conducted by* Widiastuti et al. (2023) who conducted research on the development of differentiated teaching materials with the Borg and Gall model, which produced teaching materials that can be recommended for use in learning to write opinion articles. The difference with this study is that this differentiated teaching material is digital-based but can also be printed, while the differentiated teaching materials developed by previous researchers can only be used in digital form. However, this study focuses on the development of teaching materials and their

level of feasibility. Furthermore, Suzuki et al. (2020) produced digital-based teaching materials in Electrical Power Engineering lessons and positively increased students' interest in learning.

The uniqueness of this research is that the researcher integrates one of the characteristics of the learning concept in the Independent Curriculum, namely differentiated learning that seeks to accommodate the needs of students in every aspect of learning, including the preparation of teaching materials. Although both develop differentiated teaching materials, of course, this research has differences with the research that has been conducted by Astiti et al. (2021) and Widiastuti et al. (2023). The difference is that this differentiated teaching material is digital-based but can also be printed, while the differentiated teaching materials developed by previous researchers can only be used in digital form. However, this research focuses on the development of teaching materials and their level of feasibility.

Another uniqueness is that the teaching materials developed digitally are enriched with digital features that are tailored to the needs of students. For example, there are learning videos, appropriate enrichment reference links, interactive quizzes, and these teaching materials are presented in the form of flipbooks. Another advantage of these teaching materials, apart from being differentiated and digitally based, is that they can be accessed online and offline, and can even be printed, making it easier for students to use them at any time. This can meet the learning needs of students who have cell phones or who do not have cell phones, as found in previous observations.

Based on the description, the researcher is motivated to develop teaching materials for writing procedural texts which are one of the essential materials in learning Indonesian for class VII. This study aims to describe the profile of digital-based differentiated teaching materials (Barista) on the material for writing procedural texts for class VII students.

The development of teaching materials is something that needs to be done by every teacher as an effort to improve the quality of learning. The government has regulated the development of teaching materials (Pasal 20 Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005). The regulation explains that teachers need to develop their own learning materials according to their needs. Furthermore, this statement is reaffirmed in the education process standards that teachers in each educational unit need to develop a learning implementation plan (RPP), one part of which is learning resources or teaching materials (Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 Tahun 2007).

The development of teaching materials can be interpreted as an effort to present teaching materials that did not exist before with the hope of facilitating learning (Degeng & Miarso in Tia, 2020). It can also be interpreted as the process of producing or presenting new teaching materials as innovations to previously existing teaching materials by making improvements to better suit students' learning needs. This is important because each student in an educational unit has different needs and characteristics.

The development of teaching materials has many benefits. Some of the benefits that will be obtained are: (1) teachers can accommodate the learning environment and minimize the weaknesses of previous teaching materials, (2) teachers can design their own teaching materials according to the needs of students, (3) teachers have the space to choose learning materials, topics, ideas, knowledge and skills that will be presented in teaching materials, and (4) teachers can design their own teaching materials by responding to current and relevant problems that occur around and abroad so that they are easy for students to understand (Howard & Major, 2004).

However, there are several guidelines that need to be observed in developing teaching materials. According to Widodo & Jasmadi (2008), these guidelines are: (1) adjusting the characteristics of students to teaching materials; (2) prioritizing changes in student behavior; (3) accommodating

student learning needs; (4) presenting the objectives to be achieved clearly; (5) presenting materials and exercises in detail; and (6) completing teaching materials with evaluations, reflections, and instruments to measure student learning outcomes.

One form of development carried out by researchers is to develop digital-based differentiated teaching materials called Barista. Barista is an acronym for digital-based differentiated teaching materials. In addition to being an acronym, Barista has a philosophical meaning for researchers, namely that teachers are baristas who need to continue experimenting in mixing existing materials (assets owned by educational units, students and all their needs) to produce high-quality coffee. Coffee in the sentence contains a metaphorical meaning, namely learning with all its dynamics.

This digital-based differentiated teaching material is actually almost the same as the interactive e-module in the 2013 Curriculum. However, to avoid the interpretation that leads to the teaching module in the sense of the learning implementation plan or RPP Plus in the Merdeka Curriculum, researchers use the term teaching material, not teaching module. According to Sugihartini & Jayanta (2017), an e-module or in this case, digital teaching material, is a form of development that adapts printed teaching materials and then presents them in digital form by optimizing the use of ICT. This is in line with the opinion of Abidin & Walida (2017) that digital teaching materials can be defined as teaching materials whose presentation uses digital features. These teaching materials are not only presented in the form of strings of letters and images but can also be equipped with audio, video, and active links.



Figure 1. Barista Cover, Table of Contents, and Digital Media View on Mobile

Differentiated digital-based teaching materials (Barista) are teaching materials developed based on the needs and characteristics of students with presentation in digital or electronic form. These teaching materials are web-based and can be accessed via technological devices such as computers, tablets, or mobile phones. These digital teaching materials can be equipped with text, images, sound, animation, video, or a combination of all of them, which are presented interactively and dynamically. It can be seen below:

Differentiated digital-based teaching materials (Barista) can strengthen the role of teachers as learning leaders and in carrying out their main role as facilitators so that they can develop students' skills in writing procedural texts. Barista is designed as teaching materials to facilitate the achievement of targeted competencies or planned learning objectives. The description of the subject

matter and instructions for learning activities are adjusted to the learning readiness, interests, and learning profiles of students. The description is presented systematically and attractively so that students can understand it well.

Digital-based differentiated learning materials (Barista) are designed to meet the needs of students in achieving learning objectives. There are three needs that are the main basis for realizing differentiated learning, namely learning readiness, interests, and learning profiles of students (Tomlinson in Purba et al., 2021). In addition to prioritizing student needs, this digital-based differentiated learning material also uses three differentiation strategies in presenting its materials: content, process, and product differentiation. This is in accordance with the explanation Purba et al. (2021) that the implementation of differentiated learning can be done through three strategies: content, process, and product differentiation.

Digital-based differentiated teaching materials (Barista) have several advantages. The advantages of digital-based differentiated teaching materials (Barista) are almost the same as the advantages of digital teaching materials according to Simamora et al. (2018), namely (1) Barista can be used or accessed via smartphones, laptops, and computers, (2) Barista can foster student motivation to learn independently at any time, (3) Barista is not easily damaged like printed teaching materials, (4) Barista is equipped with audio, video, additional reference links, and interactive questions, (5) Barista can be accessed online in the form of a flipbook, offline (without quota) in PDF form, and directly (without using technological devices) in printed form, (6) Barista can foster students' digital literacy, (7) the cost of compiling Barista is relatively cheap because it uses free technological features, (8) the time to compile Barista is relatively short because it only develops existing materials, (9) the creation of Barista can be easily adapted by other teachers, and (10) Barista can improve students' skills in critical reasoning, problem solving, fostering positive attitudes, and self-confidence.

The development of digital-based differentiated teaching materials (Barista) has challenges. The challenges are: (1) it takes time for observation and careful planning so that digital-based differentiated teaching materials (Barista) really suit the needs of students and (2) it takes high intention, creativity, and perseverance to produce quality digital-based differentiated teaching materials (Barista).

The main objective of the research is to design, develop, and transmit differentiated digital teaching materials based on ADDIE to support the learning process of writing procedural texts by adjusting the needs of students in grade VII at three schools in Parepare City, South Sulawesi, Indonesia.

2. Methodology

This development research uses the ADDIE model, which consists of five stages: *analyze*, *design*, *develop*, *implement*, and *evaluate* According to (Branch, 2009). This study uses objects in the form of digital-based differentiated teaching materials (Barista) used in Indonesian language learning with the topic "Writing Procedural Texts" which are implemented in grade VII students. This research was conducted from early December 2023 to early March 2024 in three schools: Junior High School 1 Parepare, Junior High School 4 Parepare, and Junior High School 5 Parepare. The data in this study were collected using two techniques, namely interviews and questionnaires, and guidelines that two experts validated. Interviews were conducted to obtain information about the needs of students and teachers related to teaching materials in learning to write procedural texts, while questionnaires were used to find information about the needs of students and teachers and to reveal the level of validity or feasibility and practicality of digital-based differentiated teaching materials (Barista).

The data analysis technique used is qualitative analysis with a descriptive approach that presents data in narrative form about the form of development of digital-based differentiated teaching materials (Barista) in learning to write procedural texts. The data in this study were analyzed qualitatively with a descriptive approach. The data analysis procedure was carried out through several stages, namely: (1) data reduction, namely sorting and simplifying interview and questionnaire data to focus on information relevant to the needs of developing teaching materials; (2) data presentation, namely compiling the reduced data into narrative and table forms to describe the needs and responses of teachers and students to the teaching materials being developed; and (3) drawing conclusions, namely interpreting the data that has been presented in order to conclude the form of needs, feasibility, and practicality of the digital-based teaching materials being developed. The entire analysis process is carried out continuously, from data collection to the product evaluation stage.

3. Results

The development research that has been conducted has produced a product in the form of digital-based differentiated teaching materials (Barista) with the topic "Writing Procedure Texts" for grade VII Junior High School students, Phase D. This digital-based differentiated teaching material (Barista) can be accessed online in the form of a *flipbook* via the link <https://s.id/Flipbook-BARISTA-menulis-teks-prosedur> and can be accessed offline in the form of a pdf file that can be downloaded via the link <https://s.id/BARISTA-menulis-teks-prosedur>. In addition, the downloaded pdf file can be printed for use by students who do not bring gadgets to school.

This digital-based differentiated teaching material (Barista) with the topic "Writing Procedural Texts" was developed by researchers for use in Phase D Indonesian Language learning in the implementation of the Merdeka Curriculum. The learning objectives to be achieved are that students can express ideas or concepts in the form of procedural texts by paying attention to structure and language, both in writing and orally.

This teaching material was developed to make it easier for teachers and students to learn to write procedural texts. In addition, this teaching material can be an innovative contribution to Indonesian language learning with the material of writing procedural texts. This teaching material is arranged systematically, starting from the title page, license page, foreword, table of contents, introduction, instructions for using teaching materials, core learning (elements, learning outcomes, learning objectives, Pancasila student profiles), concept maps, materials for writing procedural texts, supplementary materials (spelling), Student Worksheets (LKPD), assessment rubrics for writing procedural texts, exercises, reflections, summaries, bibliographies, appendices, glossaries, and author biodata.

This digital-based differentiated teaching material (Barista) in writing procedural texts was developed by applying three differentiation strategies, namely differentiation of content, steps or processes, and results or products. Differentiation of content in this teaching material can be seen from the learning material or content presented based on initial understanding or readiness to learn, tendencies or interests, and learning styles or learning profiles of students. In addition, the selection of examples of procedural texts in this teaching material is aligned with themes that suit the interests of students. The material or content and examples of text in this teaching material are also presented in various forms, namely writing, images (infographics), and learning videos. Teaching material can be seen from learning activities that provide space for students to carry out learning activities individually, in pairs, or in groups. In addition, product differentiation can be seen from providing students with choices to present procedural texts according to their readiness, interests, and learning profiles. Students are given the option to produce procedural texts in the form of writing (narrative), video tutorials, demonstrations, and so on.

This digital-based differentiated teaching material (Barista) was developed by integrating the use of technology or digital products that are in accordance with the nature of the times and the needs of students. This teaching material can be accessed in the form of *flipbooks* and pdf files. The subject matter or essential material in this teaching material is presented in the form of material chart designs and learning videos. In addition, this differentiated teaching material is equipped with enrichment material links in the form of QR Codes and links that can be accessed directly by students. This differentiated teaching material is also equipped with interactive quizzes in the form of *google forms* to make it easier for students to conduct independent evaluations.

This digital-based differentiated teaching material (Barista) with the topic "Writing Procedural Texts" was developed by following the ADDIE model development steps which consist of five stages as follows.

3.1. Analyze

The first stage carried out by the researcher was to analyze the needs of the students. The steps taken were to distribute questionnaires to 33 students with details of 11 students in class VII.1 from UPTD Junior High School 1 Parepare, 11 students in class VII.3 from Junior High School 4 Parepare, and 11 students in class VII.4 from Junior High School 5 Parepare and three Indonesian language teachers in the three schools. In addition, the researcher also interviewed teachers and nine students from the three schools.

3.2. Design

Researchers at this stage carry out product design which consists of determining development objectives, determining the formulation of learning objectives based on learning achievements, and selecting media and learning resources. The aim of developing digital-based differentiated teaching materials (Barista) is to provide teaching materials that suit the needs of students.

Based on the questionnaire and interviews conducted in the previous stage, it was obtained that students need teaching materials with complete, interesting, and systematically arranged materials. In addition, the teaching materials are presented using various digital features, such as *flipbooks*, learning videos, reference links, interactive quizzes, etc., which can be accessed online and offline so that all students who have cellphones but do not have quotas can still use them. Even the teaching materials can be accessed in printed form so that students who do not have cellphones can still use them. This is what is accommodated in the development of digital-based differentiated teaching materials (Barista) on the topic of "Writing Procedural Texts".

In addition, this digital-based differentiated teaching material (Barista) was developed to meet the needs of teachers in learning to write procedural texts. From the questionnaires distributed and interviews conducted, information was obtained that teachers expect complete teaching materials with examples of procedural texts that are more contextual or more relevant to students' lives, the use of learning media that are easy to operate or supported by school facilities and infrastructure. This is the basis for the development of digital-based differentiated teaching materials (Barista) so that these teaching materials can make it easier for teachers and students in learning.

3.3. Develop

Researchers at this stage compile teaching materials and develop them according to the previously determined design. To make it more interesting, the teaching materials typed in Microsoft Word are given a frame that has been designed and downloaded from Canva for Education. Furthermore, digital-based differentiated teaching materials (Barista) are saved in PDF file format. To be more up-to-date, this teaching material is converted into a digital book in the form of a *flipbook* with the help of <https://heyzine.com/>. The next step is for the researcher to ask for help from two

lecturers as material experts and three education practitioners as media experts to validate the feasibility of using digital-based differentiated teaching materials (Barista) that have been developed.

The results of the material validation from two material experts (Indonesian language education lecturers) showed that digital-based differentiated teaching materials (Barista) on the material of writing procedural texts obtained an average value of 0.89 with very high validity criteria or in the very feasible category. In addition, media validation from three Indonesian language education practitioners (Indonesian language teachers) obtained an average value of 0.97 with very high validity criteria or in the very feasible category.

By calculating the average value of the material validation, which is 0.89 and the media validation value, which is 0.97, it can be concluded that the level of eligibility of digital-based differentiated teaching materials (Barista) in learning to write procedural texts obtained a value of 0.93 or is in the very high criteria. So, digital-based differentiated teaching materials (Barista) with the topic "Writing Procedural Texts" are very feasible to be used in learning to write procedural texts in Phase D, grade VII. The data can be depicted in the form of a histogram as follows.

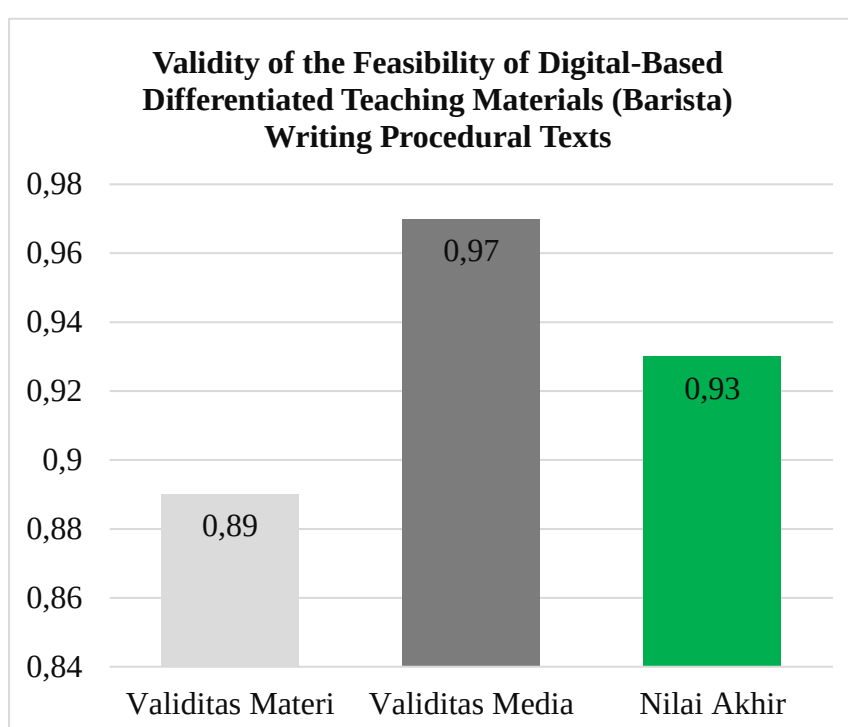


Figure 2. Histogram of the Validity of the Feasibility of Differentiated Learning Materials

However, there were suggestions for improvement from validator 1, namely the writing of the foreign term *nasu palekko* in the example of a procedural text which should be written in italics. In addition, in the example text there is a code mixing that is ambiguous, namely *nasu ayam palekko* should be *nasu palekko*. Other suggestions are that the writing of the word "kehadirat" in the introduction should be written separately "ke hadat" and the writing of the word "pendahuluan" in the table of contents which should begin with a capital letter "Pendahuluan". The researcher made improvements to the teaching materials according to these suggestions.

3.4. Implement

After being validated, the teaching materials were tested on a limited basis on eleven students of UPTD Junior High School 1 Parepare and one Indonesian language teacher. After the trial, data was obtained that the teaching materials were very practical to use. This means that the teaching materials are ready to be used en masse in three schools, namely class VII.1 Junior High School 1

Parepare, class VII.4 UPTD Junior High School 4 Parepare, and class VII.3 Junior High School 5 Parepare.

3.5. Evaluate

At this stage, researchers conducted an evaluation of the feasibility of digital-based differentiated teaching materials (Barista) with the topic "Writing Procedural Texts". based on the validation results of material experts and media experts. In addition, researchers also evaluated the responses of students and teachers to the practicality of using the teaching materials. Researchers also reviewed suggestions or comments from students and teachers based on response questionnaires distributed during the implementation of teaching materials in three schools. The results of the development of this teaching material were responded to well by students and teachers. Students admit that this teaching material can facilitate and increase their learning motivation. In addition, teachers feel very helped by the existence of this teaching material. From the evaluation, it can be concluded that the digital-based differentiated teaching material (Barista) with the topic "Writing Procedure Text" developed with the ADDIE model is very feasible and practical for use in class VII.

4. Discussion

The results of the development research that has been conducted are in line with the results of the development research with the ADDIE model by Talia (2023), which revealed that the teaching materials for pantun material for grade VII students of Junior High School Pancasila Bengkulu are very good and suitable for use. In addition, the development research with the ADDIE model by Maladerita et al. (2024) also shows that interactive multimedia teaching materials based on *Discovery Learning* for the subject of science are very valid and have a high level of practicality after being tested in five driving schools in Pesisir Selatan Regency, namely SDN 03 Malepang, SDN 14 Laban, SDN 03 Kampung Tengah, Bayang District, SDN 16 Pasar Sungai Tunu, and SDN 09 Labuhan Tanjak.

The results of the response questionnaire distributed to students revealed the fact that digital-based differentiated teaching materials (Barista) on the topic of writing procedural texts that were developed can make students more motivated to follow the learning. According to several students, learning to write procedural texts is more interesting because the themes or topics of the texts presented are more diverse and closer or relevant to the lives of students. In addition, this teaching material presents material that can be read or watched through video media. This makes students more interested in learning the material presented.

The findings are in line with the findings Aprima & Sari (2022) that show that the implementation of differentiated learning using various media, such as books, modules, YouTube learning videos, and Student Worksheets (LKPD) can make students more enthusiastic about following the learning process. In addition, Fitriani et al. (2023) explain that mapping learning needs and presenting various content, processes, and products in differentiated learning positively impacts learning, namely the growth and development of self-confidence and motivation in following learning so that learning runs effectively.

The use of digital media in this teaching material also received a positive response from students and teachers. The teaching material presented in the form of videos makes it easier for students to understand the material. That way, teachers find it easier to guide students. In addition, students feel more challenged by the evaluation of understanding in the form of multiple choices presented in the form of interactive quizzes via *Google Form*. In addition, the presentation of teaching materials in the form of *flipbooks* attracts students to study the material on writing procedural texts.

This is relevant to the findings of Ayu and Amelia (2020), who reveal that the use of technology or *e-learning* in the learning process can make learning more effective and efficient. In addition, Asrizal et al. (2018) explain that teaching materials in the form of *flipbooks* can train students to acquire new skills

relevant in the 21st century. In addition, the findings Nur et al. (2023) reveal that the learning motivation of class VIII Junior High School 2 Banjarmasin students increases with the presence of teaching materials in electronic form or *flipbooks*.

In addition, Ashari and Puspasari (2024) explain that the use of digital modules with *Heyzine Flipbook* received positive responses from students at SMKN 2 Buduran Sidoarjo. This study reveals that students' economic learning can improve the process or activity and learning outcomes with the use of Yulaika et al.'s (2020) *flipbook*-based digital teaching materials. Another research result is that the development of *flipbook*-based digital modules can improve students' scientific literacy (Humairah et al., 2024).

In addition to the use of digital media, using examples relevant to students' lives that are contextual or contain local wisdom presented in Barista makes students more motivated to study this teaching material. This is in line with the findings Kusmana et al. (2021) that teaching materials that integrate character education and local wisdom that utilize digital media have a positive impact and motivate students to follow the lessons.

As explained in the previous section, the development of digital-based differentiated teaching materials (Barista) on writing procedural texts is very feasible and practical to use in learning to write procedural texts for grade VII students. The development of this teaching material was declared successful and can be used by all grade VII students, especially those in Parepare City, in learning to write procedural texts in the Indonesian Language Subject Phase D. In addition, the development of digital-based differentiated teaching materials (Barista) can be adapted by all teachers in developing teaching materials that are in accordance with the needs of students.

5. Conclusion

The results of this study are in the form of digital-based differentiated teaching materials (Barista) on the topic of writing procedural texts developed to meet the learning needs of students, namely learning readiness, interests, and learning profiles. These teaching materials for writing procedural texts are arranged systematically and completely by implementing differentiated learning strategies, namely differentiation of content, process, and product and integrated with the use of digital media (learning videos, interactive links, interactive quizzes). These teaching materials are packaged in the form of flipbooks and pdf files so that the teaching materials can be accessed online and offline. After being validated by material and media experts, it was found that the teaching materials were very suitable for teaching the material on writing procedural texts in Phase D, grade VII. After being tested in three schools, the teaching materials proved to be very practical according to students and teachers.

Declarations

Author Contributions, Johar Amir: main idea of research, literature review. Tamsiruddin Tamsiruddin: conceptualization. Muhammad Saleh: methodology, data analysis. Ambo Dalle; review-editing and writing, original manuscript preparation. Irmawati Irmawati; translation, proofreading. All authors have read and approved the published version of the article)

Conflicts of Interest. There is no conflict of interest in this study.

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Ethical Approval. The Postgraduate Program of Makassar State University, Indonesia, granted ethical clearance for this study.

Data Availability Statement. The data supporting this research's findings is confidential, as it is bound by the application of humanitarian ethics.

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