



## THE INFLUENCE OF LEARNING FACILITIES AND TEACHER COMPETENCE ON LEARNING INTERESTS OF STUDENTS AT SMK DIPONEGORO 1 JAKARTA IN THE PANDEMIC ERA

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### Abstract

This study aims to: 1) To find out the influence of learning facilities on the learning interest of students of SMK Diponegoro 1 Jakarta, 2) To find out the influence of teacher competence on the learning interest of students of SMK Diponegoro 1 Jakarta, 3) To find out the influence of learning facilities and teacher competence on the learning interest of students of SMK Diponegoro 1 Jakarta. This research uses quantitative research methods with data analysis techniques in the form of multiple regression analysis with the help of SPSS software version 25. The sampling technique uses simple random sampling with a total sample of 152 students. This study used a survey method in the form of a questionnaire to see the competencies on students' learning interests. Based on the results of the analysis, it was found that learning facilities and teacher competencies together have a positive and significant effect on students' interest in learning.

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### Abstrak

Penelitian ini bertujuan untuk : 1) Untuk mengetahui pengaruh fasilitas belajar terhadap minat belajar siswa SMK Diponegoro 1 Jakarta, 2) Untuk mengetahui pengaruh kompetensi guru terhadap minat belajar siswa SMK Diponegoro 1 Jakarta, 3) Untuk mengetahui pengaruh fasilitas belajar dan kompetensi guru terhadap minat belajar siswa SMK Diponegoro 1 Jakarta, Penelitian ini menggunakan metode penelitian kuantitatif dengan teknik analisis data berupa analisis regresi berganda dengan bantuan software SPSS versi 25. Teknik pengambilan sampel menggunakan simple random sampling dengan jumlah sampel sebanyak 152 siswa. Penelitian ini menggunakan metode survey berupa kuesioner untuk melihat pengaruh fasilitas belajar dan kompetensi guru terhadap minat belajar siswa. Berdasarkan hasil analisis ditemukan bahwa fasilitas belajar dan kompetensi guru bersama-sama berpengaruh positif dan signifikan terhadap minat belajar siswa.

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## **INTRODUCTION**

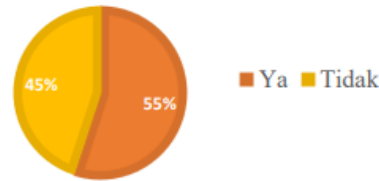
In the era of globalization which is growing rapidly, it can be seen from the advantages of increasingly sophisticated transportation and communication technology. This makes the relationship between individuals can take place very quickly. Improving the quality of human resources is an obligation for the Indonesian nation which demands the readiness of every individual to be able to compete freely. Education is one aspect that has a major influence in shaping future generations. In the process of education can change a person's behavior. With education, a person gains knowledge, skills, experience, and attitudes that can shape themselves. One of the goals of education is to educate the life of the nation and strive to be able to develop the potential of students so that they become individuals who believe in and fear God Almighty, are knowledgeable, have noble character, are independent, and become responsible citizens. Education is a basic human need that must be met. Education must also focus on the concepts of growth, development and renewal. The main goal in the world of education is to produce someone with character so that they can have glorious achievements.

By taking education, every citizen is expected to have good behavior according to the rules and have high morale. Education is a structured and directed learning activity that requires good cooperation between students and teachers. Certain learning activities require guidance from other people, considering that not all teaching materials can be studied alone. The success of a learning process is driven by interest. Someone who has an interest in something, the actions taken will lead him to that interest. Students' interest in learning arises by showing a feeling of pleasure in participating in learning. Student learning interest can be seen from the participation and activeness of students in the learning process. Interest has a big influence on learning, because if the material being studied is not in accordance with students' interests, students will not study well because there is no sense of interest in the lesson. In simple terms, interest means a tendency and a great desire for something. Students who have great interest in one lesson will focus more attention than other subjects. Students will study even harder because of this concentration and can finally learn optimally.

Based on data from the Ministry of Education and Culture, in the 2019/2020 academic year there were more than 70% of classrooms at every level of education that were in damaged condition, both lightly damaged and heavily damaged. Even at the elementary and junior high school levels, the percentage of classrooms in damaged condition reached above 80%. The thing that needs to be considered is the classroom which should make students comfortable but has decreased compared to the previous school year. An uncomfortable classroom can reduce student interest in learning. Learning facilities really support student learning activities at school and at home. If the learning facilities are adequate and can be used optimally, it can increase student interest in learning. Learning facilities can affect students' interest in learning because the more complete and adequate learning facilities that students have, the more students can learn better.

The world of education is not only students who are required to be able to develop their own potential, but teachers are also required to develop and have competence. Teacher competence is a special skill possessed by a teacher. With a teacher, education can run properly. Teacher competence includes personal, social, technological, and scientific abilities that can shape student characteristics. Certification can determine the professional feasibility and competence of a teacher. SMK Diponegoro 1 Jakarta noted that there were 5 certified teachers. Diponegoro 1 Jakarta Vocational School is one of the schools under the auspices of the Jakarta Al-Hidayah Foundation which is located in Rawamangun, East Jakarta. SMK Diponegoro 1 Jakarta has 3 majors namely Office Management Automation (OTKP), Multimedia (MM), and Computer Network Engineering (TKJ).

### MINAT BELAJAR

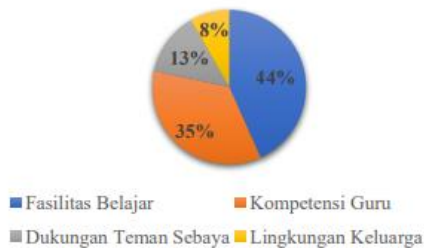


Source: Data processed by researchers (2022)

Based on the picture above, the results of the percentage of pre-research conducted for two days from 30 respondents who were students of SMK Diponegoro 1 Jakarta, it is known that 55% of students at SMK Diponegoro 1 Jakarta are not interested in learning and 45% of students are interested in learning. The researcher gave 3 statements regarding interest in learning.

There are several factors that affect students' interest in learning, namely internal factors and external factors. Internal factors come from within students while external factors come from outside themselves or the environment around students.

### FAKTOR YANG MEMPENGARUHI MINAT BELAJAR



Source: Data processed by researchers (2022)

Based on the pre-research conducted by researchers, it can be seen that the factors influencing interest in learning are learning facilities, teacher competence, peer support, and family environment. The factors with the lowest percentage were family environment factors with a percentage of 8% and peer support with a percentage of 13%. While the factor that shows the highest percentage is learning facilities by 44% and the percentage of teacher competency factors is 35%. This shows that the factors that influence learning interest are learning facilities and teacher competence. So with that, researchers are interested in examining 2 variables, namely learning facilities and teacher competence as independent variables.

Researchers conducted short interviews as supporting data with students of SMK Diponegoro 1 Jakarta on Thursday, January 13 2022 online via Whatsapp. The interviews proved that most of the students had low learning interest and a few had high learning interest. Students who have a high learning interest can be seen from how they pay attention to the teacher to record the material provided by the teacher. There is no feeling of being lazy to take notes, so it can be said that they have a high interest in learning. Students who have a high interest in learning always work on and submit assignments on time. Meanwhile, students who have low learning interest can be seen that they are lazy to record material from the teacher so they don't ask the teacher if there is difficult material. Can be seen from students who do not work and collect on time. Things that happen to students at SMK Diponegoro 1 Jakarta, such as when learning takes place, the teacher uses powerpoint as a learning medium that is less interesting. In

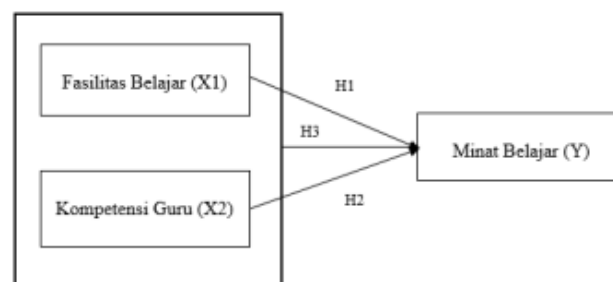
addition, the style of language used by the teacher to convey learning material is different. Students like the way the teacher explains the material in a relaxed manner so that it is easy to understand. But if the teacher is only fixated on books (textbooks), students get bored quickly. How to explain material that is flat and without variation can make students not interested in the material presented.

Based on pre-research and interviews that have been conducted by researchers, learning facilities and teacher competence have an influence on learning interest. The first factor is learning facilities. Learning facilities and devices related to material issues in the form of pencils, paper, notebooks, study tables and chairs, computers for students. Facility is a means to expedite the implementation of functions or facilities. Learning facilities are learning facilities and infrastructure. Learning facilities and infrastructure include textbooks, stationery, laptops/mobile phones, and other learning media.

Due to the high unemployment rate for university graduates, therefore, one of the tertiary institutions in Indonesia that prepares its graduate students not only to become employees but also to become entrepreneurs, namely Jakarta State University, especially the Faculty of Economics where the Faculty of Economics provides entrepreneurship courses to students so that students have an overview of how to become an entrepreneur and what risks are faced when becoming an entrepreneur and how to deal with these risks.

Therefore, the researchers conducted pre-research on 32 student respondents from the Faculty of Economics, Jakarta State University Class of 2017 who had received entrepreneurship courses. This pre-research was to find out how big the percentage of interest in entrepreneurship in students of the Faculty of Economics and the factors that influence the interest in entrepreneurship in students of the Faculty of Economics, State University of Jakarta Class of 2017. Based on the pre-research that has been conducted by researchers, the results showed that the interest in entrepreneurship of students of the Faculty of Economics, State University Jakarta 2017 is fairly low.

Based on the background of the problems above, the researcher is interested in researching "The Influence of Learning Facilities and Teacher Competence on Learning Interests of Students of SMK Diponegoro 1 Jakarta in the Pandemic Era". Therefore, the researcher formulated the hypothesis as follows.



Source: Data processed by researchers (2022)

## LITERATURE REVIEW

### 1. Interest in Learning

According to Slameto in (Inggriyani et al., 2019) that interest is a permanent tendency for a person to pay attention to an activity he likes so that he is able to pay attention

continuously, is satisfied, and is interested in a thing or activity, without orders from other people. This was reinforced by Muhibbin Syah in (Kartika et al., 2019) interest is a tendency and high excitement or a great desire for something. If students have an interest in participating in learning, the student is interested without any coercion from others.

Siagian in (Friantini & Winata, 2021) argues that interest is a tendency and high enthusiasm or a great desire for something. Interest shows the liking or pleasure that is obtained from activities or activities. Then, student learning interest is a student's sense of interest in learning where the student wants to explore, or do so that changes occur in the student.

Sadirman in (Timba, 2019) says that interest can be interpreted as a condition that occurs when a person sees the characteristics or temporary meaning of a situation that is associated with one's own desires or needs. Then, interest can also be interpreted as a liking or fondness for something. Interest does not arise suddenly but arises because of participation, experience, habits when studying.

According to Rosyidah in (Rosdianasari et al., 2017) interest in a person arises in principle divided into 2 types, namely interest that comes from innate and interest that arises by itself from each individual. In addition, interest that arises as a result of the impact of external influences on the individual, usually arises along with the individual's development process. This interest is greatly influenced by the environment.

## **2. Learning Facilities**

Sanjaya in (Sandiar et al., 2019) suggests that the completeness of infrastructure and facilities will help teachers and students to carry out the learning process, thus infrastructure and facilities are important factors that can affect the learning process. Learning ability if assisted by good learning facilities in the form of equipment and tools, it will increase students' interest in learning.

According to Irhash in (Asih, 2017) argues that learning facilities are all the needs needed by students in order to support, facilitate, and expedite learning activities at school. Students can study optimally and students' interest in learning arises so that learning results are satisfying. This was reinforced by Suharsimi and Lia in (Widyastuti, Esy, 2018) who stated that facilities are anything that can launch and facilitate the implementation of an activity, either in the form of money or objects. If student learning facilities are not complete, the learning process will not be optimal, hampered, or even not carried out.

According to Hailu and Biyabeten in (Chepkonga, 2017) "School facilities consist of all types of buildings that are used for academic and non-academic purposes, equipment, classroom facilities, furniture, toilets, ICT, library and laboratory materials and others play a pivotal role to smoothly run teaching and learning process" which means that school facilities consist of all types of buildings used for academic and non-academic purposes, equipment, classroom facilities, furniture, toilets, ICT, libraries and laboratory materials and others have an important role for the smooth teaching and learning process.

Dulyono in (Reski, 2018) suggests that the completeness of learning facilities will assist students in carrying out the learning process, and the lack of equipment and learning equipment or facilities will hinder their learning progress. Facilities are important facilities needed to assist learning activities so as to create high student interest in learning. The learning process can be influenced by adequate learning facilities, which means that the learning process will run well if it has complete facilities and infrastructure.

Cynthia in (Sudiartini et al., 2021) states that learning facilities include all the facilities needed in the learning process both mobile and immovable which aim to achieve educational goals can run in an orderly, effective and efficient manner. At this time, the learning process is carried out online which really requires facilities such as laptops, smartphones, and tablets

to support student learning processes that are used to access information. This is in line with Arikunto in (Ristiana & Farid Gunadi, 2021) who stated that during a pandemic like this, learning facilities can affect the success of the learning process. Learning facilities needed during a pandemic like this are cellphones/laptops, internet quota, and books.

According to Gie in (Apriliana & Listiadi, 2021) learning facilities can be seen from the places used to carry out learning activities. Home study facilities consist of facilities and infrastructure available at home as a supporting tool in learning activities. The implementation of online learning needs to be supported by good infrastructure and facilities so that the learning process will run well.

### **3. Teacher Competence**

According to Passos in (Lawyer, 2019) teacher competence is closely related to professional performance and can be defined from a cognitive and operational perspective. Teacher competence refers to the cognitive structures that facilitate certain behaviors. Meanwhile, from an operational perspective, teacher competence requires a variety of high-level knowledge, skills, attitudes, strategic thinking, and behavior that represent the teacher's ability to handle complex situations.

The Ministry of National Education in (Mili, 2020) suggests that competence can be interpreted as knowledge, skills, and basic values that are reflected in the habits of thinking and acting. Competence is defined as a set of skills that includes knowledge, attitudes, values, and skills that a person must acquire and possess in order to perform a job or the main tasks, functions, or responsibilities of a job.

Competence has a basic word that is competent, which means capable, capable and skilled. Competence is something that is done intelligently, full of responsibility that a person has as a condition for being considered to be obtained by society in carrying out tasks in a particular field of work. While the understanding of the teacher is as a person who has a teaching job. In RI Law no. 14 of 2005, teachers are professional educators with the main task of teaching, guiding, educating, training and directing, assessing and evaluating students. (Narsih, 2017)

Furthermore, Keith Davis in (Heriswanto, 2018) reveals that competence is the ability to apply a predetermined value system and carry out mutually agreed work in order to achieve goals, which is observed through the dimensions of knowledge, skills and behavior. Competence can be interpreted as intelligent actions and responsibilities possessed by a person as a condition for being considered capable by the community in carrying out tasks in accordance with certain jobs. Competence is an ability to do or carry out work based on knowledge and skills that are assisted by work behavior because it gets demands from the job.

## **METHOD**

In this study the research method used by researchers is a quantitative research method with survey data collection techniques. The samples used in this study were 152 students of SMK Diponegoro 1 Jakarta. In this study, it will be explained regarding the influence of the independent variables, namely Learning Facilities and Teacher Competence on the dependent variable, namely Learning Interest.

Learning facilities are facilities and infrastructure to support the learning process so that learning can run smoothly so as to generate interest in student learning. Learning Facilities will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure learning facilities are study rooms, learning equipment, laptops/mobile phones, and internet networks. (Ristiana & Farid Gunadi, 2021), (Apriliana & Listiadi, 2021), (Sudiartini et al., 2021), (Utami, 2020).

Teacher competence is the knowledge, abilities and skills mastered by a teacher as a condition for being considered capable of carrying out tasks in accordance with the work of educators through training and education. Teacher competence will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure learning facilities are personal competence, professional competence, social competence, and pedagogical competence. (Tiara Putri & Syofyan, 2019), (Bahar & Mutmainna, 2021), (Elfrida et al., 2020), (Ahyanuardi et al., 2018).

While interest in learning is a sense of interest, a sense of student attention to learning without any coercion from anyone that can be seen from the activeness of students in learning. Learning Interest will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure interest in learning are feelings of pleasure, student interest, student attention, and student involvement. (Siahaan, 2019), (Rosdianasari et al., 2017), (Friantini & WInata, 2021).

The data analysis technique used in this study uses a regression approach to determine the influence of the three research variables and to determine how closely the influences of the two variables are related. Data management in this study uses the SPSS V.25 program.

# HASIL DAN DISKUSI

## 1. Normality Test Results

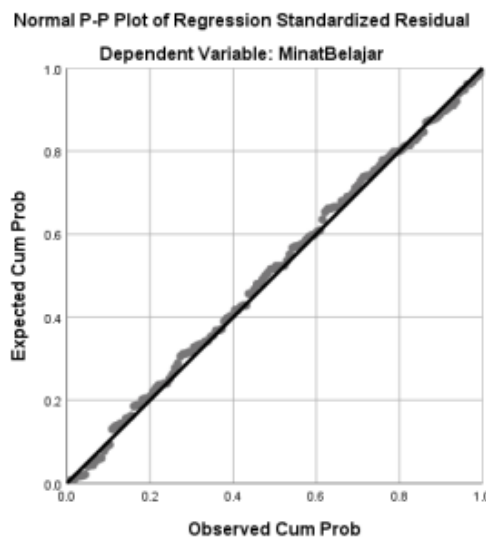
Tabel 1. Hasil Uji Normalitas Kolmogorof Smirnov

		Unstandardized Residual
N		152
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.57085256
Most Extreme Differences	Absolute	.037
	Positive	.027
	Negative	-.037
Test Statistic		.037
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source: Data processed by researchers (2022)

Based on the results of the Kolmogorov-Smirnov normality test above, it is known that the significance value of learning facilities, teacher competency, and learning interest is 0.200. It can be seen that  $0.200 > 0.05$  so that the three variables in this study have a normal distribution. Calculation of the normality test can also be seen through the Normal Probability Plot.



Source: Data processed by researchers (2022)



## 2. Linearity Test Results

**Tabel 2. Linearity Test Results X1, Y**

			Sum of Squares	df	Mean Square	F	Sig.
MinatBelajar *	Between Groups	(Combined)	437.325	15	29.155	1.099	.363
		Linearity	101.082	1	101.082	3.810	.053
FasilitasBelajar	Groups	Deviation from Linearity	336.243	14	24.017	.905	.555
		Within Groups	3608.616	136	26.534		
Total			4045.941	151			

Source: Data processed by researchers (2022)

It is known that the significance value of the Deviation from Linearity for the variable learning facilities with learning interest is  $0.555 > 0.05$ . It can be concluded that the variables of learning facilities and learning interest have a linear relationship.

**Tabel 3. Linearity Test Results X2, Y**

			Sum of Squares	df	Mean Square	F	Sig.
MinatBelajar *	Between Groups	(Combined)	2434.844	22	110.675	8.862	.000
		Linearity	2060.032	1	2060.032	164.946	.000
KompetensiGuru	Groups	Deviation from Linearity	374.812	21	17.848	1.429	.116
		Within Groups	1611.097	129	12.489		
Total			4045.941	151			

Source: Data processed by researchers (2022)

It is known that the significance value of the Deviation from Linearity for the teacher's competency variable on learning interest is  $0.116 > 0.05$ . Thus it can be concluded that the teacher's competency variable on learning interest has a linear relationship.

## 3. Multicollinearity Test Results

**Tabel 4. Multicollinearity Test Results**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	7.794	4.804		1.623	.107		
	FasilitasBelajar	.178	.082	.122	2.164	.032	.997	1.003

KompetensiGuru	.713	.057	.707	12.501	.000	.997	1.003
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a. Dependent Variable: MinatBelajar

Source: Data processed by researchers (2022)

It is known that the tolerance value of learning facilities and teacher competency variables is  $0.997 > 0.1$  and the VIF value is  $1.003 < 10$ . It can be concluded that the regression model in this study has no multicollinearity problems.

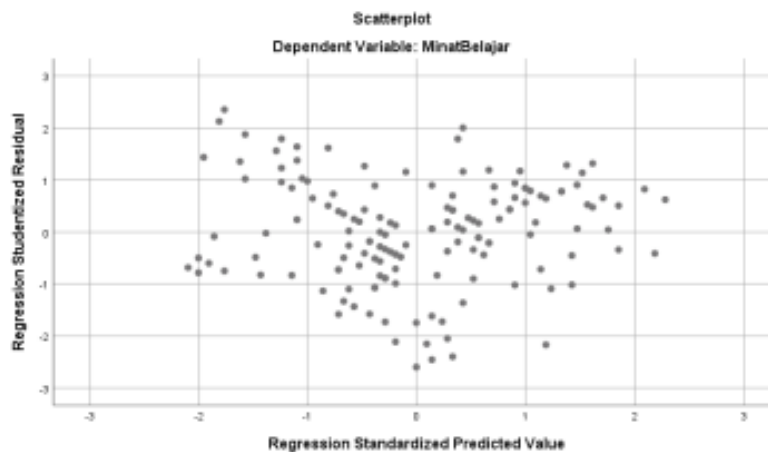
#### 4. Heteroscedasticity Test Results

**Tabel 5. Heteroscedasticity Test Results**

			Fasilitas Belajar	Kompetensi Guru	Unstandardized Residual
Spearman's rho	Fasilitas Belajar	Correlation Coefficient	1.000	.037	-.047
		Sig. (2-tailed)	.	.649	.565
		N	152	152	152
	Kompetensi Guru	Correlation Coefficient	.037	1.000	.053
		Sig. (2-tailed)	.649	.	.517
		N	152	152	152
	Unstandardized Residual	Correlation Coefficient	-.047	.053	1.000
		Sig. (2-tailed)	.565	.517	.
		N	152	152	152

Source: Data processed by researchers (2022)

It is known that the significance value of Learning Facilities (X1) is  $0.565 > 0.05$  and the significance of Teacher Competence (X2) is  $0.517 > 0.05$ . So it can be concluded that the regression model in this study did not have heteroscedasticity problems.



**Figure 2. Scatterplot Heteroscedasticity Test**

Source: Data processed by researchers (2022)

## 5. Multiple Linear Regression Test Results

**Tabel 6. Multiple Linear Regression Test Results**

		Coefficients <sup>a</sup>		Standardized		
		Unstandardized Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.794	4.804		1.623	.107
	FasilitasBelajar	.178	.082	.122	2.164	.032
	KompetensiGuru	.713	.057	.707	12.501	.000

a. Dependent Variable: MinatBelajar

Source: Data processed by researchers (2022)

Based on the table above, a multiple regression equation is obtained, namely  $Y = 7.794 + 0.178X_1 + 0.713X_2$ .

## 6. F Test Results

**Tabel 7. F Test Results**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2120.542	2	1060.271	82.051	.000 <sup>b</sup>
	Residual	1925.399	149	12.922		
	Total	4045.941	151			

a. Dependent Variable: MinatBelajar

b. Predictors: (Constant), KompetensiGuru, FasilitasBelajar

Source: Data processed by researchers (2022)

Based on the F test table above, it can be concluded that learning facilities and teacher competence have a simultaneous effect on interest in learning because the F-count is 90.209 > the F-table value is 3.06.

## 7. Test Results t

**Tabel 8. Test Results t**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	7.794	4.804		1.623	.107
	FasilitasBelajar	.178	.082	.122	2.164	.032
	KompetensiGuru	.713	.057	.707	12.501	.000

a. Dependent Variable: MinatBelajar

Source: Data processed by researchers (2022)

From the table above, it is known that the t-count value of the learning facility variable is 2.164 > the t-table value is 1.97601. So the learning facility variable (X1) can have a significant positive effect on learning interest (Y). Whereas for the teacher competency variable the t-count value is 12.501 > the t-table value is 1.97601. It can be concluded that the teacher competency variable (X2) has a significant positive effect on learning interest (Y).

## 8. Test Results for the Coefficient of Determination

**Tabel 9. Test Results for the Coefficient of Determination X1, X2, Y**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 <sup>a</sup>	.524	.518	3.595

a. Predictors: (Constant), KompetensiGuru, FasilitasBelajar

Source: Data processed by researchers (2022)

It is known that R<sup>2</sup> is 0.524 which shows that as much as 52.4% of Learning Interest can be explained by the independent variables in this study, namely Learning Facilities and Teacher Competence, the remaining 47.6% is not examined in this study.

## CONCLUSIONS AND SUGGESTIONS

### A. Conclusion

Based on the data processing that has been done, the description of the data that has been translated, as well as the analysis and discussion in this study, it can be concluded that:

- a. There is a positive and significant influence between learning facilities on interest in entrepreneurship t-count 2.164 > t-table 1.97601
- b. There is a positive and significant influence between innovation and interest in entrepreneurship t-count 12.501 > t-table 1.97601
- c. There is a joint influence between learning facilities (X1) and teacher competence (X2) on learning interest (Y). That is, if the learning facilities are adequate and the competence of the teacher is good, then student learning interest will arise and increase. On the other hand, if the learning facilities are incomplete and the teacher's competence is not good enough, the student's interest in learning will decrease. It can be seen from the F-count 82.051 > F-table 3.06.

### B. Suggestion

#### 1. Academic Advice

- a. For students of SMK Diponegoro 1 Jakarta, if the teacher is explaining the material, they should be

able to pay more attention. Get rid of laziness and increase curiosity about the material. Can ask the teacher if there is material that is difficult to understand. Dig deeper into the material outside of class hours and learn to like the teacher who teaches indirectly will like the material.

- b. For SMK Diponegoro 1 Jakarta, it is better to provide quota assistance to students so that students can take part in learning well or when the online learning process does not use many study applications that consume a lot of quota but use learning applications that are more affordable.
- c. For students of SMK Diponegoro 1 Jakarta, it is better if during the learning process no one jokes or disturbs other friends because it can damage the concentration of friends around them. The teacher should also reprimand students who interfere with the learning process.

## 2. Practical Advice

- a. Based on the results obtained by the researchers, the magnitude of the influence of learning facilities and teacher competence on learning interest was 52.4% and the remaining 47.6% was influenced by other variables not examined. Future researchers who wish to conduct similar research are advised to analyze other variables that may affect interest in learning.
- b. If future researchers want to use similar variables, it is advisable to improve the results of this study by adding or using other related variables. Such as changing the research object, adding the number of research samples so that the results of further research are more varied.

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