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Busuu as Online Learning Platform on Vocabulary Learning Motivation and Vocabulary Achievement among Students

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ABSTRACT

A robust online learning platform is critical for extending education beyond the classroom and facilitating interactive and individualized learning. Language learning has developed some patterns due to social interactions and independent learning experiences. Vocabulary motivation and achievement are critical components of students' English proficiency. Nonetheless, both variables are recognized as critical by lecturers and students, but receive less attention. The purpose of this study was to examine the effect of Busuu, an online learning platform, on the motivation and achievement of university students in Indonesia when it comes to vocabulary learning. The platform's use as an independent variable, whereas motivation for vocabulary learning and vocabulary achievement, were dependent variables. This study employed a quantitative methodology. Busuu facilitates the learning experience by keeping track of the number of words learned, the level of fluency, and the duration of the learning day. The researchers refer to fluency as the indicator in the study. The questionnaire and test were adapted and modified from previous research on motivation and achievement in vocabulary learning. There were 98 participants. The research discovered that the Busuu online learning platform's performance significantly contributes to the motivation and achievement of vocabulary learners. The study proposes a new model of English learning that incorporates online learning platforms in order to boost students' motivation and vocabulary achievement.

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1. INTRODUCTION

The Indonesian government, through the education and culture department, has directed higher education to what is called blended learning. Blended learning is an approach that combines conventional methods and communication technology-based. In blended learning, students enhance their learning experience online and face-to-face, where a blended environment is created. Blended environments provide choices for learning experiences that are not found in conventional or online methods, which ultimately increase learning motivation and achievement (Haroon et al., 2020; Ramsden & Ramsden, 2003). The blended learning method is ideal for the merdeka belajar education system (Yamin & Syahrir, 2020). Merdeka belajar means that teachers and students have the freedom to innovate and the freedom to learn independently and creatively. Teachers, students, and parents gather in a happy learning atmosphere expectedly (Nur Asiah, 2021; Yamin & Syahrir, 2020). The relationship between merdeka belajar and learning English lies in the freedom to choose learning media for students; encouraging the learning process is fun, motivating, and achievable.

Although some educators are recently excited about their affordances of merdeka belajar, there is a lack of understanding of how blended learning can facilitate teaching and learning English as a subject (Krishnapatria, 2021). Some educators are now incorporating the independently online platform into teaching, e.g. English as a subject, as it has created many new avenues for students to develop their English proficiency (Kohnke, 2020). Online or mobile application language learning has played a significant role in effectively facilitating language learning and classroom instruction (Al-Johali, 2019; Hidayati & Diana, 2019; Kohnke, 2020).

Encouraging language learning through online applications has been reported in some studies. The highlights are mobility, flexibility, practicality, authenticity of the learning context, and rich resources (Álvarez Valencia, 2016; Hidayati & Diana, 2019). The interest in combining face-to-face learning into online learning in English courses is reported to have grown rapidly, not only because of the policy, flexibility, benefit reason but also because of the pandemic conditions that forced lecturers to make these efforts. The main thing from the increasing efforts of various parties related to policies, curriculum, learning media, plans and learning processes in English courses is whether the methods or tools used to influence student learning motivation. There should be a concern whether the learning process is carried out by utilizing various learning resource, which is a trend nowadays, increasing students' English vocabulary. In fact, some studies even revealed that the interest in learning English in Indonesia at the university level is not so good (Marzulina et al., 2019; Nanda & Azmy, 2020).

Language learning websites like Busuu have social networks. On this site, participants can join a community of other learners who are included in a very broad network of diverse cultures who have never previously interacted outside of this social network (Boyd & Ellison, 2007)(Oliver & Trigwell, 2005)(Rosell-Aguilar, 2018). Unlike other social-oriented software, Busuu is designed for educational purposes, but with designs such as other social network sites where participants are also learners of foreign languages or languages. Learning activities are introduced through interactive activities, including pronunciation, vocabulary, grammar, dialogue, reading, translation, peer correction, voice recording, and chat (Boyd & Ellison, 2007; Brick, 2011). Busuu is a language-learning app that offers 11 language options for native English speakers. It can be accessed through www.busuu.com. Per the theory of learning vocabulary, words are learned through repeated habits acquired through reading, speaking, listening, and speaking (Rosell-Aguilar, 2018). English subject in some universities in Indonesia recently has recently involved numerous techniques, methods, and materials, and employed technology in language learning, fully proof boosted the students' motivation (Mubarok & Asri, 2021).

Learners through cellular technology are encouraged to achieve the target language in an attractive and fun way (Brick, 2011; Yudhiantara & Saehu, 2017). Recently, multi-function smartphones facilitate the mastery of four language skills: speaking, listening, writing, and reading that involves other participants through a mobile application (Blake, 2016; Chen et al., 2008). The learning experience gained through mobile technology and internet access may not be experienced by students through conventional learning. This could be one of the fundamental reasons for the need for blending language learning in the era merdeka belajar.

The phenomena of blended learning adopted cellphone into English subjects in some cases based on students initiatives (Yudhiantara & Saehu, 2017). It needs serious attention, as the platform used is not always up to date with the student's condition. Busuu is a platform that covers four English skills in the learning experience. Researchers conducted an initial study by interviewing students after using Busuu platform learning for seven days. Of the 31 students, 100% stated that they learned new words, pronunciation, and grammar through this platform. 75% of students can remember words along with the user experience. Ninety-five per cent of students said that Busuu's appearance was attractive and easy to follow. Interviews were also conducted with five students about their impressions of using Busuu. Their comments were recorded and analyzed from all interviews, grouped into learning experiences. Learning was fun with pictures and flexible. There are a number of words they have learned, fluency, and a number of days they've had interaction with Busuu. They feel this experience is not found in conventional English learning.

The integration of mobile technology in language learning can facilitate teachers to have authentic learning material and guide students to interact with other language learners or even with native speakers. Such interactions are important for learners because they may have a real practice experience. Besides, students can also access rich learning resources by surfing the internet and being exposed to target languages in various popular cultures, such as communicating on social media, playing games, enjoying songs and movies, which are important language inputs. The immense capabilities of mobile technology ve opened up the possibility of removing the limitless learning in the classroom into outside classrooms in a more innovative way (Álvarez Valencia, 2016; Ramsden & Ramsden, 2003; Richards, 2015; Yudhiantara & Saehu, 2017).

In recent studies, integrated language learning through cellular technology has had several positive relationships to increase vocabulary learning motivation (Lamb & Arisandy, 2020; Sari & Wahyudin, 2019). One reason that makes this platform attractive is its appearance and features. Other than that, the level assessment continues to be challenging, fully in control, and there is competition between fellow students (Fotos & Browne, 2004; Haroon et al., 2020). The use of mobile applications in vocabulary learning shows a significant difference in student attention and satisfaction compared to learning without using mobile applications (Huang & Huang, 2015). A study that explored students' level of motivation to learn vocabulary using digital visualization versus those who did not show a significant relationship with those who did not (Adolphs et al., 2018).

Motivation to learn by utilizing cellular technology can generally be divided into 2 parts (Adolphs et al., 2018). First, learners are very interested in technology, so they make it a medium for learning English. Second, learners who are interested in learning English then take advantage of existing technology as a support for the English learning process. However, of the two categories, the most important is the extent to which motivation in using technology can be supported and facilitated properly (Adolphs et al., 2018; Tanaka, 2017). Fostering learning motivation through cellular technology, there is a need to have autonomy, frequency, and automatic reporting of learning (Adolphs et al., 2018; Huang & Huang, 2015). Nowadays, bringing cellular technology into the classroom can improve student learning motivation (Adolphs et al., 2018; Hidayati & Diana, 2019).

Mastering a foreign language requires a reflective understanding of the vocabulary (Barcroft, 2004). If language learners have enough vocabulary, it helps them to master the 4 target language skills (Pourgharib & Rohani, 2013). Vocabulary can be defined into 3 main meanings: the number of words in composing language, all the words that someone knows or uses in a book, and a list of words and their meanings (Nation & Hunston, 2013). Vocabulary plays a vital role in language learning, especially in building reading, writing, speaking, and listening (Kamil & Hiebert, 2005; Nation & Hunston, 2013). Thus vocabulary mastery is an important basis in measuring language proficiency in mastering foreign languages.

Vocabulary is part of language learning but is the main basis for a student to be able to make progress from each process and stage of language learning. Therefore the connecting tool is in the form of learning that relies on the lecturer as the provider of learning material independent of students through interesting and independent learning media or a combination of the two (Álvarez Valencia,

2016). The use of computer technology tools integrated into language learning cannot be ignored. If someone wants to learn a language with maximum stages, vocabulary is the basic stage that one must go through, and combining learning media by promoting computer-based technology is a definite choice for language learners in the technological era.

Considering the writers' experiences and various existing literature, vocabulary is not a reference that is considered in assessing language skills. Many researchers have recognized that vocabulary learning is an important foreign language component (Barcroft, 2004; Nation & Hunston, 2013). Most of the meanings in a language are revealed from words, so limited vocabulary is the biggest obstacle to effectively acquiring the target language (Krashen, 1989). Given the importance of lexical, vocabulary learning is currently receiving great attention in foreign language research and pedagogy. How learners learn vocabulary effectively and efficiently or be taught properly remains controversial (Susanto, 2017; Susanto et al., 2020). Learning vocabulary that relies on conventional learning in the classroom can be very difficult instead of the potential of incidental learning with technology. In this case, the traditional teaching method that is still applied in some universities in Indonesia is to ask students to memorize a list of words or to explicitly provide paired translations equivalent to these words (Susanto, 2017; Susanto et al., 2020). The problem is that such a traditional metlacks theoretical support, and the entire learning experience can also portray the impression of being bored as vocabulary never runs out to memorize.

Little information is available on measuring motivation on vocabulary learning in educational research. However, various assessment vocabulary forms have been developed to test what strategies students use, whether students understand the vocabulary instructed, and how vocabulary assessment supports vocabulary instruction (Kamil & Hiebert, 2005). Research in academic motivation rarely touches the realm of vocabulary learning, although research in general on motivation and motivation to read has grown rapidly in recent decades (Guthrie & Wigfield, 2016). There are countless approaches to language learning by experts over different periods from a social networking perspective (Blake, 2016; Fotos & Browne, 2004). In various scientific discussions about the basics of language learning, almost all network-based language learning platforms present vocabulary recognition and learning in various views (Brick, 2011, 2014; Richards, 2015). Busuu is not the only one. From the various literature available, this Busuu program is one of the complete displays with images and word context in a sentence with a little touch of technology (Brick, 2011). The researchers have done some initial investigations about the user response of the Busuu platform, which is reviewed in the introduction as preliminary research. 100% of users stated that the platform motivated them to learn vocabulary, grammar, and pronunciation early.

From the preliminary study, the researchers considered that it is necessary to research the learning achievement by Busuu about vocabulary learning motivation and vocabulary skills. The research objectives are as follow: 1) to identify the students' learning performance in the use of the Busuu platform; 2) to determine the students' vocabulary learning motivation level; 3) to determine the students' vocabulary skill level; 4) to examine the correlation between the students' performance in the use of Busuu platform and vocabulary achievement (VA) level, and 5) to examine the correlation between the students' learning performance in the use of Busuu platform and vocabulary learning motivation (VLM) level.

2. METHODOLOGY

This study employed a quantitative approach that investigated the relationship between the performance of the the Busuu platform and vocabulary learning motivation and vocabulary achievement. From the preliminary study conducted by researchers, it was found that the Busuu program could be accepted as an alternative to independent learning by students. Thus, this study conducts an investigation between the 3 variables. The first is in the use of the Busuu program, which consists of fluency as a major assessment. The next variable is vocabulary learning motivation. The last variable is vocabulary achievement.

Respondent

Respondents in this study were undergraduate students. There were three different classes of 135 students at one of the campuses in the Riau Islands. Each class consists of 45 students. Researchers did not consider gender, social economy, educational background, or stratified characteristics as moderating variable in this study. The respondents were homogeneous and involved all those who were taking English courses in the first semester. There were 135 first semester students, but only 98 people were willing to give their questionnaires during the research.

Instrument

The present research has three variables: the Busuu online platform usage, vocabulary learning motivation, and vocabulary achievement. The Busuu program, which is charged to students, was free mode. The Busuu profile between paid and free, it does not specifically differentiate the level between the two. In the free mode, users are given access to 50% of the existing programs. Busuu assesses participants' performance after using this platform with 3 views, namely number of days, number of words learned, and fluency. In this study, the authors took the fluency value which is in the range of 0-100, as the Busuu performance value of the participants. Participants are required to use Busuu for a maximum of 14 days, but the sooner they complete all unlockable items in free mode, the better their performance will be. Each participant is required to write down the student's name and number correctly in the Busuu registration and show the fluency display after all the items they can work on are finished. Through the pilot research conducted, the researchers have got the initial opinion that this program is fun and independent.

The assessment of the level of motivation to learn vocabulary is through the vocabulary learning motivation questionnaire (Tanaka, 2017). 25 items were measuring five subtypes of self-determination theory motivation for learning English vocabulary. The reliability of each construct of the questionnaire had been examined, ranging from 0.75 to 0.88. Researchers adopted the latest questionnaire revised by (Tanaka, 2017), from the previous version (Tanaka, 2013). There are five indicators: Intrinsic Motivation for Learning English Vocabulary (IM); Identified Regulation for Learning English Vocabulary (ID); Introjected Regulation for Learning English Vocabulary (IJ); External Regulation for Learning English Vocabulary (EX); and Motivation for Learning English Vocabulary (AM). Each indicator consists of 5 items of statements. The questionnaire was first translated from English into Indonesian to ensure the respondent understood the statement. Back to back-translation was carried out. 3 language experts were asked for their input on the back to back translation before the questionnaire was used.

The instrument to measure students' vocabulary skills is Vocabulary Level Test (VLT) Version b. The Test was adopted from (Schmitt et al., 2001). The researchers piloted the VLT test toward 31 students and found that the average student is only able to work up to the 3000 levels. The average mean scope is 68% in 2000 and 59% in 3000, meanwhile, the 5000 level left behind. Thus, the researchers employed the VLT only from levels 2000, 3000, and academic words. Respondents cannot use VLT of 5000, 10 000, etc. researchers should not use it (Webb & Sasao, 2013).

Data Collection

The three different tools, namely the achievement of using the Busuu program, a questionnaire measuring vocabulary learning motivation, and VLT to assess vocabulary achievement, were taken at the same time. On the achievement of Busuu, the respondents were obliged to state the username and student number exactly as the real name. This ensured that respondents worked on and reported the Busuu performance data from their own accounts. Therefore the name and student number stated on the vocabulary learning motivation questionnaire and VLT matched with the Busuu performance sheet.

Data Analysis

The data analysis started from the correlation analysis. The correlation was to obtain the relationship between variables dependent and independent (Sambas Ali Muhidin dan Maman

Abdurahman, 2011). The correlation range level is .91 to 1.00 as very strong, 0.71 to 0.90 as strong, 0.51 to 0.70 as moderate, 0.31 to 0.50 as weak, 0.01 to 0.30 as very weak, 0.00 as no correlation. The ranges were also applied to the negative numbers (Chua, 2012). As the variables are correlated, the multivariate analysis is employed to test the research validity, reliability hypothesis and model as described in table 1. Descriptive statistics was also used to describe trends of variables in the dataset obtained on the research questions. The score range of 1.00-1.79 is very low, 1.80 – 2.59 low, 2.60 –3.39 fair, 3.40 – 4.19 good, 4.20 – 5.00 very good (Sambas Ali Muhidin dan Maman Abdurahman, 2011).

The researchers applied PLS vr. 2.0 to measure the level of the relationship between Busuu achievement, vocabulary learning motivation and vocabulary achievement. It was also to measure the effect of the independent variable Busuu learning achievement toward vocabulary learning motivation and achievement. The smart PLS measurement refers to table 1. The flow of the table starts from the definition of the multivariate technique to be used. It is a multivariate analysis. Multiple linear regression is an attempt to predict one dependent variable from an independent variable and vice versa (Hair et al., 2017). Each step refers to (Hair et al., 2017), while the SmartPLS data analysis refers to (Wiyono, 2011). Two types of SmartPLS were involved in the model test: the Outer Model (Indicator Test) and Inner Model (Hypothesis Test).

Table 1: Smart PLS data analysis

MODEL TEST	OUTPUT	CRITERIA
Outer Model (Indicator Test)	a. Convergent validity	a. Loading factor >0.7
	b. Discriminant validity	b. Cross loading with latent variables must be higher compared to the correlation value of other latent variables
	c. Average variance extracted (AVE)	c. AVE, criteria > 0.50
	d. Composite reliability	d. C*omposite reliability* is acceptable if ≥ 0.70
Inner Model (Hypothesis Test)	a. R^2 of endogen laten variabel laten	a. R^2 in 0.67; 0.30; 0.19 indicates that the model is good, moderate, or weak.
	b. Coefficient parameter and t-statistics	b. Estimation value of path analysis in the structural model must be significant. This is done through the bootstrapping procedure. t-statistics > t-table (significant level 0.5, two tailed test.

The present research consisted of an ordinal and numerical data type. The ordinal data was measured by the questionnaire in a 5-point rating scale. They are 1=strongly disagree, 2, agree, 3=undecided, 4=agree, and 5=strongly agree. The VLT was numerical. It is the vocabulary level test scorea total of 90 items in 30 maximum scores. Therefore, the two different data types were transferred to the STAD97 MSA program to be an interval data type. The data were also measured in correlational assessment to obtain evidence about the relationship between two variables (Azman et al., 2006). If there is a relationship, the level of correlation must be determined to certify the correlation's significance. The correlation ranges (r) are 0.91 to 1.00 as very strong, 0.71 to 0.90 as strong, 0.51 to 0.70 as moderate, 0.31 to 0.50 as weak, and 0.00 as no correlation (Chua, 2012). These ranges are also applied for the negative mode.

3. FINDING AND DISCUSSION

The first research question is intended to determine the student performance on the Busuu online platform usage. The result revealed that the students' performance averaged 47.5% with 14 days running. The result is linear with the pilot test and interview that the students declaring that the online platform was fun. In line with what (Brick, 2014) recommended, Busuu can motivate participants by rewarding them for their progress with an automatic reward system as if each effort is personally responded to.

The study's second research question was to determine the students' vocabulary learning motivation level. There are three indicators of this variable: intrinsic motivation for learning English vocabulary, identified regulation for learning English vocabulary, and introjected regulation for learning English vocabulary. The present research about intrinsic motivation showed that the level of integrativeness among students had a mean of level.

The third research question of the study was to determine the students' vocabulary achievement level. The data result indicated that the VA in academic word score was 18.37 vs 30 as the maximum score of each word class. In terms of validity and reliability, all of the 90 items of the vocabulary level test were valid and reliable. The convergent validity as the indicator of validity identified the range 0.90-0.94, which was more than 0.7, and the correlation value of other latent variables. The AVE value indicated 0.85 which was more than 0.5 (minimum threshold). The composite reliability was 0.94,e than 0.7 (minimum threshold). Anyway, the present study's datathe number of VLT assessments due to the inability of students to answer the whole test level. The 5000 and 10000 word-class tests were excluded. The reliability index can be considered lower due to the shortened test (Schmitt et al., 2001). There were only two students able to answer the 5000 word-class test, and none reached the 10000 one. The mean score of academic word class was 17.9, 2000 was 19.4, 3000 was 17.7. These indicated that all word classes of the examinees were considered out of the mastery category (minimum 24 vs 30 maximum score).

The fourth research question examined the correlation between Busuu online platform usage and vocabulary learning motivation level. The present study indicated latent variable correlation as 0.44. There was a correlation between Busuu online platform usage and vocabulary achievement level, but weak. Meanwhile, the fifth research question examined the correlation between the Busuu online platform usage and vocabulary achievement level. The present study indicated latent variable correlation as 0.51. There was a moderate correlation between Busuu online platform usage and vocabulary learning motivation.

The present study indicated a correlation between the independent and dependent variables; therefore, the study continued to impact analysis. The outer model was intended to examine the indicator loading of variables in the PLS path model. Figure 1 shows that the impact of Busuu online platform usage on vocabulary achievement is 0.44. Meanwhile, the impact of Busuu online platform usage on vocabulary learning motivation is 0.51. This model tested the impact of Busuu online platform usage among the two dependent variables. This means that the impact of Busuu online platform usage on vocabulary learning motivation was higher than Busuu online platform usage on vocabulary achievement. 51% of vocabulary learning motivation can be explained by the Busuu online platform usage and 44% on vocabulary learning motivation.

As part of the outer model steps, the assessment of validity and reliability was conducted. Outer loading consisting of convergent validity, discriminant validity, average variance extracted, and composite reliability indicated that all impact was valid. The IM⊚ VLM, ID⊚ VLM, IJ⊚ VLM, EX⊚ VLM, AM⊚ VLM, 2000⊚VA, 3000⊚VA, ACD⊚VA, Fluency ⊚ Busuu.

The inner model assessment was based on the R^2, which indicated the amount of variance in independent variables. The larger the R^2 value, the higher prediction on the structural model. SmartPLS bootstrapping function was employed to generate the t-statistics values.

Based on the R^2 result, The Busuu online platform usage can explain 19% of vocabulary achievement and 26% of vocabulary learning motivation. A structural model was evaluated based on the coefficient of determination (R^2), and path coefficients. The t-distribution can be reasonably

approximated for sample sizes larger than 30 (Hair et al., 2017). In the present study, the sample consisted of 98 university students as participants within the sample range. When the t-statistics is larger than the t-table, the coefficient is at a significant level (Hair et al., 2017). The result indicated the Busuu vocabulary learning motivation, t-statistics: 7.07, t-table 1.97, meanwhile Busuu ◎ vocabulary achievement, t-statistics: 5.24, t-table 1.97, both of the status: significant.

In term of hypothesis testing, the status of significant correlation between Busuu online platform usage supported either the vocabulary learning motivation or vocabulary achievement. The model assessment was displayed from the R^2 and Q^2. The R^2 is to show the coefficient of determination to which a construct was able to explain the model. If R^2 >/= 0.75; 0.50; and 0.25 indicate the model strong, moderate and weak (Hair et al., 2017). Meanwhile, Q^2 >0, indicates that the model has predictive relevance. In terms of effect size, 0.02 means small effect, 0.15 medium effect, and 0.35 large effect. If Q^2>0 indicates that the model has a predictive relevance, but if <0 means less predictive relevance. The R^2 data shows 0.17 on vocabulary achievement and 0.25 on learning motivation. The model construct was considered weak. Anyway, based on the Q^2 data showed 0.71 on vocabulary achievement and 0.84 on vocabulary learning motivation meant the model had predictive relevance.

The result of the present study seems to reinforce what has been done by (Rosell-Aguilar, 2018), who stated that the Busuu platform had helped participants improve their target language precisely vocabulary as the main area of improvement. Moreover, a third of respondents use Busuu as the only source of language learning. However, Busuu is still considered premature to be used as the main assessment of language achievement because of the composition weakness of the language context, and the level measurement only includes basic and intermediate levels (Álvarez Valencia, 2016). In the context of beginner level, this is sufficient to stimulate the motivation and attractiveness of students to start learning the target language and engage in proactive vocabulary learning (Rosell-Aguilar, 2018).

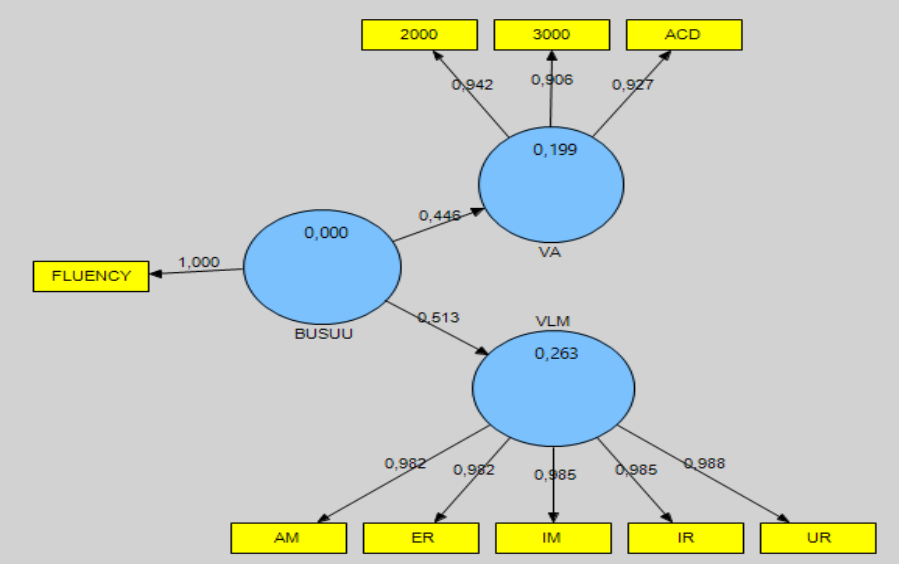

Figure 1 PLS workspace of the study

CONCLUSION

Although the results of this study identify one independent variable the use of mobile-assisted language learning like Busuu does have the potential to stimulate students' motivation and vocabulary learning skills. It is therefore very beneficial to continue further research in this field. The literature review and results show that there is much room to expand the research arena, such as other platforms that may be more comprehensive, free of charge, easy to access and even a self-design platform for student learning. Students were very interested in using the Busuu application in the initial survey before the research or on the research model. This study indicates that students are interested in learning that prioritizes cellular online technology and includes a variety of languages such as writing,

reading, listening and even speaking, which is also accommodated on this Busuu platform. Positive results show the strong influence of using the Busuu platform on motivation to learn vocabulary and students' vocabulary skills. Mobile learning and mobile-assisted language learning are relatively new fields. It would be interesting to explore this area further with follow-up research to gain a better understanding of what works best, slowly building towards a university-wide set of guidelines. Educators must be careful before utilizing online learning as part of the English subject activity and not just be seen as a current trend. The model in the current study shows weak results. Still, using multiple platforms for comparison and using the full-paid Busuu platform would provide even more comprehensive results.

In the end, motivation to learn vocabulary and vocabulary achievement are basic measurements of language proficiency. Therefore, learning experiences that can increase these two variables must be strongly considered in teaching and learning. The researcher recommends that future study adopt Busuu to take the full paid package to ensure that students experience a full-learning activity. The sample variations can also be explored to see levels of response upon existing platforms. Giving an initial briefing to prospective participants is very important to ensure that students really follow each stage on the learning platform. The existing platform would not only please students but also be utilised to measure the level of achievement in research. Ensuring participants understand the platform is one of the efforts to maintain the reliability of measuring instruments in research.

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