

<https://journal.ypidathu.or.id/index.php/ijen/>

P - ISSN: 2988-1579

E - ISSN: 2988-0092

Identifying the Big Five Factors of Personality to Knowing the Interpersonal Communication of Students in Junior / Senior High School in Tarakan City

Siti Rahmi¹, Anwar², Riski Sovayunanto³

¹Universitas Borneo Tarakan, Indonesia

²Universitas Borneo Tarakan, Indonesia

³Universitas Borneo Tarakan, Indonesia

ABSTRACT

Background. Interpersonal communication is a process of human activities consisting of two or more people who exchange information, knowledge, thoughts in order to arouse each other's participation.

Purpose. herefore, this study aims to determine the identification of Big Five Factors Of Personality to determine the interpersonal communication of junior / senior high school students in Tarakan City.

Method. Survey was applied in this research which data had been analyzed by path analysis after all variables put into a correlational matrix.

Results. Through the big five personality theory, there are five dimensions of personality, namely openness (O), conscientiousness (C), extroversion (E), agreeableness (A), neuroticism (N), and can be known to have a significant relationship with interpersonal communication. As the results of research conducted by previous researchers, namely the personality types of extraversion, agreeableness, and oppression have a significant relationship with interpersonal communication. While conscientiousness and neuroticism personality types have no relationship with interpersonal communication.

Conclusion. Therefore, this study aims to determine the identification of Big Five Factors Of Personality to determine the interpersonal communication of junior / senior high school students in Tarakan City. Based on the output table on data analysis, it can be seen that the coefficient of determination or R Square is 0.056 or equal to 5.6%, meaning that the variables Opennes to experience, neuroticism, agdreebleness, conscientiousness, extraversion affect interpersonal communication by 5.6%, the rest is influenced by other variables outside the regression equation that are not studied.

KEYWORDS

Factors, Personality, School

Citation: Rahmi, S., Anwar, Anwar., Sovayunanto, R. (2024) Identifying the Big Five Factors of Personality to Knowing the Interpersonal Communication of Students in Junior / Senior High School in Tarakan City. *International Journal of Educational Narrative*, 2(1), 129–136.
<https://doi.org/10.70177/ijen.v2i1.677>

Correspondence:

Siti Rahmi

sitirahmi@borneo.ac.id

Received: Dec 18, 2023

Accepted: Jan 10, 2024

Published: Jan 11, 2024

INTRODUCTION

Interpersonal communication is a strategic connecting bridge by humans in carrying out their lives (Abdul Muthalib dkk., 2021). Communication as a conveyer of desires or messages to others, where others understand what is desired and desired (Chen dkk., 2020). This communication takes place on a scale of a limited and small number of people in which they know each other



better (Humprecht dkk., 2020). The need for communication is very important in both simple and multicomplex societies. Therefore, interpersonal communication is considered the most effective in changing human attitudes, opinions, or behavior. According to Suranto (2011), suggests that humans communicate because they have a desire to talk to each other, exchange ideas, share experiences, want to create new relationships, and cooperate with others to fulfill their needs (Azizi dkk., 2020). This desire can be fulfilled through interactions with other people by communicating (Spence, 2020). Meanwhile, according to Rahmi (2021), defines interpersonal communication as verbal and non-verbal interactions between two or more people who depend on each other (Mancino dkk., 2020). For some students, interpersonal communication can be used as a means to start friendships with other students, get to know teachers who will help them in learning (Ali dkk., 2019), and get to know the situation and conditions of the school environment (Malecki dkk., 2021). So important is interpersonal communication and self-adjustment in everyday life, especially in the world of education.

Students who have good interpersonal communication skills, will have many friends and will feel comfortable when in a new environment and can complete the tasks that are presented to them. Based on the results as observed by students in schools in general, some students have difficulties in communicating in the school environment, especially for new students at the junior and senior high school levels (Haseeb dkk., 2019). So that students find it difficult to socialize with the population at school, it is difficult to find new friends and only have a few friends, become more quiet, and feel awkward to communicate with others (Ahmed & Le, 2021). This is supported by the results of research by Deveci & Ayish (2018) stating that the transition from junior high school to high school can be challenging. As new students entering a new learning environment, students are faced with many challenges and increasing responsibility for themselves (Praetorius dkk., 2020), coupled with challenges in interpersonal communication that can affect student learning and their peers (Selman dkk., 2020). As observed by students in schools in general, some students have difficulties in communicating in the school environment (Felszeghy dkk., 2019), especially for new students at the junior and senior high school levels. So that students find it difficult to socialize with the population at school, it is difficult to find new friends and only have a few friends, become more quiet, and feel awkward to communicate with others (Ismail dkk., 2019). This is supported by the results of research by Deveci & Ayish (2018) stating that the transition from junior high school to high school can be challenging (Wang & Fang, 2020). As new students entering a new learning environment, students are faced with many challenges and increasing responsibility for themselves, coupled with challenges in interpersonal communication that can affect student learning and their peers.

So that the purpose of interpersonal communication is to be able to socialize with others (Holbrey, 2020). Through interpersonal communication, a person can change himself and his environment according to his will, besides that communication also aims as a learning process towards better change (Garza dkk., 2023). Interpersonal communication is a process of a person's transactions with the environment in certain situations and in the form of social relationships (Gokbulut, 2020). In interpersonal communication, messages flow through channels that are interpersonal in nature, such as in conversations between individuals or between two people.

Based on this, there are several approaches put forward by experts to understand personality. Barrick and Mount (in Adelia and Eliana, 2012) say that the most widely used personality theory in various cultures and the results of their research can represent a person's personality cross-culturally is the big five personality (Facal, 2020), which is a theory that states there are five forms of human personality types (Holbrey, 2020). In the big five personality theory There are five dimensions of

personality, namely extroversion (E), agreeableness (A), conscientiousness (C), neuroticism (N), and openness (O) Friedman & Schustack (2008) (Ibrahim Hamada, 2022). The results of Kinanti and Hendrati's (2013) research state that extraversion, agreeableness, and oppression personality types have a significant relationship with interpersonal communication (Sharif Matthews & López, 2019). While the personality types of conscientiousness and neuroticism have no relationship with interpersonal communication (Urinboyev, 2023). Then the results of research by Frederickx and Hofmans (2014) to students at the University of Leuven stated that extraversion personality type has a relationship with interpersonal communication (Ratrouit & Köprülü, 2022), namely individuals with a high extraversion personality type will do more interpersonal communication (Mohd Yusoff dkk., 2023). While individuals with agreeableness and neuroticism personality types have a relationship with individual differences in certain types of related communication situations in everyday life.

Based on the phenomena described in the introduction, the problem formulation in this study is how the big five factor of personality is described, to determine the interpersonal communication of students in junior / senior high school in Tarakan City.

RESEARCH METHODS

The research design is essentially a research action plan in the form of a set of logically sequenced activities that connect between the research questions to be answered and the research conclusions that are the answer to the research problem (Liu & Wu, 2021). The research design provides an overview of the research that will be conducted by a researcher. In this study the authors will use the survey method According to (Sugiyono, 2018) the survey method is a quantitative research method used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, variable relationship behavior and to test several hypotheses about sociological and psychological variables from samples taken from certain populations (Li & Li, 2022). The reason for choosing survey research, because in this study we want to know the character of students (students' emotional learning outcomes) in the form of attitudes, values, beliefs and habits reflected in the profile of Pancasila students (Wang & Fang, 2020). This is also in accordance with the National Assessment initiated by the Ministry of Education and Culture related to student character surveys.

The sampling technique in this study used a random sampling technique, which is a sampling technique from members of the population that is carried out randomly without regard to the strata in the population (Barlott dkk., 2020). Therefore, the sample selection in this study was randomly selected from several numbers of students in grade 7 at the junior high school level, and grade 10 at the high school level in Tarakan City (Xiao dkk., 2019), totaling 606 students (Chatterjee dkk., 2021). Data analysis techniques using multiple linear regression analysis techniques. This analysis is intended to test how the influence of the Big Five of personality and Interpersonal Communication of junior / senior high school students in Tarakan City. Then in analyzing the research data obtained using SPSS version 26.0 for Windows (Mani dkk., 2019). This research will be conducted in junior and senior high schools in Tarakan City. The period of implementation of this research, which is for approximately 4 months, namely in August to November 2023.

RESULTS AND DISCUSSION

Based on the data obtained, the following is a description of quantitative analysis using descriptive statistics which aims to describe the distribution of data on openness to experience,

conscientiousness, extraversion, agreeableness, neuroticism, Responsiveness, Demandingness on students' Interpersonal Communication.

5.1. Statistical Analysis Results

Based on the above formulas and criteria, it is known that the distribution of the big five Of personality measuring instrument has the following values

Table 5.1

Frequency Distribution of Big Five of Personality

<i>Big Five Personality</i>	Categories	Frequency (Subject)	Persentase
<i>Openness to experience (O)</i>	Agree	241	
	Undecided	5	
	Disagree	360	
	Total	606	
<i>Conscientiousness (C)</i>	Agree	4	3%
		78	65%
	Disagree	38	32%
	Undecided	120	100%
<i>Extraversion (E)</i>	Total	Frequency (Subject)	0%
	Category	241	62%
	Agree	5	38%
	Undecided	360	
	Disagree	120	100%
<i>Agreeableness (A)</i>	Total		
		587	0%
	Agree	2	25%
	Undecided	61	75%
<i>Neuroticism (N)</i>	Disagree	120	100%
	Total		
		3	2%
	High	92	77%
	$X \geq 17$	25	21%
	Medium	120	100%

Table 5.2

Frequency Distribution of Interperso Communication

Indicators	Category	Interval	Frequency (Subject)	Persentase
Interpersonal Communication	High	65 - 85	425	70.13%
	Medium	44-64	181	29.87%
	Low	23-43	0	0%
	Very Low	2-22	2	0.33%

Total	606	100%
-------	-----	------

5.6. Hypothesis Test

Multiple Linear Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Openness_to_experience, Neuroticism, Agreeableness, Conscientiousness, Extraversion ^b	.	Enter

a. Dependent Variable: Komunikasi_Interpersonal

b. All requested variables entered.

Based on the output table, it can provide information about the research variables and methods used in regression analysis. The independent variables used in this analysis are Openness To Experience, Neuroticism, Agreeableness, Conscientiousness, Extraversion, while the dependent variable is interpersonal communication. Regression analysis uses the enter method. No variables are discarded, so that in the variables removed column there are no numbers or empty. So it can be seen in the hypothesis test with the R Square value is:

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.237 ^a	.056	.046	3.245	1.811

a. Predictors: (Constant), Openness_to_experience, Neuroticism, Agreeableness, Conscientiousness, Extraversion

b. Dependent Variable: Komunikasi_Interpersonal

Based on the output table, it is known that the coefficient of determination or R Square is 0.056 or equal to 5.6%, meaning that the variables Openness to experience, neuroticism, agreeableness, conscientiousness, extraversion affect interpersonal communication by 5.6%, the rest is influenced by other variables outside the regression equation that are not studied.

From the value of the coefficient of determination or R Square is 0.056 or equal to 5.6%. Then the following will convey the value of F Simultas, namely:

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	288.938	5	57.788	5.488	.000 ^b
	Residual	4875.016	463	10.529		

Total	5163.953	468			
-------	----------	-----	--	--	--

a. Dependent Variable: Komunikasi_Interpersonal

a. Predictors: (Constant), Openness_to_experience, Neuroticism, Agreeableness, Conscientiousness, Extraversion

This is also found in the Simultas F test, that, it is known that the sig value is $0.000 < 0.05$., then Openness to experience, neuroticism, agreeableness, conscientiousness, and extraversion simultaneously affect Interpersonal Communication. The following can be described in the output table:

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	67.996	1.313		51.780	.000		
	Extraversion	.185	.063	.170	2.941	.003	.607	1.648
	Agreeableness	-.318	.072	-.231	-4.396	.000	.740	1.352
	Conscientiousness	.023	.075	.017	.306	.760	.626	1.597
	Neuroticism	.060	.053	.056	1.123	.262	.833	1.200
	Openness_to_experience	-.132	.087	-.080	-1.511	.131	.726	1.377

a. Dependent Variable: Komunikasi_Interpersonal

The following Regression Equation is known that, $Y = 67.996 + 0.185 - 0.318 + 0.023 + 0.060 - 0.132$.

Partial T Test

1. Because the sig value. $0.003 < \text{probabilitation } 0.05$ then there is an influence of extraversion on interpersonal communication
2. Because the sig value. $0.000 < \text{probabilitation } 0.05$ then There is an influence of Agreeableness on interpersonal communication
3. Because the sig value. $0.760 > \text{probabilitation } 0.05$ then There is no effect of conscientiousness on interpersonal communication
4. Because the sig value. $0.262 > \text{probabilitation } 0.05$ then there is no effect of neuroticism on interpersonal communication
5. Because the sig value. $0.131 > \text{probabilitation } 0.05$ then there is no effect of openness to experience on interpersonal communication

CONCLUSION

Based on the results of research with the title Identification of Big Five Factors Of Personality To Know Interpersonal Communication Students In Junior / Senior High School Tarakan City is

based on the output table, it is known that the value of the coefficient of determination or R Square is 0.056 or equal to 5.6%, meaning that the variables Openness to experience, neuroticism, agreeableness, conscientiousness, extraversion affect interpersonal communication by 5.6%. The rest is influenced by other variables outside the regression equation that are not used. The rest is influenced by other variables outside the regression equation that are not examined. So, there is an influence because as follows: (1) Because the sig value. $0.003 < \text{probabilistic } 0.05$, then there is an influence of extraversion on interpersonal communication. (2) Because the sig value. $0.000 < \text{probabilistic } 0.05$, then there is an influence of Agreeableness on interpersonal communication. (3) Because the sig value. $0.760 > \text{probabilistic } 0.05$, then there is no effect of conscientiousness on interpersonal communication. (4) Because the sig value. $0.000 < \text{probabilistic } 0.05$, then there is an influence of Agreeableness on interpersonal communication. (3) Because the sig value. $0.760 > \text{probabilistic } 0.05$, then there is no effect of conscientiousness on interpersonal communication. (4) Because the sig value. $0.262 > \text{probabilistic } 0.05$, then there is no effect of neuroticism on interpersonal communication. And (5) Because the sig value. $0.131 > \text{probabilistic } 0.05$, then there is no effect of openness to experience on interpersonal communication. However, from the results of this study, the overall analysis that the output table on data analysis, that it can be known the value of the coefficient of determination or R Square is 0.056 or equal to 5.6%, meaning that the variables Openness to experience, neuroticism, agreeableness, conscientiousness, extraversion affect interpersonal communication by 5 %.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation, Formal analysis; Methodology; Writing - original draft.

REFERENCES

- Abdul Muthalib, S., M. Jakfar, T., Maulana, M., & Hakim, L. (2021). Changes in Congregational Prayer Practices During the Covid-19 Pandemic in Aceh from Maqashid al-Sharia Perspective. *AL-IHKAM: Jurnal Hukum & Pranata Sosial*, 16(2), 421–449. <https://doi.org/10.19105/al-lhkam.v16i2.5250>
- Abrams, E. M., & Greenhawt, M. (2020). Risk Communication During COVID-19. *The Journal of Allergy and Clinical Immunology: In Practice*, 8(6), 1791–1794. <https://doi.org/10.1016/j.jaip.2020.04.012>
- Ahmed, Z., & Le, H. P. (2021). Linking Information Communication Technology, trade globalization index, and CO2 emissions: Evidence from advanced panel techniques. *Environmental Science and Pollution Research*, 28(7), 8770–8781. <https://doi.org/10.1007/s11356-020-11205-0>
- Ali, M. C., Chen, J., Zhang, H., Li, Z., Zhao, L., & Qiu, H. (2019). Effective extraction of flavonoids from *Lycium barbarum* L. fruits by deep eutectic solvents-based ultrasound-assisted extraction. *Talanta*, 203, 16–22. <https://doi.org/10.1016/j.talanta.2019.05.012>
- Azizi, H., Nouri, F., Stern, R. J., Azizi, M., Lucci, F., Asahara, Y., Zarinkoub, M. H., & Chung, S. L. (2020). New evidence for Jurassic continental rifting in the northern Sanandaj Sirjan Zone, western Iran: The Ghalaylan seamount, southwest Ghorveh. *International Geology Review*, 62(13–14), 1635–1657. <https://doi.org/10.1080/00206814.2018.1535913>
- Barlott, T., Aplin, T., Catchpole, E., Kranz, R., Le Goullon, D., Toivanen, A., & Hutchens, S. (2020). Connectedness and ICT: Opening the door to possibilities for people with intellectual disabilities. *Journal of Intellectual Disabilities*, 24(4), 503–521. <https://doi.org/10.1177/1744629519831566>

- Carico, R. "Ron," Sheppard, J., & Thomas, C. B. (2021). Community pharmacists and communication in the time of COVID-19: Applying the health belief model. *Research in Social and Administrative Pharmacy*, 17(1), 1984–1987. <https://doi.org/10.1016/j.sapharm.2020.03.017>
- Chatterjee, S., Chaudhuri, R., Vrontis, D., Thrassou, A., & Ghosh, S. K. (2021). ICT-enabled CRM system adoption: A dual Indian qualitative case study and conceptual framework development. *Journal of Asia Business Studies*, 15(2), 257–277. <https://doi.org/10.1108/JABS-05-2020-0198>
- Chen, H., Lin, H., & Zou, W. (2020). Research on the Regional Differences and Influencing Factors of the Innovation Efficiency of China's High-Tech Industries: Based on a Shared Inputs Two-Stage Network DEA. *Sustainability*, 12(8), 3284. <https://doi.org/10.3390/su12083284>
- Facal, G. (2020). Islamic Defenders Front Militia (Front Pembela Islam) and its Impact on Growing Religious Intolerance in Indonesia. *TRaNS: Trans -Regional and -National Studies of Southeast Asia*, 8(1), 7–20. <https://doi.org/10.1017/trn.2018.15>
- Felszeghy, S., Pasonen-Seppänen, S., Koskela, A., Nieminen, P., Härkönen, K., Paldanius, K. M. A., Gabbouj, S., Ketola, K., Hiltunen, M., Lundin, M., Haapaniemi, T., Sointu, E., Bauman, E. B., Gilbert, G. E., Morton, D., & Mahonen, A. (2019). Using online game-based platforms to improve student performance and engagement in histology teaching. *BMC Medical Education*, 19(1), 273. <https://doi.org/10.1186/s12909-019-1701-0>
- Garza, M., Oliván, S., Monleón, E., Cisneros, A. I., García-Barrios, A., Ochoa, I., Whyte, J., & Lamiquiz-Moneo, I. (2023). Performance in Kahoot! Activities as predictive of exam performance. *BMC Medical Education*, 23(1), 413. <https://doi.org/10.1186/s12909-023-04379-x>
- Gokbulut, B. (2020). The effect of Mentimeter and Kahoot applications on university students' e-learning. *World Journal on Educational Technology: Current Issues*, 12(2), 107–116. <https://doi.org/10.18844/wjet.v12i2.4814>
- Haseeb, A., Xia, E., Saud, S., Ahmad, A., & Khurshid, H. (2019). Does information and communication technologies improve environmental quality in the era of globalization? An empirical analysis. *Environmental Science and Pollution Research*, 26(9), 8594–8608. <https://doi.org/10.1007/s11356-019-04296-x>
- Holbrey, C. E. (2020). Kahoot! Using a game-based approach to blended learning to support effective learning environments and student engagement in traditional lecture theatres. *Technology, Pedagogy and Education*, 29(2), 191–202. <https://doi.org/10.1080/1475939X.2020.1737568>
- Ibrahim Hamada, B. (2022). Islamic Worldview as a Model for De-Westernising Journalism Studies and Profession. *Javnost - The Public*, 29(4), 354–370. <https://doi.org/10.1080/13183222.2022.2067955>
- Ismail, M. A.-A., Ahmad, A., Mohammad, J. A.-M., Fakri, N. M. R. M., Nor, M. Z. M., & Pa, M. N. M. (2019). Using Kahoot! as a formative assessment tool in medical education: A phenomenological study. *BMC Medical Education*, 19(1), 230. <https://doi.org/10.1186/s12909-019-1658-z>
- Li, Z., & Li, J. (2022). Using the Flipped Classroom to Promote Learner Engagement for the Sustainable Development of Language Skills: A Mixed-Methods Study. *Sustainability*, 14(10), 5983. <https://doi.org/10.3390/su14105983>
- Liu, M., & Wu, B. (2021). Teaching Anxiety and Foreign Language Anxiety Among Chinese College English Teachers. *SAGE Open*, 11(2), 215824402110165. <https://doi.org/10.1177/21582440211016556>
- Malecki, K. M. C., Keating, J. A., & Safdar, N. (2021). Crisis Communication and Public Perception of COVID-19 Risk in the Era of Social Media. *Clinical Infectious Diseases*, 72(4), 697–702. <https://doi.org/10.1093/cid/ciaa758>
- Mancino, F., Cacciola, G., Malahias, M.-A., De Filippis, R., De Marco, D., Di Matteo, V., Gu, A., Sculco, P. K., Maccauro, G., & De Martino, I. (2020). What are the benefits of robotic-

- assisted total knee arthroplasty over conventional manual total knee arthroplasty? A systematic review of comparative studies. *Orthopedic Reviews*. <https://doi.org/10.4081/or.2020.8657>
- Mani, K. S., Rajamanikandan, R., Murugesapandian, B., Shankar, R., Sivaraman, G., Ilanchelian, M., & Rajendran, S. P. (2019). Coumarin based hydrazone as an ICT-based fluorescence chemosensor for the detection of Cu²⁺ ions and the application in HeLa cells. *Spectrochimica Acta Part A: Molecular and Biomolecular Spectroscopy*, 214, 170–176. <https://doi.org/10.1016/j.saa.2019.02.020>
- Mohd Yusof, R., Zainuddin, Z., Musaddad, H. A. B., Harun, S. L., & Abdul Rahim, M. A. A. (2023). Democratizing Islamic home financing and reimagining fractional homeownership model: A conceptual framework via big data and blockchain technology. *Journal of Islamic Accounting and Business Research*. <https://doi.org/10.1108/JIABR-02-2022-0033>
- Praetorius, A.-K., Herrmann, C., Gerlach, E., Zülsdorf-Kersting, M., Heinitz, B., & Nehring, A. (2020). Unterrichtsqualität in den Fachdidaktiken im deutschsprachigen Raum – zwischen Generik und Fachspezifik. *Unterrichtswissenschaft*, 48(3), 409–446. <https://doi.org/10.1007/s42010-020-00082-8>
- Ratrout, E., & Köprülü, N. (2022). International Dimensions of Authoritarian Persistence in the MENA Region: Revisiting US Foreign Aid to Egypt in the post-2011 Arab Uprisings Era. *Uluslararası İlişkiler Dergisi*, 19(75), 45–63. <https://doi.org/10.33458/uidergisi.1163569>
- Selman, L. E., Chao, D., Sowden, R., Marshall, S., Chamberlain, C., & Koffman, J. (2020). Bereavement Support on the Frontline of COVID-19: Recommendations for Hospital Clinicians. *Journal of Pain and Symptom Management*, 60(2), e81–e86. <https://doi.org/10.1016/j.jpainsymman.2020.04.024>
- Sharif Matthews, J., & López, F. (2019). Speaking their language: The role of cultural content integration and heritage language for academic achievement among Latino children. *Contemporary Educational Psychology*, 57, 72–86. <https://doi.org/10.1016/j.cedpsych.2018.01.005>
- Spence, C. (2020). Using Ambient Scent to Enhance Well-Being in the Multisensory Built Environment. *Frontiers in Psychology*, 11, 598859. <https://doi.org/10.3389/fpsyg.2020.598859>
- Urinboyev, R. (2023). Islamic legal culture in Uzbekistan. *Legal Pluralism and Critical Social Analysis*, 55(3), 402–429. <https://doi.org/10.1080/27706869.2023.2269511>
- Wang, L. (Evelyn), & Fang, F. (Gabriel). (2020). Native-speakerism policy in English language teaching revisited: Chinese university teachers' and students' attitudes towards native and non-native English-speaking teachers. *Cogent Education*, 7(1), 1778374. <https://doi.org/10.1080/2331186X.2020.1778374>
- Xiao, Y., Liu, Y., & Hu, J. (2019). Regression Analysis of ICT Impact Factors on Early Adolescents' Reading Proficiency in Five High-Performing Countries. *Frontiers in Psychology*, 10, 1646. <https://doi.org/10.3389/fpsyg.2019.01646>

Copyright Holder :

© Siti Rahmi et al. (2024)

First Publication Right :

© International Journal of Educational Narratives

This article is under:

