

# Students' Views on Canva and How Canva Affects Their Writing Achievement: A Correlational Study

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## Students' Views on Canva and How Canva Affects Their Writing Achievement: A Correlational Study

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**Abstract** : Many studies prove that technology could help students to enhance their writing skills. Canva is primarily used for visual content creation, but it also has been explored as a tool for language teaching. Several studies confirmed that Canva has an important role in making the students enhance their writing skills. The study aims at the analyze the correlation between the students' perception of using Canva and their writing achievement. The research design used in the present study is quantitative correlation research design. This study was conducted at SMKN 2 Buduran, Sidoarjo, East Java. The researchers chose the tenth-grade students which consist of 35 students from Akuntansi class as the respondents. Several tests were conducted in this research. In this study, the normality test was carried out using the Kolmogorov-Smirnov method. The results of this test show that the data is normally distributed, which is characterized by a p-value that is greater than the set significance level ( $\alpha = 0.05$ ). Then, the results in linearity test show that the relationship between the independent and dependent variables is linear, which is characterized by the pattern of data points forming a linear pattern. And while coefficient hypothesis test gives no relationship and the output results of the correlation test in this study show that there is no significant correlation between the variables studied, which is characterized by a correlation coefficient value close to zero and a p-value greater than the established significance level ( $\alpha = 0.05$ ). Thus, it can be concluded that changes in one variable are not followed by changes in other variables in this study.

**Keywords** – Canva, Correlation, Media in ELT, Technology, Writing Achievement

### I. INTRODUCTION

Among the LSRW (Listening, Speaking, Reading, Writing) skills, one of the skills that needs to be concerned by the students is writing. J. Banks agreed it well to the importance of the reasons for teaching English for students [1]. Writing is extensively emphasized as an essential skills in many educational and academic systems. Exams, essays, and written assignments are frequently the main ways that students get assessed. Hence, in order to make sure that their students are proficient in writing, teachers like J. Banks might concentrate more on this subject. The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and, most importantly, writing as a skill in students' own right, which means students are able to reinforce the critical thinking, much more expressing idea with an organized way, and for academic communication purpose [2]. Writing in the previous study is defined as a unique mode of learning that involves the active engagement of both the left and right hemispheres of the brain. So, in this case, writing could stimulate each of pupils' cognitive function like making analytical thinking, language processing, visualization, and emotional expression [3].

Following a look at the theoretical foundations of writing as a communicative tool, it is essential to explore its manifestation within contemporary digital environments, particularly through the lens of social media platforms. Within the field of writing theory, a great deal of discussion has been had about the mental processes, linguistic frameworks, and sociocultural aspects of written communication. But the growth of social media has brought about a paradigm change in the way that writing is thought about, created, and read in the digital age. Social media can be a beneficial tool for language learning, particularly in improving student's writing skills. However, it is important for teachers to able for managing group and guarantee that students use only English language. Through the use of social media platforms such as Facebook, Instagram, and even Canva, professionals as well as scholars even the students can investigate how traditional writing standards meet the particular advantages and limitations of digital communication channels. The study recommends integrating digital media into English language teaching and offers suggestions for effective implementation [4]. Technology for language learning is being used more frequently in EFL like in Indonesia. Students in Indonesia now have greater access to technology thanks to the increased availability of smartphones, laptops, and tablets as well as better internet connectivity. Students can access tools and materials for language study at any time and from any location thanks to this accessibility. Personalized learning experiences that are customized to the requirements, interests, and learning styles of each individual student are made possible by technology. Online tutoring services, adaptive learning platforms, and language learning apps can modify the content and pace based on the learning progress and proficiency levels of their pupils. A growing understanding of technology's ability to improve language acquisition, advance digital literacy, and develop cross-cultural

communication skills in today's linked world is reflected in the expanding use of technology for language learning in EFL environments like Indonesia [5]. For various learning objectives, several learning tools have been used as stated like language learning apps, online language platforms, and many more language learning tools [6]. For instance, different learning methods are used while teaching writing skills to build the various components of writing skills. Moreover, mobile applications are used to boost pupils' confidence and writing abilities. Students require it for improving their language skills, including their writing abilities. The level of technology necessary in writing sessions, including media forms, was one of the contentious problems in foreign language instruction [7].

Canva is a graphic design platform that allows users to create a variety of visual content, including social media posts, presentations, flyers, and infographics. While Canva is primarily used for visual content creation, it has also been explored as a tool for language teaching [8].

Previous research on Canva for English language stated that they had focused on its potential to enhance students' writing skills. They found the significant improvement in their writing skills [7]. Overall, most study studies in technology media undertaken in EFL classes rarely take into account the use of Canva directly to the writing process. Among the previous research works in this topic, it was previewed that Canva as an infographic tool for presenting educational materials. According to the findings of the study, Canva provides a variety of themes and professional layouts for creating an appealing infographic for presenting teaching materials. It is also a straightforward and user-friendly tool. It should be emphasized that their study only looked at infographics and was useful for Canva as being a language learning tool [9].

Furthermore, Canva has a positive impact on students' motivation writing abilities and overall performance in the writing class and considered as a helpful tool in the writing class [10]. When Canva was used as a teaching media, it was found a significant improvement in students' writing skills [11]. Then, mind mapping model by using Canva was proven effective in improving the poetry writing skills of the students [12]. Therefore, 'Canva for Education' were able to improve students' writing skills and generates positive perceptions among students [13]. Additionally, the other previous study using Canva stated that the experimental group had significantly fewer writing errors, indicating the positive impact of Canva on improving writing skills [14].

In terms of this study, this research was conducted at SMKN 2 Buduran, Sidoarjo, East Java. There are several important points that need to be emphasized about the rationale of this research that led to feasible and distinguished besides within the previous studies. This research conducted because of the researchers concerned that writing skills through Canva besides could exploring students' creativity, the students are also could open more chance for acquiring the better career which fit as the majoring they choose. Thus, technology integration continues to play a significant role in education, and it is important to explore the effectiveness of specific tools and platforms. Investigating the use of Canva contributes to the understanding of how technology can be integrated into the classroom to enhance learning outcomes. Therefore, the practical implications, writing skills are essential for students' academic and professional success, by exploring the potential of Canva can provide valuable insights for educators and curriculum developers, enabling them to enhance teaching practices and design effective instructional materials.

Moreover, the use of Canva as a tool for teaching writing is a relatively new approach. Investigating its effectiveness and technology integration in education is beneficial for providing valuable insight into students' preferences, attitudes, and experiences with technology in education. Thus, selecting appropriate tools and designing engaging learning experiences that align with students' needs and preferences is crucial for the educators. In the process of teaching and learning, the most important thing is student engagement. Engaging students in the learning process is crucial for their motivation and achievement. By examining the impact of Canva on students, the study can contribute to the development of strategies that promote active learning and student participation. Overall, the study has the potential to contribute to the field of education by exploring the effectiveness of Canva in teaching writing and figuring out the correlation between the students' writing achievement and students' perception for writing application letter in Canva [14]. For that reason, the research question is formulated as follow: "Is there any correlation between the use of Canva in students' writing achievement and the student's perception?"

## II. METHOD

### A. Research Design

The research design used in the present study is correlative quantitative research design. The quantitative research design is frequently used to test of certain measurement [15]. Determining the correlation entails proving the connection between the use of Canva in students' writing achievement and the students' perception.

### B. Sample and Population

The population of this study are the students from SMKN 2 Buduran, Sidoarjo, East Java. In this study, the researchers chose the tenth-grade class which consists of 35 students from *Akuntansi* class as becoming research respondents. Moreover, the material given was the *Application Letter*, hence it was chosen purposively by the researchers.

### C. Data Collecting Technique

According to Fraenkel, the primary objective of correlational research is to enhance the comprehension of significant occurrences by discerning connections between variables. In the field of developmental psychology, which poses challenges in designing experimental investigations, significant knowledge has been gained through the analysis of correlations between many variables [16]. The study correlated between the use of Canva in students' writing achievement and the students' perception. Thus, the students were given eight items of close-ended questionnaire adapted from Utami [10] as an approval whether Canva is impactful for the student's writing achievement. The study utilized a quantitative method by collecting data that can be measured using SPSS statistics tool.

### D. Data Analyzing

The study applied the Pearson Correlation as a measuring tool to find out whether the test is correlating with the students' perception or not. For analyzing the data, the researchers computed the data of the Pearson Correlation Coefficient ( $r$ ) [17] using SPSS 25.0 program for Windows.

## III. FINDINGS AND DISCUSSION

This study aims to analyze the correlation between *Akuntansi's* students in SMKN 2 Buduran Sidoarjo perceptions of using Canva and their writing skills. Writing skills are a very crucial skill for every student. With good writing skills, students can express their thoughts, ideas, and emotions effectively. However, often, students face challenges in developing their writing skills. This is where supporting apps like Canva become invaluable. Canva is not just another graphic design tool; it is also a powerful platform to support students' writing skills. One of its key features is the variety of templates available. These templates not only make it easy for students to start the writing process, but also provide them with inspiration and ideas for their creative works. By using the templates provided, students can quickly organize their ideas and start writing with more confidence. Not only that, Canva is also equipped with various design elements that can enhance the visual quality of students' written works. By adding images, icons, graphics, and other visual elements, students can make their written work more interesting and easily understood by readers. This not only increases the aesthetic value of their papers, but also helps in conveying the message more clearly and effectively. This research was conducted by processing data using descriptive techniques with the help of the statistical program SPSS 25.0 for Windows.

Several statistical tests were conducted to test the basic assumptions and relationships between the variables studied. The results of these various tests provide a clear picture of the characteristics of the data and the relationship between variables. After assessing the students' writing achievement results, the researchers then distributed a questionnaire with the following items and variables below

Variable	Sub-variable	Number of Items
Canva	Improve students' writing ability	5 (1-5)
	Improve students' motivation in writing	3 (6-8)

**Table 1.** Variable instrument of questionnaire research

There are several tests conducted by researchers, such as the One Sample Kolmogrov-Smirnov normality test, the linearity test, the coefficient hypothesis test, and subsequently the Pearson correlation test.

#### A. Normality Test

The distribution in normality test aims to determine whether the both dependent and independent variables have a normal distribution or not. To find out the result, the researchers are using One-Sample Kolmogrov-Smirnov Test. The Kolmogorov-Smirnov normality test is one of the methods to test whether a sample of data comes from a normal distribution. It is a nonparametric test that compares the empirical distribution of the data with the expected theoretical distribution (in this case, the normal distribution). The purpose of the Kolmogorov-Smirnov normality test is to determine the extent to which our data sample matches the normal distribution. If the test results show that the data is significantly not normally distributed, we may have to consider a different statistical approach or transform the data.

The rules used to determine the normality distribution of data is as follows: if  $sig. > 0.05$  then the distribution is said to be normal, while if  $sig. < 0.05$  then the distribution is considered not normal.

### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		35
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	7.14846105
Most Extreme Differences	Absolute	.120
	Positive	.120
	Negative	-.100
Test Statistic		.120
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.

**Table 2.** One-Sample Kolmogorov-Smirnov Test table output using SPSS

The calculation results above show that the asymptotic significance (2-tailed) is 0.128 which shows that the return of the significance rules  $> 0.05$  indicates that the results of the Kolmogorov-Smirnov normality residual test are normal.

#### A. Linearity Test

The linearity test of independent and dependent variables is one of the important steps in regression analysis. It is used to examine whether the relationship between the independent (independent) variable and the dependent (dependent) variable in the regression model is linear.

The purpose of the independent and dependent variable linearity test is to ensure that the relationship between the independent and dependent variables is not only theoretically linear, but also in the observed data. If the relationship is not linear, it may cause problems in the interpretation of the regression results and may lead to inaccurate estimates.

#### ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Writing	Between	(Combined)	774.217	13	59.555	1.292	.291
Achievement *	Groups	Linearity	4.583	1	4.583	.099	.756
Students' Views		Deviation from Linearity	769.634	12	64.136	1.392	.245
Within Groups			967.783	21	46.085		
Total			1742.000	34			

**Table 3.** Linearity Test with ANOVA table output using SPSS

From the table above, it is known that the value of Linearity Sig. is 0.756 greater than 0.05. And the calculated F value is 0.099. Because the value of  $sig. > 0.05$ , it means that there is a linear relationship between Students' Views variable (X) and Writing Achievement variable (Y). The rules used to determine the linearity of the relationship are as follows: if  $sig > 0.05$  then the relationship is said to be non-linear, while if  $sig < 0.05$  then the relationship is

considered linear. A summary of the linearity test results between the independent and dependent variables can be seen in Table 3.

### B. Coefficient test

The correlation / relationship test aims to determine whether the correlation coefficient is significant or not. This hypothesis testing uses the t-test

#### Coefficients

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	80.205	7.572		10.592	.000
	Students' Views	-.075	.255	-.051	-.295	.770

a. Dependent Variable: Writing Achievement

b. Independent Variable: Students' Views

**Table 4.** Coefficient test Table output using SPSS

Based on the table above, it can be seen that the calculated t value is -0.295. And the t-table can be seen in the table. The degree of freedom (df) = 35-2 = 33. The t-table value (0.05: 33) is obtained at 2.034. Because the calculated t value is  $-0.295 < t$  table  $-2.034$ . The conclusion is there is no relationship between students' views and writing achievement.

### C. Correlation test

Based on the results of the correlation test conducted using SPSS 25 on students' views and students' writing achievement on Canva, there are results that have no correlation between the two variables. The correlation value of the two variables is shown in table below.

#### Correlations

		Students' Views	Students' Writing Achievement
Students' Views	Pearson Correlation	1	-.051
	Sig. (2-tailed)		.770
	N	35	35
Students' Writing Achievement	Pearson Correlation	-.051	1
	Sig. (2-tailed)	.770	
	N	35	35

**Table 5.** SPSS Correlation output

Based on the table above, it can be seen that the Sig. 2-tailed is 0.770. The correlation test aims to determine the level of relationship between variables expressed by the correlation coefficient (r). If the Significance value is  $< 0.05$  then there is a correlation, if  $> 0.05$  then it is not correlated. The result obtained is 0.770, which is greater than the significance value. The conclusion is that there is no relationship between students' views and writing achievement.

Several statistical tests were conducted to test the basic assumptions and relationships between the variables studied. The results of these various tests provide a clear picture of the characteristics of the data and the relationship between variables.

The first step is the normality test to determine whether the data used in this study is normally distributed. The normality test is an important step in statistical analysis, especially if we use parametric methods that assume that the data follows a normal distribution. In this study, the normality test was carried out using the Kolmogorov-Smirnov method. The results of this test show that the data is normally distributed, which is characterised by a p-value that is

greater than the set significance level ( $\alpha = 0.05$ ). Thus, it can be concluded that the normality assumption is met, allowing the use of further parametric statistical analysis techniques.

In addition, a linearity test was conducted to test whether the relationship between the independent variable and the dependent variable is linear. This linearity test is important because many statistical analysis methods, such as linear regression, assume that the relationship between the variables is linear. This test was conducted using a scatter plot graph and a formal linearity test. The results show that the relationship between the independent and dependent variables is linear, which is characterised by the pattern of data points forming a linear pattern.

Thus, a hypothesis test is conducted to test whether there is a significant relationship or not. In this study, the hypothesis test used the t-test to test the significance of the regression coefficient. The t-test results show that the calculated t value is lower than the t table value at the specified significance level ( $\alpha = 0.05$ ). This indicates that there is no significant relationship between the independent variable and the dependent variable. In other words, the null hypothesis stating that there is no relationship between these variables is accepted.

Furthermore, the correlation test is conducted to measure the strength and direction of the relationship between two variables. The correlation test used is the Pearson correlation, which measures the extent to which two variables change together. The results of the correlation test in this study show that there is no significant correlation between the variables studied, which is characterized by a correlation coefficient value close to zero and a p-value greater than the established significance level ( $\alpha = 0.05$ ). Thus, it can be concluded that changes in one variable are not followed by changes in other variables in this study.

This research finding was in line with Utami [10] which found that the students' motivation in writing was deficient because writing was not easy for students. Besides, writing was uninteresting because they could not express their ideas easily for various reasons, including illegible language rules, grammar, and insufficient information for writing. Learning methods used were ineffective, so that they could make the learning process boring. Additionally, based on the study, some students were not motivated to improve their writing skills because they were reluctant to read the text. With these problems, it will certainly be a challenge in the teaching and learning process. Hence, this could be related to the reason why in the current study the students' views on Canva writing did not find a direct correlation with students' writing achievement. However, the present study stands in contrast with Hadi, et al. [7] who state that students' writing skills significantly improved through Canva application. On the post-test, students in the experimental class showed improved writing abilities, which could have occurred due to the use of Canva. However, the current research reveals that there is no a correlation between students' views on writing in Canva and students' writing achievement.

The variable score of students' views and the writing achievement proved the variety. In this case, the student (DNR) who reached the highest score, 92, gave his view about the Canva based on the questionnaire lower than the student (CAE) who got the lowest writing achievement, 67. Here, CAE's score on the perception of the Canva use was 33; meanwhile, DNR was only 28. The study implies that the student with low perceptions may be more motivated to try harder, which has a positive impact on their achievement. Meanwhile, the student with high perceptions may feel overconfident so their efforts may not be maximized, which can have a negative impact on their achievement. The cause is probably in line with what Utami stated earlier about the reluctance to understand the text and becomes a real challenge for her learning process. [10]

#### IV. CONCLUSION

Based on the results of these various tests, several important things can be concluded. Firstly, the data used in this study is normally distributed, thus fulfilling one of the basic assumptions of parametric statistical analysis. Next, the relationship between the independent variable and the dependent variable is linear, which means that the linear regression model used is in accordance with the assumption of linearity. However, the results of the hypothesis test show that there is no significant relationship between the variables studied, because the calculated t-value is less than the t-table value. Eventually, the correlation test results also show that there is no significant correlation between the variables.

In conclusion, although the data fulfils the assumptions of normality and linearity, no significant relationship was found between the variables studied in this study. This suggests that the independent variables analysed do not have a meaningful influence on the dependent variable in the context of this study. This finding may provide direction for further research, perhaps by considering other variables or using different methods of analysis to gain a deeper understanding of the phenomenon under study.

The suggestions for students on writing in Canva are to hold certain training and workshops on how to use Canva to write cover letters. This training could include explaining relevant features and tips to improve the quality of writing. Then provide a guide to using Canva specifically for writing cover letters. This can be a video tutorial, e-book, or article that provides detailed steps on how to create a good cover letter using Canva. Thus, focus on content quality, although Canva is a design platform, it is important to remind students that content quality is the most important aspect

of a cover letter. Instructors can provide examples of good and bad cover letters to emphasise the importance of content over design. Furthermore, Canva can provide customised templates for well-structured cover letters. This template should include all the essential elements of a cover letter and provide instructions on how to fill it with relevant information. Add an automated feedback feature to Canva that can suggest improvements to the written text. For example, it can detect grammatical, spelling, or stylistic errors. And, encourage collaboration between students and teachers or mentors to get immediate feedback. Teachers can use Canva to provide direct comments on the draft cover letter.

By implementing the above suggestions, it is expected that students' perception of Canva as a writing assistance tool will be more positive, and at the same time, their writing scores will also improve. Optimal using of Canva could make the cover letter writing process easier and more effective, helping students to convey their message in a more professional and attractive way.

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### **Conflict of Interest Statement:**

*The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.*



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