

THE USE OF FONDI APPLICATION IN DEVELOPING SPEAKING FLUENCY AND CONFIDENCE IN EFL STUDENTS

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Abstract: This study explores the use of the Fondi application in developing speaking fluency and confidence among EFL students. The research is grounded in the common challenges faced by Indonesian learners, particularly speaking anxiety, limited real-life exposure, and insufficient opportunities for structured practice despite English being a compulsory subject. To address these issues, the study employed a qualitative case study design aimed at gaining an in-depth understanding of students' experiences and perceptions. Two students from an English Education program were selected through purposive sampling. Over a period of seven days, they carried out daily speaking practice using the Fondi application across seven conversational topics. The research method involved two primary instruments: non-participant observation to record students' behaviors, interaction patterns, and fluency development; and semi-structured interviews to explore their reflections and evaluations of using Fondi as a learning tool. All data were analyzed using Miles and Huberman's interactive model consisting of data reduction, data display, and conclusion drawing, allowing systematic interpretation of the findings. The results show that Fondi offered a supportive and interactive environment that helped reduce students' anxiety and encouraged more natural communication. The application promoted fluency development through continuous prompts, varied topics, and opportunities for extended speech. It also contributed to the growth of students' confidence by lowering their fear of making mistakes, increasing comfort during conversations, and encouraging initiative when speaking. Students' perceptions of Fondi were positive, as they described the app as enjoyable, practical, and motivating for consistent speaking practice in a low-pressure setting. In

conclusion, the study indicates that the Fondi application can function as an effective supplementary tool in EFL learning. Its features support active speaking practice, reduce anxiety, and strengthen communicative competence. Incorporating digital speaking platforms like Fondi may therefore support more student-centered language learning in Indonesian EFL contexts.

Research Objective: This research aims to explore how the Fondi application helps EFL students improve their speaking fluency and confidence. The study focuses on understanding students' experiences and perceptions while using the application as a learning tool to practice and enhance their English-speaking skills in a more engaging and consistent manner. This study used a qualitative case study approach with observation, interviews, and documentation as data collection methods. The research involved two EFL students using the Fondi application as the main tool. Data were analyzed through thematic analysis to identify patterns in fluency and confidence development during their learning process. The results showed that using the Fondi application improved students' speaking fluency and confidence. Both participants demonstrated better pronunciation, smoother speech, and reduced hesitation. They also felt more comfortable and motivated to speak English regularly. The app's daily speaking tasks effectively supported consistent language practice and self-reflection. This research can be applied in language education, especially in EFL speaking classes. It is useful for teachers, language trainers, and curriculum designers to integrate digital speaking platforms like Fondi to enhance fluency and confidence. It also benefits learners seeking autonomous and interactive ways to improve English-speaking skills. This research introduces the use of the Fondi application as an innovative digital tool to develop both fluency and confidence in EFL learners. It contributes new insights into technology-assisted language learning by showing how daily digital speaking practice can foster self-expression and reduce anxiety in English communication.

Keywords: Confidence, fondi, fluency

INTRODUCTION

English proficiency, particularly speaking ability, has become an essential skill in the modern era of globalization. As a lingua franca used across cultures, education systems, and international communication, English proficiency enables individuals to compete globally in academic, business, and social contexts (Shaikh et al., 2020; Prayogo et al., 2024). In Indonesia, English plays a crucial role in education as a foreign language subject taught from elementary to higher education. However, despite its long-standing inclusion in the curriculum, many Indonesian learners still struggle to achieve fluency and confidence in speaking English (Kurniadi et al., 2024). Speaking is considered a fundamental aspect of language learning because it allows learners to express ideas, thoughts, and emotions, while also reinforcing other skills such as listening, reading, and writing (Suryaningrum, 2024).

Despite the emphasis on English learning, Indonesia's performance in English proficiency remains low compared to other Asian countries. According to the EF English

Proficiency Index (EF EPI, 2024), Indonesia ranks 80th out of 116 countries, with a score of 468, below the global average of 477. This statistic reflects persistent challenges in English education, particularly in oral communication. Many students struggle with fluency and lack the confidence to speak English both inside and outside the classroom. This aligns with the findings of Nety et al. (2020), who revealed that students often experience anxiety about making mistakes and fear negative evaluation from peers. Such affective barriers hinder their speaking performance and overall language acquisition.

Several studies have investigated factors contributing to low speaking confidence among EFL learners. Sharma (2024) explains that students' fear of criticism and mistakes often limits their participation in speaking activities. Supriyanto et al. (2024) distinguish between internal factors such as self-esteem, motivation, and language proficiency and external factors such as teaching methods, peer interaction, and classroom environment as key influences on students' confidence. Similarly, Ahmad (2023) notes that limited opportunities for authentic speaking practice and the lack of conversational partners outside school exacerbate the problem. Furthermore, Erling et al. (2023) emphasize that Indonesian schools often prioritize grammar and theory over practical communication, leaving students underprepared for real-life conversations.

Recent advances in digital technology have provided promising alternatives to traditional language instruction. Mobile-assisted language learning (MALL) applications, supported by artificial intelligence (AI), enable students to practice speaking autonomously and interactively (Rambe & Amran, 2024). Among these, the Fondi application offers an innovative platform that integrates AI-based conversation simulations, gamified learning, and instant feedback. Such features allow users to engage in realistic dialogues, thereby improving fluency while fostering a more relaxed and enjoyable learning atmosphere (Prayogo et al., 2024). As digital tools become increasingly integrated into education, exploring their pedagogical impact on learners' psychological and linguistic development has become crucial.

Previous studies have shown positive outcomes from the use of mobile applications in English learning. Nuraeni & Yanthi (2020) demonstrated that the Cake application enhances students' speaking ability and motivation. Dearestiani et al. (2023) found significant improvement in students' fluency after using Duolingo, while Daulay et al. (2023) reported that

Hello English boosts students' enthusiasm and oral performance. Similarly, Hasbi & Nursaputri (2024) revealed that ELSA Speak effectively improves pronunciation and speaking accuracy. Harahap & Salmiah (2024) confirmed that the Ispeak application fosters speaking competence through technology-enhanced learning environments. Moreover, Chaniago & Rahman (2024) and Saragih et al. (2024) highlighted that Rosetta Stone and Falou respectively promote student engagement and confidence in speaking English.

Recent studies has also begun to focus on the Fondi application. Erlita & Putri (2024) reported positive outcomes in integrating Fondi into classroom teaching, emphasizing its role in promoting student participation. Likewise, Rambe & Amran (2024) found that Fondi improves speaking fluency through its interactive AI features. However, while these studies underline the benefits of Fondi in developing speaking skills, they primarily focus on fluency, leaving confidence as a secondary or unexamined variable.

Although numerous studies have explored mobile applications for language learning, most have concentrated solely on improving speaking fluency. There remains limited empirical investigation into how such tools simultaneously influence students' confidence and fluency two interdependent components of communicative competence. Confidence determines learners' willingness to communicate and their ability to manage speaking anxiety, both of which are critical for achieving fluency (Sharma, 2024; Supriyanto et al., 2024). This gap is particularly evident in the context of EFL learners in Indonesia, where psychological factors such as fear of making mistakes often outweigh linguistic limitations. Therefore, the scientific novelty of this study lies in examining both fluency and confidence as dual outcomes of using the Fondi application, offering a more holistic understanding of technology-mediated language learning.

Given the persistent challenges of speaking anxiety and low fluency among Indonesian EFL learners, this study aims to explore how the Fondi application supports the development of both skills. This study's main objective is to analyze EFL students' perceptions of the Fondi application and its impact on their speaking fluency and confidence. Specifically, it investigates how the app's interactive and AI-based features influence learners' self-assurance and oral performance. By addressing this dual focus, the research contributes to the growing body of literature on digital-assisted English learning and emphasizes the importance of confidence as a core element of language proficiency.

RESEARCH METHOD

This study employed a qualitative approach with a case study design to explore English as a Foreign Language (EFL) students' perceptions of using the Fondi application to improve speaking fluency and confidence. A qualitative approach was chosen because it allows for an in-depth understanding of students' experiences that cannot be expressed through numbers (Creswell & David, 2018). The case study method enabled the researcher to focus on real experiences of a small number of participants in their actual learning context, providing detailed and meaningful insights about how Fondi supports speaking practice and self-confidence.

Two students from the English Education Study Program at a private university in Cirebon, Indonesia, participated in this study. They were selected through purposive sampling based on criteria relevant to the research focus. Both participants had previous experience using speaking-based language learning applications, including Fondi, and demonstrated at least an intermediate level of English proficiency, as shown by their institutional TOEFL scores ranging from 450 to 500. In addition, they were motivated to improve their speaking skills and agreed to participate fully in the observation and interview processes. Although the sample size was small, it is appropriate for a qualitative case study, as it allows for an in-depth exploration of participants' perspectives and learning experiences.

Data were obtained from both primary and secondary sources. The primary data consisted of observations and semi-structured interviews with the two participants, while the secondary data included books, journal articles, and other materials relevant to the study. Three techniques were used in the data collection process: observation, interviews, and documentation. During the observation stage, the researcher acted as a non-participant observer and did not take part in the participants' activities. Each observation session lasted around 15–20 minutes and was carried out daily for one week, aligning with the structured practice duration provided by the Fondi application. Although the sessions were relatively short, this length captured a complete practice cycle from the introduction of the topic to the completion of the speaking task allowing the researcher to examine how students responded to prompts, maintained speech, and managed communication within the app. Conducting observations repeatedly across the week enabled the researcher to gather cumulative, day-to-day insights, making the shorter sessions suitable for identifying consistent patterns related to fluency,

anxiety, and confidence. After the observation period, individual semi-structured interviews were conducted to gain deeper understanding of the participants' experiences, difficulties, and strategies while using Fondi. Each interview lasted approximately 30 minutes and was audio-recorded with permission. Additional documentation, including screenshots, activity records, and transcript excerpts, was collected to support the credibility and completeness of the data.

In qualitative research, the main instrument is the researcher, who plans, collects, and interprets the data (Widodo et al., 2023). The researcher used an observation sheet, a smartphone for recording, and a laptop for transcription and analysis. To ensure validity, triangulation and member checking were applied (Creswell & David, 2018). Triangulation was conducted by comparing findings from interviews, observations, and documentation to confirm consistency, while member checking involved asking participants to verify the accuracy of the researcher's interpretations.

Data analysis followed the interactive model of Miles et al. (2014), which includes three stages: data reduction, data display, and conclusion drawing. The researcher first transcribed and simplified the data, then organized it into descriptive themes, and finally interpreted the results in relation to the research questions and theories. Ethical considerations were also maintained throughout the process. Participants provided consent, and their identities were kept confidential. All information was securely stored and used only for research purposes. Overall, this method provided a comprehensive understanding of how Fondi influences students' speaking fluency and confidence in learning English.

RESULT AND DISCUSSION

RESULT

Observation Results for Fluency and Confidence

This study examined students' perceptions of using the Fondi application to enhance speaking fluency and confidence among EFL learners. Data were gathered from two participants through interviews, observations, and documentation. Over seven days, both participants practiced speaking for about fifteen to twenty minutes daily using the Fondi app, and their progress was systematically recorded. For analysis, only the first (Initial Observation) and seventh (Final Observation) days were compared to highlight key developmental changes.

Based on the results of the initial and final observations of two participants who used the Fondi application in speaking exercises, it was found that there was significant improvement in speaking fluency. These findings are reinforced by the comparison of fluency scores shown

in the graph, where P1 increased from a score of 42.03 to 46.76, while P2 rose from 39.85 to 50.63. This development was analyzed using four fluency indicators: speech rate, pause rate, disfluent syllables, and mean length of run.

Besides that, the observation results on the use of the Fondi application in developing students' speaking confidence showed positive progress in both participants, although with varying levels of improvement. Participant 1 demonstrated gradual growth, initially showing hesitation and insecurity in starting conversations but later becoming more confident in structuring and closing them, even though consistency in maintaining topics and reducing pauses was still limited. Meanwhile, Participant 2 exhibited more significant and stable development, actively initiating interactions, speaking enthusiastically, and maintaining confidence despite minor language errors. This indicates that the participant's focus shifted from the fear of making mistakes to conveying meaning effectively. Whereas for the confidence results, overall, both participants showed positive improvement throughout the seven-day observation, suggesting that an online communication environment like Fondi can effectively support the development of affective aspects, particularly in building students' speaking confidence in English.

Student's Perception

The interview results provided insights that helped explain the internal factors behind the improvements observed during the week of practice. Rather than describing progress directly, participants focused on the cognitive and emotional processes that shaped their fluency and confidence while using Fondi.

Perceived Cognitive Changes

Both participants reported that Fondi encouraged them to think in English more consistently, which reduced their reliance on mental translation. They described that interacting with unpredictable conversation partners required quick responses, pushing them to formulate ideas more spontaneously. One participant explained that he began to "respond faster because the topics changed suddenly," indicating that the platform facilitated automaticity in speech production rather than conscious, word-by-word thinking.

Affective Experiences and Confidence Development

Students also highlighted affective changes not visible during observation. They described initial anxiety, fear of mistakes, and discomfort interacting with strangers online. Over time, however, they felt less self-conscious due to the anonymity of avatars and the supportive tone of other users. One participant described feeling “more relaxed after several days because people were friendly,” suggesting that social comfort contributed to increased willingness to speak. This emotional shift helped explain the observational pattern showing increased turn initiation and reduced hesitation.

Perceived Usefulness of Fondi Features

Participants identified specific features particularly Plaza and Events that shaped their experience. They valued Plaza for spontaneous conversations that simulated real social interaction, while Events provided topic-focused discussions that helped them prepare mentally before speaking. These insights explain why both participants demonstrated more structured speech by the end of the observation period.

Perceived Limitations

Interviews also revealed limitations not apparent during observation, such as microphone time limits for free users, occasional buffering, and system bugs. These issues affected their comfort and motivation during practice, showing that technical barriers can influence learning even when performance appears consistent.

DISCUSSION

This part discusses the research findings related to the use of the Fondi application in developing students’ speaking fluency and confidence, as well as students’ perceptions toward it. The discussion is based on the results of daily observations and in-depth interviews with two participants. Based on the findings, it was revealed that the Fondi application provides a significant and positive impact on both participants’ speaking performance, especially in terms of fluency development and self-confidence in oral communication. From the results of the observations carried out, it was found that both participants experienced a significant development in the fluency aspect. The fluency indicators used include speech rate, pause rate, disfluent syllables, and mean length of run. Furthermore, the confidence aspect also shows positive development. P1, who was initially passive and nervous, began to dare to open conversations, maintain topics, and close dialogues independently. P2 has shown confidence from the beginning, but it is growing in terms of tone stability, liveliness, and more natural verbal expression. This shows that a safe, pressure-free, and supportive virtual environment, such as

the one offered by Fondi, allows participants to experience gradual affective development, especially in overcoming foreign language anxiety. As stated by Pennington & Rogerson-Revell in Rambe & Amran (2024), interactive and technology-based learning methods, such as speaking applications and pronunciation practice, can significantly increase students' motivation and language skills.

From the results of observation and analysis, it can be concluded that Fondi not only functions as a tool for speaking practice, but also as a medium for active and social learning. The app creates a learning environment that balances cognitive, social, and affective aspects. In the learning process that takes place through this application, students not only "repeat" the material that has been taught, but actually "experience" the language in its entirety from designing ideas, choosing words, conveying, to responding spontaneously. Apps like Fondi bridge this need by providing an interactive and pressure-free platform, allowing students to build more functional and contextual speaking skills. In the view of constructivism, this shows that participants do not simply imitate the structure of language, but build language understanding and skills through social interaction and personal experience. They not only repeat memorized phrases, but begin to design their own utterances based on context, experience, and a desire to convey the message clearly.

Moreover, based on the results of in-depth interviews with two participants who actively use Fondi, it was found that this application not only acts as a means of technical speaking training, but also as a social space that supports a reflective and constructive learning process. In general, both participants showed a positive perception of their experience using the Fondi application. Although they initially felt doubtful and uncertain, as time went by, they felt a development both in terms of fluency and confidence. This shows that a person's initial perception of learning media can change dynamically when accompanied by active involvement and support from a safe learning environment. In the context of constructivism, this reflects the process of "internalizing meaning" that is formed through active interaction with the environment and reflection on experience. From the technical side, participants said that the appearance and features in the Fondi application are quite user-friendly and support the convenience of interacting. This technical ease is important, as it allows users to focus on the content of the conversation and not on the constraints of use. Derakhshan et al. in Yosintha &

Rekha (2022), stating that technological tools could significantly improve students' engagement during online learning in that students were actively involved in the learning process. They were given some time to explore the materials on their own and practice what they had learned interactively.

However, in this learning process, obstacles were also found, both from psychological, cognitive, and technical aspects. At the beginning of use, both participants experienced self-doubt, nervousness, and fear of making mistakes. This barrier is exacerbated when they are talking to other users who are much more fluent or have different accents. In this situation, feelings of inadequacy or insecurity arise that cause them to choose to remain silent or only give minimal responses. This shows that the perception of self-ability greatly influences engagement in learning. Moreover, over time and with increasing experience, both participants began to change their perceptions of errors and imperfections in speech. They begin to accept that making mistakes is natural in the learning process, and it is precisely from mistakes that they learn to improve themselves. This change in perception is at the heart of constructivist learning, where individuals learn through a process of testing, adjustment, and reflection on real experiences.

As for the technical side, distractions such as poor audio quality, lagging, limited microphones for free users, and bugs in avatars are also inhibiting factors in the learning experience. Participants mentioned that technical glitches like this disrupt the flow of the conversation and can lower confidence because it makes communication feel awkward or disconnected. This shows that in technology-based learning, system quality is one of the important determinants in forming a positive perception of learning media. These technical difficulties are in accordance with research findings by Heil et al., in Rambe & Amran (2024), which shows that technical obstacles such as connectivity problems are often the main barrier to the use of educational technology.

It can be concluded that students' perceptions of the Fondi application in developing fluency and confidence are greatly influenced by various factors such as technical comfort, social support, diversity of interlocutors, as well as opportunities for reflection and learning from mistakes. The app is not only a speaking practice tool, but also a constructive learning space where users form meaning, build understanding, and foster confidence through real, repetitive and progressive experiences. Thus, the positive perception shown by the two participants towards the Fondi application shows that interactive and flexible language learning technology has great potential in supporting a meaningful learning process. When learning

media is designed with the social and psychological dimensions of users in mind, learning becomes not only more effective, but also more empowering.

CONCLUSION

Based on the overall analysis, the consistent use of the Fondi application contributed meaningfully to the development of participants' speaking fluency. Rather than focusing on numerical gains, the improvement was evident in the way participants produced speech with fewer disruptions, more coherent sentence construction, and smoother delivery across daily practice. These patterns indicate that regular engagement with real-time conversation tasks can support measurable progress in key aspects of fluency, including speech flow, pausing behavior, and automaticity. Participants' confidence also developed progressively throughout the week. The reduction in anxiety and hesitation, along with a growing willingness to initiate and sustain interaction, suggests that a supportive and low-pressure environment plays an important role in building communicative confidence. Interacting with diverse interlocutors contributed to a shift from fear of errors toward a focus on conveying meaning, which aligns with affective principles in second language learning.

In terms of perception, both participants viewed Fondi as a practical and motivating tool that enabled them to practice speaking in authentic and varied situations. Features such as Plaza and Events were perceived as useful because they created opportunities for spontaneous conversation as well as structured topic-based interaction. Although they noted several technical limitations, these issues did not diminish the overall positive evaluation of the app. The findings also align with constructivist principles, as participants' learning emerged through active involvement in real communicative situations, personal reflection, and social interaction. Their progress illustrates that meaningful language development occurs when learners are engaged in immersive tasks that allow them to construct understanding through experience rather than through passive instruction.

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