

THE EFFECT OF USING PINTEREST MEDIA ON STUDENTS' ABILITY IN DESCRIPTIVE WRITING FOR GRADE X AT SMAS GKPI PADANG BULAN

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ABSTRACT

This study examines the effect of utilizing Pinterest as a teaching tool on the descriptive writing abilities of SMAS GKPI Padang Bulan students in the tenth grade. The issue raised in this study is the difficulty students face in developing ideas, enriching vocabulary, and enhancing creativity in writing. The objective of this research is to determine whether Pinterest, as a visual-based platform, can enhance students' descriptive writing skills. The research method used is a quantitative experimental method involving two classes: class X-3 as the experimental group and class X-1 as the control group, each consisting of 26 students. Both groups were given a pre-test to measure the students' initial writing abilities. The experimental group was taught using Pinterest, while the control group was taught using conventional methods. After the treatment, a post-test was conducted to measure the improvement in writing skills. The research results show that the average score of the experimental group significantly increased from 61.38 to 77.23, while the control group increased from 54.81 to 67.27. The results of the t-test showed a t-value of 2.557, higher than the t-table value of 2.010 at a significance level of 0.05. This indicates a significant difference between the two groups. Thus, the use of Pinterest has a positive and significant impact on students' descriptive writing skills and can be considered an effective and innovative learning tool in teaching writing at the high school level.

Keywords: *Pinterest, Learning media, Descriptive writing, Writing skill*

INTRODUCTION

Language is the primary tool of communication that allows individuals to express ideas, emotions, and intentions. It plays a vital role in unifying perceptions among people and is essential in almost every field for precise and effective interaction (Sinaga et al., 2022). Thus, fluency in the language is essential for both academic and professional success. Writing is sometimes

thought of as the most difficult of the four language skills, particularly when it comes to ELT as it requires a high degree of correctness, organization, and clarity.

At the secondary school level, students are introduced to various types of texts including descriptive texts. (Gerot & Wignell, 1994) explain that descriptive writing aims to depict objects, places, people, or events clearly so that readers can visualize them as if they were experiencing them directly. This genre requires students to organize information in a structured manner, starting from the identification of the subject to the explanation of its features, functions, and characteristics. Despite its importance, many students still face difficulties in transforming their thoughts into written form. Common challenges include limited vocabulary, infrequent writing practice, and a lack of motivation to master English. Observations in the field indicate that students' descriptive writing skills are still below expectations, as shown by pretest results reflecting low levels of proficiency.

A closer examination of students' writing reveals repeated issues such as limited and monotonous vocabulary, with overused phrases like "very kind" or "melodious" often appearing without attempts to use more expressive alternatives. Grammatical errors are also frequent, including incorrect article usage and inconsistent verb tenses. In addition, students often present disorganized ideas with insufficient elaboration, while basic writing conventions like punctuation and capitalization are commonly neglected. These issues highlight the need for structured and supportive writing instruction that focuses on vocabulary enrichment, grammatical understanding, idea development, and logical flow.

In the current era of rapid technological development, digital learning tools have become increasingly relevant in supporting students' writing development. One effective platform is Pinterest, a visually based application that enables users to explore and organize various learning materials in creative ways. (Siregar, 2022) notes that Pinterest can serve as an inspiration and a useful reference in writing activities. (Knouse & Abreu, 2016) also state that Pinterest assists users in arranging ideas, visual elements, and content in a systematic way. Through its interactive features, Pinterest can increase student engagement and motivation in

learning English, particularly in the area of descriptive writing. The platform allows students to expand their vocabulary, observe word usage in different contexts, and present ideas with greater creativity and variation.

Research conducted by (Sitorus et al., 2023) at SMP Katolik Trisakti 1 Medan supports the effectiveness of Pinterest as a medium for teaching descriptive writing. The study found that visual aids on Pinterest stimulated students' imagination and helped them produce more structured and vivid descriptions. Students also reported feeling more motivated to learn because the digital platform aligned with their interests and daily media habits.

Considering this background, the present study is entitled "The Effect of Pinterest Media Use on Students' Descriptive Writing Ability for Class X of SMAS GKPI Padang Bulan." This study is to help the creation of technology-based teaching practices that meet the needs of contemporary education by investigating the effect of Pinterest as a learning tool in enhancing students' descriptive writing abilities.

LITERATURE REVIEW

Definition Writing

It is often acknowledged that writing is a difficult but necessary language acquisition skill. Particularly in academic contexts, it helps students to articulate ideas, develop concepts rationally, and communicate clearly. Writing is essential in the Indonesian educational system for assisting pupils in effectively and meaningfully expressing their thoughts.

The writing process involves significant cognitive demands. It is not merely about transferring ideas into written form but about planning, organizing, and evaluating one's thoughts. (Hayes & Flower, 1983) describe writing as a process involving four key stages: planning, translating, reviewing, and monitoring. This model highlights that writing is an active and recursive process that supports deeper thinking and encourages students to be more reflective and critical.

In second language learning, writing is often more challenging due to the need for accuracy, structure, and clarity. Many students struggle to organize their

ideas into coherent texts, often due to limited vocabulary and grammar mastery. (Cahya Kharisma et al., 2022) emphasize the importance of recognizing and managing various language components in writing. According to (Turnip et al., 2024) observe that these difficulties can hinder students' ability to comprehend, analyze, and express ideas effectively in English.

Teaching Writing

Teaching is a vocation that demands deep commitment and a solid grasp of educational principles, with the ultimate goal of shaping future generations in a positive way. Writing instruction, in particular, requires specialized approaches to address the complexity of the writing process. (Selvaraj & Aziz, 2019) emphasize that teaching writing involves aligning students' writing beliefs with appropriate strategies to support their development. Similarly, Almubark (in Amalia et al., 2021) highlights that teachers must possess specific pedagogical knowledge and skills, as writing is a complex and demanding skill to teach. Beyond delivering content, teachers play a critical role in creating learning environments that promote creativity, critical thinking, and collaboration key elements in helping students produce coherent and well-structured writing.

Additionally, rather of concentrating just on the finished output, effective writing teaching should emphasize the writing process. (Harmer, 2004) points out that traditional methods often emphasize outcomes, overlooking essential stages such as planning, organizing, and revising. When the writing process is neglected, students may struggle to fully understand how writing develops and functions as a tool for communication and reflection. As Schlechty (Sliman et al., n.d.) describes, teaching involves guiding student behaviors to support authentic learning experiences. Therefore, in the context of writing, instruction must be oriented toward helping students grow as thinkers and creators, not just as producers of text.

Descriptive Text

Writing descriptive texts is one of the key text genres that junior high school

students are required to master, making it an essential skill for English language learners. Descriptive writing also holds a significant place in the 2013 Curriculum for studying Indonesian, where students are expected to develop the ability to describe objects in detail so that readers can vividly imagine what is being conveyed. The main objective of descriptive texts is to provide a thorough and precise depiction of an object, enabling readers to feel as though they are directly experiencing it (Dayyana et al., 2022). In this sense, descriptive writing offers an imagined experience enriched with factual information, helping to deepen the reader's understanding of people, places, objects, or animals.

According to (Fitriani et al., 2019), descriptive texts consist of two essential elements: identification and description. The identification introduces the subject, while the description elaborates on its specific characteristics. Typically, a descriptive text begins with a topic sentence that presents the object, followed by supporting sentences that develop a detailed picture. This structure helps readers build a clear and complete mental image of the subject being described. (Purnamasari et al., 2021) emphasize that vivid and specific details are crucial to making the description more tangible and engaging. Furthermore, (Balansa et al., 2023) state that descriptive texts aim to illustrate and explain various features of phenomena, thereby enhancing the reader's understanding of the world around them. Writing strong descriptive texts not only sharpens students' language proficiency but also fosters critical and systematic thinking through detailed observation and structured expression, making it a valuable skill in both academic and real-world contexts.

Pinterest Media

According to (Sinaga et al., 2024), in today's digital era, digital education and the development of non-academic skills are very important to prepare students for future challenges. As technology advances, integrating technology into educational media has become an unavoidable necessity. Using technology as a learning tool is crucial so that education can keep up with the times. In addition, technology can also increase teachers' creativity, as stated by (Suminar, 2019).

The increasing usage of social media coincides with the expanding use of technology. Teachers must use social media responsibly, though, since it may have both beneficial and detrimental consequences. Using Pinterest as a tool to evaluate students' classroom skills is one efficient approach to use social media in education. According to (Siregar, 2022), Pinterest is a social media website where users may post photographs, events, interests, and hobbies. Additionally, in (Knouse & Abreu, 2016), it is noted that Launched in March 2010, Pinterest is a social networking site (SNS) that allows users to gather, bookmark, and visually arrange other websites. According to this, Pinterest may be an excellent learning tool for descriptive content.

RESEARCH METHOD

This study employed an experimental quantitative research design. According to Arikunto (2023:30), quantitative experimental research is a methodological approach used to observe the outcomes of data that are deliberately manipulated by the researcher. In this study, the researcher controlled or altered specific variables to examine how these changes affected other variables. This design aimed to compare the outcomes of an experimental group with a control group in order to assess the efficacy of a treatment.

Students in the tenth grade at SMAS Padang Bulan made up the study's population. As stated by Arikunto (2023:173), the population refers to the entire group of individuals or items that share certain characteristics and become the subject of research. The sample was selected using a purposive sampling method. According to Arikunto (2023:174), is a technique where the researcher selects participants based on particular considerations or objectives. Due to the predetermined class groupings in the school, random individual selection was not possible. Therefore, Class X3 was chosen as the experimental group, and Class X1 as the control group. The selection was based on several factors, including high student attendance, access to necessary technology, and relatively low English comprehension. Both Class X1 and Class X3 consisted of 26 students each. Class X2 was excluded from the study because several students in that class

had already acquired basic English skills, particularly in writing simple sentences. This made Class X2 less comparable to the other two classes, which had more similar levels of English proficiency.

A descriptive writing exam that was given both before and after the therapy was employed by the researcher to gather data. The main source of data for the study was the students' pre- and post-test answer sheets. Pre-test, treatment, and post-test were the three phases of the data gathering process. These phases were used to assess how the therapy affected the students' writing skills in both the experimental and control groups.

FINDINGS AND DISCUSSION

The study used an experimental design with 10th grade students from SMAS GKPI Padang Bulan Medan as the study participants. The sample was divided into two classes: Class X-1, which was the control group, and Class X-3, which was the experimental group. The experimental group was exposed to Pinterest media as a learning tool, while the control group received traditional educational methods. Both groups were given pre- and post-tests to see if their descriptive writing skills had changed, with the experimental group receiving the treatment.

The control group's pre-test results showed an average score of 54.81 and a total score of 1425. 42 was the lowest possible score, while 67 was the highest. The post-test scores for the control group increased following the therapy, with an average score of 67.27 and a total score of 1749. The post-test had a maximum score of 86 and a minimum score of 54. Table 1's findings indicate that the control group's writing skills improved somewhat following the intervention, although the total gain was.

Table 1: The Means of Pre-Test and Post-Test Control Group

Group	Pre-Test	Post-Test
Control	54.81	67.27

In contrast, the experimental group showed a more notable improvement. The pre-test for the experimental group had a total score of 1596, with an average

of 61.38. The lowest score was 52, and the highest was 71. After receiving treatment using Pinterest media, the post-test results revealed a total score of 2008 and an average score of 77.23. The minimum score in the post-test was 62, and the maximum score was 83. These findings, presented in Table 2, indicate that the experimental group experienced a significant improvement in their writing skills, suggesting that the use of Pinterest media had a positive effect on their descriptive writing abilities.

Table 2: The Means of Pre-Test and Post-Test Experimental Group

Group	Pre-Test	Post-Test
Experimental	61.38	77.23

To ascertain if the utilization of Pinterest media significantly impacted students' writing proficiency, the t-test formula was employed. The detailed results of the calculation were presented as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$t = \frac{15.77 - 12.11}{\sqrt{\left[\frac{172.62 + 895.65}{26 + 26 - 2}\right] \left[\frac{1}{26} + \frac{1}{26}\right]}}$$

$$t = \frac{3.66}{\sqrt{\left[\frac{1068.27}{50}\right] \left[\frac{2}{26}\right]}}$$

$$t = \frac{3,35}{\sqrt{[21.36][0.08]}}$$

$$t = \frac{3.35}{\sqrt{1.71}}$$

$$t = \frac{3.35}{1.31}$$

$$t = 2.557$$

Hypothesis testing was conducted using the t-test formula to determine the acceptance or rejection of the hypothesis. This study employed the t-test calculation for degrees of freedom ($df = Nx + Ny - 2 = 26 + 26 - 2 = 50$) at a significance level of 0.05. The t-test findings indicated that the computed t-value

was less than the t-table value.

$$t\text{-count} > t\text{-table } (p = 0.05) \text{ with df } 50$$

$$2.557 > 2.010 \text{ (} p = 0.05 \text{) with df } 50$$

This led to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). This result demonstrates how using Pinterest content enhanced the descriptive writing skills of SMAS GKPI Padang Bulan 10th graders.

A validity test was also carried out to analyze the correlation between the students' overall results and each element of the writing evaluation rubric. This analysis, which was based on the experimental group's post-test findings, employed Pearson's correlation (r_{xy}).

Table 3. The Result of Validity

Aspect	ΣX	ΣY	ΣXY	ΣX^2	ΣY^2	r_{xy}
C (Content)	508	2008	39417	10004	155636	0.88
O (Organization)	448	2008	34867	7849	155636	0.82
V (Vocabulary)	467	2008	36188	8423	155636	0.86
LU (Language Use)	475	2008	36810	8725	155636	0.53
M (Mechanic)	110	2008	474	474	155636	0.54

The results of the validity test revealed that the Content ($r_{xy} = 0.88$), Organization ($r_{xy} = 0.82$), and Vocabulary ($r_{xy} = 0.86$) components exhibited very high validity, indicating a strong relationship with the students' overall writing performance. In contrast, the Language Use ($r_{xy} = 0.53$) and Mechanics ($r_{xy} = 0.54$) components showed lower validity. Despite these lower validity values, the overall assessment rubric proved to be valid for measuring students' writing skills.

Cronbach's Alpha reliability analysis was used to make sure the study instruments were consistent and reliable. The consistency of the rubric in assessing the desired writing abilities was evaluated in this investigation. Cronbach's Alpha, which was computed using the following formula, was used to assess the instrument's reliability:

$$\alpha = \frac{k}{k-1} \times \left(1 - \frac{\sum S_i^2}{S_t^2} \right)$$

$$\alpha = \frac{5}{5-1} \times \left(1 - \frac{8.14}{22.81}\right)$$

$$\alpha = \frac{5}{5-1} \times (1 - 0.3569)$$

$$\alpha = 1.25 \times 0.6431$$

$$\alpha = 0.80$$

The calculation results showed that the Cronbach's Alpha value was 0.80, which fell into the very high reliability category (acceptable). This indicated that the rubric used was consistent in assessing students' writing skills.

Based on the pre-test results, the experimental class had an average score of 61.38. Among the five assessed aspects, Mechanics (3.5), Vocabulary (13.11), and Language Use (3.46) had the lowest averages. The Content (17.65) and Organization (14.04) scores were also relatively low, indicating challenges in developing main ideas and organizing paragraphs clearly.

The post-test findings demonstrated a notable increase in students' writing following the use of Pinterest material, with the average score increasing to 77.23. The most noticeable improvements were in Content and Organization, where students demonstrated better ability to develop ideas and structure their writing. However, some students showed limited progress, suggesting that while Pinterest was effective, other factors may have influenced their writing skills. When compared to the control group, which did not use Pinterest, the experimental group showed a significant improvement, with an average post-test score of 77.23, while the control group averaged 67.27. This highlighted the effectiveness of Pinterest media in enhancing students' writing skills over traditional teaching methods.

Based on these findings, Pinterest is recommended as an effective tool for teaching descriptive writing at SMAS GKPI Padang Bulan. While some students still face challenges in areas like mechanics and language use, Pinterest helps them better develop ideas and organize their writing. Its visual nature aids students in imagining and describing objects, making the writing process more engaging and focused. However, to further enhance learning, the school should explore additional supporting apps. For example, Canva can help students create

visual designs such as collages or descriptive posters, fostering creativity and reinforcing their understanding of writing. According to (Rini & Ripai, 2024), Canva can also be used to teach expository writing, making it a valuable tool for diverse writing activities.

Other useful apps include Storybird, which encourages students to describe pictures in detail and in a structured way, improving their descriptive writing skills. (Shamsulbahri & Aziz, 2020) found that Storybird is effective in enhancing narrative writing skills, motivating students to learn English in a fun and creative way. Padlet, a digital platform where users can share texts, photos, and links, also boosts student engagement and writing ability in descriptive texts (Qulub, T., & Renhoat, 2019). Additionally, Instagram, a popular social media platform, allows students to describe photos they upload or comment on others' photos, helping them practice descriptive writing. (Afrizal, 2020) notes that Instagram can be a great tool for learning descriptive writing through image descriptions.

CONCLUSION

The study's findings demonstrate that students at SMAS GKPI Padang Bulan's use of Pinterest media greatly improves their capacity to produce descriptive writings. This is corroborated by the t-test findings, which indicate that the alternative hypothesis is accepted and the null hypothesis is rejected since the computed t-value (2.557) is greater than the table t-value (2.001) at a significance level of 0.05. Despite Pinterest's success, educational institutions are still encouraged to investigate additional learning resources including Storybird, Canva, Padlet, and Instagram. By providing more diverse, captivating experiences that suit students' requirements and learning preferences, the usage of several applications can enhance the writing learning process and promote a more thorough understanding of English.

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