

## **Translation shift and the equivalence in children's novel "The House at Pooh Corner"**

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Received:  
23 January 2023

Revised:  
7 June 2023

Accepted:  
3 August 2023

Published:  
31 August 2023

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### **Abstract**

*Translating literary works such as novels, poetry, short stories, and dramas is widely conducted in Indonesia to introduce literature to the Indonesian people. In translating literary works, the transfer of messages from the source language must be appropriate and flexible in the target language because literary works have their aesthetic function, so translators need to have a broad knowledge of the qualified sociocultural background. Translators do not only translate meaning but also translate the values of literary works such as moral value and cultural value. The role of translators is to find out the equivalence in the target language and use their creativity to solve the non-equivalence in the target text. Equivalence is the main concept to achieve translation quality. This study aims to find the type of translation shift that occurred in the translated version of the children's book entitled 'The House at Pooh Corner' based on Catford theory and to analyse the equivalence of translation according to Popovic. This research is qualitative research which applies content analysis. The data was collected through documentation. It is found that there are level shifts and category shifts in the translated version of The House at Pooh Corner. In addition, the types of equivalence found in this research are paradigmatic equivalence, stylistic equivalence, and textual equivalence. This research is expected to be used as the material for students to understand more about shifts and equivalence in literary translation.*

**Keywords:** *level shift, category shift, equivalence, literary translation*

### **INTRODUCTION**

Translating literary works is sometimes challenging as literary works have their characteristic in the language since they have several aesthetic aspects in the language used which can entertain the readers (Kanaza, 2020; Radike & Lapasau, 2020). Literary works are built with figurative language, idioms, slang, and proverbs. Those languages should be translated properly into the target language (Ibrahim et al., 2016; Lismalinda & Ismail, 2020). In translating literary

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works, the transfer of messages from the source language must be appropriate and flexible in the target language because literary works have their aesthetic function, so translators need to have a broad knowledge of the qualified sociocultural background. Translators do not only translate meaning but also translate the values of literary works such as moral value and cultural value (Haque, 2012; Yousef, 2012).

Moreover, according to Newmark (1988) the obstacles faced in literary work translation are translating the moral message of the author, translating the cultural term, translating idiolects, writing style, and the moral values contained in SL. In literary translation, the translator is concerned with meaning, message, and then style. The obstacle that must be considered in translating literary works is the literary convention at the time the story is written. Therefore, the role of translators is to find the equivalence in the target language and use their creativity to solve the non-equivalence in the target text (Nida, 2015). Equivalence is the main concept to achieve translation quality (House, 2014). To achieve equivalence and accuracy, the translators usually apply translation shifts. It happened due to the different systems of language.

The term shift refers to changes that occur or may occur in the process of translating. Since translating is a type of language used, the notion of shift belongs to the domain of linguistic performance (Karimnia, 2011). There are two types of translation shifts mentioned by Catford; level shift and category shift. The level shift means that when the Source Language (SL) object at one language level (e.g., grammar) has a Target Language (TL) comparable at a separate stage (e.g., Lexis). Category shift refers to unbounded and rank-bound translation (Hatim & Munday, 2004). It can be said that level shift refers to a language item that is equivalent in a different level from a source language into a target language, then category shift refers to a departure from formal correspondence in translation. There are four kinds of category shifts: structure shifts, class shifts, unit shifts, and intra-system shifts. The structure shift happened because of a grammatical shift from SL and TL. Unit shift emerges when there are changes at the level of language unit (phrase, clause, sentence) from SL to TL. The class shift appears due to different word classes or parts of speech in SL and TL. Then intra-system shift occurred when there is a different system in SL and TL.

Equivalence means the ideal translation from the SL to TL and it is vital since it is inseparable from the translation result. This research applies the equivalence proposed by Anton Popovic. Linguistic equivalence happened when there is a word-word translation and it is equivalence or similarity or identity or homogeneity between languages (SL and TL). Paradigmatic equivalence refers to the similarity in the grammatical structures between the two texts. Stylistic equivalence suggests the similarity in the perceived meaning or its influence on the readers' mind conveyed through the translated message. In other words, if there is the functional equivalence of elements in both original and translation-aiming at an expressive identity with the invariant of identical meaning. Textual equivalence takes into consideration the similarity in the organizational structure and forms of the texts. (Muzaffar & Behera, 2017).

Many scholars in Indonesia and overseas researched translation shifts. The first research is Karimnia (2011) and it talked about the Catford shift model in drama translation. This research selected twenty sentences from a play written by Woody Allen (1975) named "Death Knocks" and its translation by Hooshang Hessami (1376). The result of this research explored that level shift and category shift are found in the translation of the play. Moreover, the study mentioned that the highest frequency of shift is structural shift and there is no intra-system shift found in translated version. Then, Ariefyanti & Gunawan, (2018) used translation shift and systemic functional linguistics in their research. The study found that structural shift mostly happened in the nominal group, whereas intra-system shift is the dominant shift in the verbal group. (Fat'hi & Akbari, 2012) observed the structural shift in children's literature translation. This study perceived that structural shift found in 10 children's literature for English to Persian language. The structural shifts found are the shift of tenses, voice, and arrangement. Further, the study stated that translation shift is a kind of translators' effort to establish equivalence between two different language systems; English to Persian. The equivalence theory used by Fath'I & Akbari (2012) is the theory of equivalence by Catford: formal and textual equivalence. The next research is conducted by Fitria (2020). This research discussed the translation shift in movie subtitles. The result of the research explained that category shift especially the structural shift is the dominant shift in the subtitle. Algifari & Lestiono, (2020) applied the translation shift by Catford to analyze the translation of the Holy Quran. There are 3 types of shifts found in that research such as class shift, unit shift, and intra-system shift. This study revealed that not all category shifts and level shifts are found in the Indonesian-English translation version of surah Az-Zalzal. The last study is conducted by Muamaroh & Hanggraningtyas (2021). They tried to find translation shifts and translation equivalence in poetry translation. They used the translation equivalence proposed by Nida in their research. This study discovered that level shift and category shift are found in the poetry translation, however, unit shift is the most dominant. In line with equivalence, this study revealed that dynamic equivalence is the dominant. Dynamic equivalence is transfer meaning without using the similar phrase in target language.

Catford theory of translation shift is still used in this study to find the translation shift. Nevertheless, this research attempts to enrich the previous research about translation shift by applying the translation equivalence by Anton Popovic which has not been mentioned in the six previous studies. Therefore, this research aims to find the shift and the equivalence in the children's novel entitled 'The House at Pooh Corner'.

## **METHOD**

This study applied a qualitative content analysis approach to gather and analyze the content of the text. The content analysis method is an in-depth discussion of written and printed information in digital and print media (Sutikno et al., 2022). Therefore, content analysis helps researchers to quantify and analyze the meanings and relationships of certain words and sentences. The source of data in this research is a children's novel entitled "The House at Pooh Corner" in English (Milne, 1928) and Indonesian version (Milne, 2017). Meanwhile, the

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units of analysis are sentences and phrases which shifted. At first, researchers read and identified the shift in sentences or phrases in the novel. After that, the researchers annotated the type of translation shift proposed by Catford (Catford, 1965) such as level shift and category shift then found the translation equivalence proposed by Popovic (Muzaffar & Behera, 2017). The research applied purposive sampling which only chose chapter 1 and chapter 2 of the novel as they are the orientation part of the story. The researchers focused on analyzing the translation shift and its equivalence in the orientation part of the novel.

**RESULTS AND DISCUSSION**

The analysis explained that level shift and category shift occurred in the translated version of the novel. The table below shows the total translation shifts in Chapter 1 and Chapter 2 of the novel.

Table 1. The translation shift in "The House at Pooh Corner"

Chapter	Level shift	Category shift			
		Structure shift	Class shift	Unit shift	Intra-system shift
1	27	18	0	33	29
2	25	40	3	16	12

**3.1. Level Shift**

Level shift defines as a source language object that has a different degree of equivalence translation in the target language. The level shift can occur when an object in the source language is equivalent in the target language at different language levels, e.g., grammatical, or lexical (Hatim, 2014). The level shifts found in the novel are as follows.

Data 38/chapter 1

ST : "But you said they liked everything except honey," said Pooh.

TT : "Tapi, katamu mereka suka segalanya kecuali madu", kata pooh

Data 43/chapter 1

ST : "When is he going?"

TT : "Dia mau kemana?"

Data 66/Chapter 1

ST : He doesn't like honey and hay corn and thistles

TT : Dia tak suka madu, manjakani, atau aster berduri

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Data 77/Chapter 1

ST : “Is this the way?”—and now at last they came in sight of Kanga’s house, and there was Christopher Robin.

TT : "Lewat sini?" hingga akhirnya mereka melihat rumah Kanga, dan Christopher Robin yang sedang berkunjung di sana.

The examples of level shift happened in Chapter 1 above explain that grammatical structure in English and Indonesia is different. In data 38, it shows that the sentence is in past tense signaling with verb 2, however, in Indonesia, the sentence does not translate into past tense since there is no tense rule in Indonesian. The verb ‘liked’ is translated into ‘suka’ which can be interpreted as past tense or present tense. Furthermore, in data 77, the sentence ‘there was Christopher Robin’ is translated into ‘Christopher Robin yang sedang berkunjung di sana’. That translation shows the level shift in the grammatical level of ST to TT from simple past tense which is marked by V2 (was) to present continuous (sedang berkunjung).

The level shift from grammatical to lexical occurred in data 43 and data 66. In data 43, it can be seen the shift of the present continuous tense marker ‘is going’ to lexical ‘mau kemana’. Meanwhile in data 66, the tense marker of present tense ‘does’ cannot be translated into Indonesian literally. The word ‘does’ is an auxiliary verb that functions as a negative sentence; therefore, it is changed into lexical ‘tak’.

Data 2/Chapter 2

ST : It was still snowing

TT : Salju masih turun

Data 18/Chapter 2

ST : He looked up at his clock, which had stopped at five minutes to eleven some weeks ago.

TT : Dia melihat jam yang jarumnya berhenti di angka sebelas kurang lima menit sejak berminggu minggu lalu

Data 29/Chapter 2

ST : “Well, you’ll see, Piglet, when you listen.

TT : Yah, kau akan mengerti, Piglet, kalau kau sudah mendengarkannya.

The level shift also happened in chapter 2 of the novel. In data 2, the shift from grammatical to lexical is described. The marker of past continuous tense (was + Ving) is translated into lexical ‘masih’ in Indonesian. Moreover, in data 18, the level shift occurred in the verb ‘looked up’ which is in the past tense,

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and 'had stopped' in the past perfect tense. The translation version of both words is not in past tense and past perfect tense as there are no tenses in Indonesian. Hence, it is evidence that the marker of past perfect 'had stopped' is translated into lexical 'berhenti'. Data 29 explains that there is a shift from lexical to grammatical that is indicated with the sentence 'when you listen' and translated into 'kalau kau sudah mendengarkannya'. There is no perfect tense marker in ST, however, the translator tries to add the word 'sudah' which means something already happened in the past but is important in the present.

The level shifts that happened in Chapter 1 and Chapter 2 above depict the paradigmatic equivalence since they illustrate the similarity in the grammatical structure of the source text and target text. A different language has its system, and it can lead to a level shift to preserve the equivalent meaning.

**3.2. Category Shift**

The majority shift occurred in Chapter 1 and Chapter 2 of 'The House at Pooh Corner' is a category shift. Category shift is related to the departures from formal correspondence in translation and usually, there are four types of category shift, i.e., structure shift, class shift, unit shift, and intra-system shift.

**3.2.1. Structure Shift**

Structure shift occurs when there is a change of structure in ST and TT such as a shift in word order or structure in phrase, clause, or sentence. Catford stated that the most common in structural shift is the shift in grammatical structure (Karimnia, 2011). The data below are the examples.

Data 40/Chapter 1

ST : "This," explained Pooh and Piglet together, and Tigger smiled his happiest smile and said nothing.

TT : "Yang ini," Pooh dan Piglet serempak menjelaskan, dan Tigger menyunggingkan senyum paling ceria tanpa mengatakan apapun.

Data 47/Chapter 1

ST : Eeyore led the way to the most thistly-looking patch of thistles that ever was, and waved a hoof at it.

TT : Eyore menunjukkan jalan menuju rumpun aster berduri terlebat yang ada disana, lalu melambaikan kakinya.

Data 71/Chapter 1

ST : "I don't think they ought to be there."

TT : "Menurutku kurang cocok diletakan disitu"

Data 3/Chapter 2

ST : he stumped over the white forest track,

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TT : dia menyusuri jalan setapak yang berselimut putih

Data 8/Chapter 2

ST : a hum came suddenly into his head

TT : seketika itu juga sebuah lagu muncul di benaknya

Data 59/Chapter 2

ST : "It's a beautiful HOUSE...."

TT : "RUMAH cantik..."

In data 4 the structure of 'explained Pooh and Piglet together' is shifted into 'Pooh dan Piglet serempak menjelaskan'. It is clear that there is a shift in sentence structure. The structure in Indonesian showed that the verb 'explained' is moved to the back of the sentence. The structure is shifted from Verb + S + adverb into S + adverb + Verb. Then in the same data, the noun phrase 'his happiest smile' is translated into 'senyum paling ceria' which shows the shift of noun phrase structure in English into Indonesian. The structure of noun phrases in English is usually described with a determiner, premodifier, head, and postmodifier. premodifiers are often adjectives, but other nouns can also modify the head, meanwhile, postmodifiers can consist of relative clauses, non-finite clauses, prepositional phrases, adverbs, adjectives, and noun phrases in apposition (Adebileje, 2016) On the contrary, the structure of noun phrase in Indonesia is usually started with head, premodifiers, postmodifiers or premodifier, head postmodifiers (Wulansari & Firdaus, 2017). In this case, the structure is shifted from premodifiers + head into head + premodifiers. A similar shifting of noun phrase structure occurred in data 3 and data 59. In data 3 the structure of the noun phrase 'the white forest track' is premodifiers + head, meanwhile, in Indonesian it is translated into 'jalan setapak yang berselimut putih' (head + postmodifiers). The structure shift in noun phrases and sentences above occurs to perceive the paradigmatic equivalence.

### **3.2.2. Unit Shift**

Unit shifts take place when the translation equivalent in the target language is at a different rank to the source language; unit here refers to the hierarchical linguistic units of sentence, clause, group, word, and morpheme (Karimnia, 2011). The data about class shifts are presented below.

Data 61/Chapter 1

ST : A trifling matter, and fussy of me, but we all have our little ways.

TT : Itu perkara serius dan sangat mengganggu, walaupun kita semua punya kegemaran.

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Data 49/Chapter 2

ST : And then it will Get About. And they'll be Sorry."

TT : Lalu, kabar itu akan Tersebar. Dan mereka akan Menyesal

Data 60/Chapter 2

ST : "I wish it were MINE...."

TT : "Andai KUMILIKI..."

In data 61, the shift happened from phrase to sentence in 'A trifling matter, and fussy of me' that is translated to 'Itu perkara serius dan sangat mengganggu'. In addition to that, the conjunction 'but' is a coordinating conjunction that contrasts an idea, however, that conjunction is translated into 'walaupun'. It is a subordinating conjunction that implies or introduces a contrasting idea. Although the meaning is the same, the type of conjunction is shifted from coordinating to subordinating. In data 49, the unit shift is seen from the translation of the verb phrase 'get about' into the verb 'tersebar'. Furthermore, in data 60, there is a shift from sentence to phrase. The unit shift found in the novel creates stylistic equivalence that suggests the similarity in the meaning or its influence on the readers' minds from the translated version.

**3.2.3. Class Shift**

Class shifts are defined as shifts from one part of speech to another. The data about class shifts found in 'The House at Pooh Corner' are presented below.

Data 53/Chapter 2

ST : Not at all, very natural, and it was only Eeyore's house

TT : Itu wajar, sebenarnya, lagi pula itu Cuma rumah Eeyore.

Data 63/Chapter 2

ST : "Why, here is Eeyore,"

TT : "Wah, ternyata Eeyore ada di sini," kata Pooh

The class shift occurred in those data. In data 53, the parts of speech in 'very natural' are adverbs in the word 'very' and adjectives in 'natural'. In the Indonesian version, it experienced a class shift as it is translated into the adverb 'sebenarnya'. Then, in data 63 the class shift appeared in 'why' which is translated into 'wah'. There is a shift from conjunction into interjection. The class shift in data 53 and 63 above has stylistic equivalence.

**3.2.4. Intra-system Shift**

Intra-system shifts happen when the system of SL is translated into the system of TL. Intra-systems shift also happens in singular and plural meaning. The data from the novel are as follows.

Data 23/Chapter 1

ST : "It goes on the table and you put things on it."

TT : "itu untuk diletakan di meja agar kau bisa menempatkan barang-barang diatas nya"

Data 35/Chapter 1

ST : After a long munching noise he said: "Ee-ers o i a-ors."

TT : Setelah mengunyah-ngunyah dengan berisik, dia berkata, "li-eers ak u- a aja-a-i"

Data 93/Chapter 1

ST : And sometimes, when Kanga thought he wanted to strengthen, he had a spoonful or two of Roo's breakfast after meals as medicine.

TT : Dan, kadang-kadang, ketika Kanga menganggap Tigger ingin dikuatkan, dia memberinya satu atau dua sendok sarapan Roo setelah makan sebagai obat.

Data 61/Chapter 2

ST : The singers at the gate stopped suddenly.

TT : Para penyanyi di gerbang mendadak terdiam

Data 69/Chapter 2

ST : "There wouldn't be two houses," said Pooh.

TT : "Mana mungkin ada dua rumah," kata Pooh.

There are two types of intra-system shifts in 'The House at Pooh Corner'; singular and plural markers and the system in each language. The shifts in singular and plural markers are seen in data 23, data 61, and data 69. It is obvious that in English, the plural marker is expressed by adding 's' at the end of the noun however in Indonesia, the noun is repeated or by adding the lexeme 'para' or expressing the quantity. The lexeme 'things' in the data 23 is translated into 'barang-barang'. There is a repetition of the noun to show the plural. Then in data 61, there is an addition of 'para' in 'para penyanyi' as the translation result of 'the singers'. In a different case, the phrase 'two houses' is translated into 'dua rumah', which shows the quantity to express the plural thing. The intra-system in this singular and plural marker happens to perceive paradigmatic, linguistic, and textual equivalence.

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Data 35 shows the intra-system shift related to the shift in a certain language where the lexeme 'munching' is translated into 'mengunyah-ngunyah'. Furthermore, the onomatopoeia of "Ee-ers o i a-ors" is changed into "li-eers ak u- a aja-a-i". The sound is changed but the meaning is the same which indicates the voice of animals in the story. In data 93, 'sometimes' is translated into 'kadang-kadang' which shows the intra-system shift between English and Indonesian language. The shifts in data 35 and 93 depict the textual equivalence since they have the same structure and form in ST and TT.

**Discussion**

Translation activity always deals with two languages that are source text (ST) and target text (TT). In translating a sentence, translators will face several types of phrases, such as noun phrases, verbal phrases, and myriad types of sentences. In that case, translators should have many competencies like grammatical competence, sociolinguistics competence, discourse competence, and strategic competence so that they can transfer the meaning accurately. English and Indonesian are languages that come from different language families. In addition to that, it is clear that they also have different grammatical structures, different rules, and different lexical choices. In translating activity, the emergence of level shift and category shift is normal as it can reach the equivalence. Meaning equivalence is crucial in translation. Newmark (1988) assumed that translation is delivering the meaning of the source text in the target text. In getting the equivalence, grammatical shifts cannot be denied because of the different structures of language. Meanwhile, Larson, (1984) believed that the change of structure and form can be happened in translation. The result of the data finding and analysis support the definition of Newmark and Larson about translation.

Literary translation is closely related to the artistic excellence of the translator, the ability to convey the literary variety of individual authors, and to maintain the basic image and content of the translated literary works (Moentaha, 2006). Literary works have elements of beauty, emotion, and also elements of the author's expression. In translating literary works, a translator must understand and appreciate the literary works and also understand the sociocultural background. Translating literary works is an attempt to bridge two different cultures, with two different languages (Musthafa, 2014). Children's literature has language and style which is different from adult literature. The language used in children's novels usually uses simple language that is compliant with the age of the child and his intellectual and emotional abilities. Children's literature will use a small number of metaphors, allusions, and symbols (Stakić, 2014). The choice of language is portrayed in 'The House at Pooh Corner' and the translation version. Furthermore, Stakić (2014) mentioned that children will easily understand clear language that is characterized by the grammatical integrity of all parts of the sentence. The grammatical choice in the novel is not complicated and the grammatical shift in translated version is simple. It proves with the finding of translation shift in the novel. There are only three class shifts in this novel which mean that there is only a small number of parts of speech that change in the Indonesian version. If it is compared to the previous research from Algifari & Lestiono (2020), there are several class shift in translated version of Surah Az-Zalzalah. The changes are in the form of noun to

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pronoun and verb to adjective. The same part of speech in English to Indonesia illustrates the simplicity of language used by the translator.

The dominant translation shift found in Chapter 1 of 'The House at Pooh Corner' is a unit shift, meanwhile, structure shifts are frequently found in Chapter 2. The unit shift is related to the shift in word, phrase, clause, and sentence. The unit shift found in this novel described that the translator tries to choose a term or structure which can be easily understood by the children as target readers. The structure shift is the dominant shift in chapter 2 of this novel. The previous research from Fat'hi & Akbari (2012) explained that structural shift in children's literature is to pursue ideal and absolute equivalence of structure. Additionally, they added that the phenomenon of structural shift shows the translator's effort to establish the equivalence between two different language systems. The finding of this research also supports research by Fat'hi & Akbari (2012). The shift creates the equivalence in children's literature.

The shift in this research creates the equivalence proposed by Popovic such as paradigmatic, stylistic, textual, and linguistics equivalence. Paradigmatic equivalence refers to grammatical structure between two texts. Paradigmatic equivalence which mostly reflects in level shift and structure shift showed that the translation should follow the grammatical rule in target language. Stylistic equivalence refers to the similarity in the perceived meaning from source language to target language. This equivalence realizes in this finding shows that the translator tries to achieve stylistic equivalence in literary translation. Stylistic values may become the essential part in literary discourse, thus, translators should be sensitive to the stylistic value of the text (Banerjee', 2004. Textual equivalence refers to the similarity in the organizational structure and forms of the texts. Textual equivalence or syntagmatic equivalence describes the the equivalence of form and shape. Equivalence in the form of the target language, for instance, occurs when an adjective is transformed into an adverbial, as it aligns with the form used in the target language passage. Meanwhile the shape equivalence, for example, the change of the passive voice to the active voice, as it is the sole method to achieve true equivalence in target language (Sariasih & Zaim, 2015). Last, linguistic equivalence talks about similarity between languages between source language and target language. The findings in the data such as 'the singers' translates into 'para penyanyi, 'two houses' into 'dua rumah' are the example of linguistic equivalence. Further, the linguistic equivalence is also reflected in 'after meals as medicine' which translates into 'setelah makan sebagai obat'. Linguistic equivalence can be said as word-word translation and there is no change in the arrangement from source language to target language.

## **CONCLUSION**

From the result, it can be seen that level shift and category shift are found in the children's novel 'The House at Pooh Corner'. The shift in translation is undeniable and sometimes it is a must as the language system of Indonesia and English is different. The translation shift impacts the equivalence in translation. The concept of equivalence is vital for many translation scholars since it

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indicates that source text and target text should be similar in meaning. In translating children's literature, the translators should pay attention to the language as children will easily understand the clear language, small number of metaphors, and simple structure. Therefore, translation shifts sometimes occurred in literary work translation.

### AUTHOR STATEMENT

Author 1: Conceptualization, analyzing data, writing the manuscript, and compiling references. Author 2: analyzing data, writing the manuscript Author 3: manuscript editing, and proofreading. Author 4: collecting data.

### ACKNOWLEDGEMENTS

We send gratitude to LPPM-PMP Universitas Tidar for funding this research.

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**Conflict of Interest Statement:** The authors declare 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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