# The Impact of Digital Learning Culture: Web-Based Media in Teaching News Writing

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**Abstract** The issue of digital learning culture in teaching news writing is very important and needed. Innovative learning media has a positive impact on increasing students' understanding of learning materials. The aim of this study is to investigate the effectiveness of web-based media in teaching news writing to journalism education students at Indonesian universities. This study implements an experimental research method in which the media was tested using a quasi-experimental design. The data was analyzed using a One-Way ANOVA. The sample population of this study were fourth semester students of the Indonesian language and literature education department at four universities in Central Java, Indonesia, who took journalism education. The samples were selected using cluster sampling in which four universities implement four different learning media, namely web-based media, PowerPoint, video, and audio media. Results of the study revealed that the cultural impact of digital learning in implementing web-based media was more effective on teaching news writing rather than implementing PowerPoint, video, and audio.

***Keywords:*** *Culture, Digital learning, Web, Media, News writing*

## 1. Introduction

In the digital era, technology has changed almost every aspect of human life, including the field of education. The development of technology has also changed the paradigm of conventional learning culture to digital learning culture. In this era, the issue of using websites as a type of digital learning culture in teaching writing has become a trending topic among international researchers (Alsowat, 2022; Guerin et al., 2020; Pâquet, 2023; Yildiz & Gonen, 2024). This issue has also been discussed in Indonesia (Siringoringo & Alfaridzi, 2024; Subroto et al., 2023). The implementation of digital learning media in teaching writing is needed for education and has become a great concern for academics (Gil, 2019; Kim & Lee, 2021). In this era, journalism education is important to be presented for university students so they acquire the journalistic writing skill that is mostly needed to support their news writing competence. The development of digital news requires the use of digital media, such as websites, in teaching to write news at the university level (Zhang, 2022).

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In the digital era, many educators in Indonesia implement teaching approaches using digital learning. In the 21st century, the field of Indonesian education is shifting toward digital media for all learning needs, including learning to write news. Appropriate educational facilities and infrastructure in Indonesia support education and change conventional learning to a digital learning culture (Sudarmo et al., 2021). Digital learning, such as the implementation of web-based media, provides many advantages for universities (Lestari, 2019). Web-based digital media has a great contribution to lecturers in creating better teaching of the news writing skill (Poluekhtova et al., 2020). The lecturers have to implement web-based media to teach news writing, providing chances for students to increase their participation and learning experiences (Adilbayeva et al., 2022; Sofiatin & Nuryani, 2023). Web-based learning media provides a chance to collaborate on writing projects (Ureta et al., 2021). Several researchers have appreciated the learning process that implements technology in the form of the website (e.g., Ahsin & Fathurohman, 2020, Elmabaredy et al., 2019, Fauzan et al., 2022). However, some teachers argue that it is less effective than traditional learning methods (Harefa et al., 2023). Elmabaredy et al. (2019) and Fauzan et al. (2022) define online materials to engage students in blended learning. Halverson et al. (2017) find several obstacles in implementing websites as digital learning media, namely students' privacy and the difference in learning objectives between them and institutions. Furthermore, findings of web digital learning conflicts between students' and institutions' goals are also stated by Dabbagh and Kitsantas (2012) and Manca and Ranieri (2016).

Web-based media is utilized in the teaching process using software that contains learning objectives, material, and evaluation (Yunita & Susanto, 2020). This media is able to share broad information with users (Pendri et al., 2024). Both online and printed news texts are important and needed because they provide useful information (Samsenova et al., 2024). The problem is that teaching to write news in journalism education at university has not been regarded carefully in Indonesia. University students have difficulties with news writing. Their news writing skill has turned into a learning problem (Ahsin & Fathurohman, 2020; Akidah & Mansyur, 2019; Wismanto et al., 2022). The problem is that the current learning media is less innovative and does not support the teaching process of news writing. The implemented media is conventional and not technology-based. An alternative to overcome this issue is to implement innovative technology-based media such as the web. Web-based learning media has many advantages for improving writing (Garrand, 2023). Its advantages are facilitating students' and lecturers' interactions and improving students' learning outcomes (Kırkıc et al., 2023).

Therefore, this study aimed to investigate the effectiveness of web-based media in teaching news writing to journalism education students at Indonesian universities. Even though the use of technology in education has been implemented many times, this study focused on the effectiveness of implementing web-based media in teaching to write news. Tests were carried out to compare web-based media with three different media, namely PowerPoint, video, and audio. These different media were used to teach news writing at four universities. The first university implemented web-based media. The second university implemented PowerPoint. The third university implemented video. The fourth university implemented audio. The major objective was to examine if there is a difference in the improvement of students' news writing skill in four classes that implemented website, PowerPoint, video, and audio.

## 2. Theoretical Framework

### 2.1. Digital Culture

The rapid development of technology has changed Indonesian people to be a digitally literate society. This transformation is not only limited to the use of digital media and platforms, but it also influences the ways to interact, communicate, and express Indonesian cultural values. Therefore, digital culture is a crucial issue to discuss. In the digital era, a positive digital culture at schools has to be built. A safe and conducive learning circumstance is the basis for creating an effective learning environment in which students can develop optimally. Digital culture implies that technology and the internet create a human's mindset significantly (Zinder & Yunatova, 2016). When humans are addicted to digitalization, they have to be able to use the latest technology to improve their quality.

In the field of education, technology development provides a positive impact by creating an easier learning process for educators and learners (Novelti, et. al., 2022). Technology has a role as media in

conveying learning materials. The importance of technology to increase the quality of education in Indonesia has become a more important and relevant topic in the globalization era. In line with the rapid technological development, education in Indonesia has significantly changed. The utilization of technology in education provides new opportunities and serious challenges.



A study was conducted on digital culture in Indonesia by Sari et al. (2020), who found that students use smartphones in their learning process. They use the internet to collect information and download learning materials. Student involvement in digital learning depicts a positive impact of digital culture in using technological devices. Hamdani et al. (2021) also reported the implementation of digital culture transformation strategies in private universities, especially in West Java, Indonesia.

### 2.2. News Writing Skill

News writing is someone's skill in creating news text based on journalism procedures that contain news values. Those values are timeliness, closeness to audiences, characters involved, consequences, conflicts, tension, human interest, novelty, and progress (Whitaker et al., 2019). News writing has to follow the journalism procedures that contain the elements of 5W and 1H (Morales, 2023). The elements answer the questions 'What' (what happened), 'Who' (who was involved in it), 'Why' (why did it happen), 'Where' (where did it happen), 'When' (when did it happen), and 'How' (how did it happen). These elements have to be mastered by students in news writing (Morelent et al., 2019). News writing skill is important in reporting the result of a piece of news based on the elements of 5W and 1H that need to be mastered by students (Novelti et al., 2022).

In news writing, an important event is reported by fulfilling the rules of good news writing, such as being accurate in writing, using correct spelling, implementing correct language, using appropriate diction, creating good sentences, and fulfilling the news elements (Artha et al., 2023). In writing news, good and communicative language is very important for sharing ideas and information with society (Risdianto et al., 2024).

News writing skills are important skills that students need to master. News writing skills are the expertise in writing news texts and being able to understand the structure and style of language used in writing news. Usually, news texts are written briefly, concisely, and clearly, and focus on information that is relevant and important to the reader. Writing news texts requires information analysis and synthesis skills. Students must be able to sort information from various sources, assess its truth, and then write and edit the writing so that it becomes a news article that is in accordance with journalistic rules that can provide important information for readers (Mukhlis, 2024).

News writing can be defined as someone's ability to write and report or publish the news by complying with structures of an inverted pyramid, namely title, head of news, body of news, tail of news, and the elements of 5W + 1H. This strategy helps an editor to ensure that the detailed information can answer those questions. The role of the editor is to create accurate news that can be easily read (Habib, 2018). Students have to master the news writing skill. The skill is mastered when they have continuous practice or exercises in writing news. Consistent writing exercises help someone become proficient in news writing (McMahan et al., 2015). Writing a piece of news has to be in line with journalism procedures. It becomes an important skill for students (Ismail et al., 2023). A study about writing skill was conducted by Artha et al. (2023) and showed that the students' average scores of news writing skill when using websites were higher than learning which did not use them. Furthermore, students' abilities to utilize the platforms of blog, web, and visual editing produced more interesting news articles (Wu, 2020). Indeed, the use of web-based learning media was able to increase students' learning outcomes in news writing skill (Morelent et al., 2019).

### 2.3. Web-Based Media

Web-based media utilizes internet technology, including websites, online applications, and other digital sources, to support the learning process (Simonson et al., 2019). Web-based media, containing learning objectives, materials, and evaluations, is a learning media used in teaching practices (Yunita & Susanto, 2020). Web-based media is an alternative to face-to-face learning or online learning using an Internet network (Wijayanto et al., 2021).

Web-based media is a homepage that contains digital information. The information can be in the form of pictures, texts, audios, videos, animations, or their combinations. In general, website media can be accessed by users all over the world as long as they have an active Internet connection. Web-based media has many advantages. It can be utilized as a learning media. Websites can be designed to make good and attractive displays, such as interface design, image design, color design, and layout design. Its layout influences the determination of whether a website is good or not. It determines the placement of elements on the website so the users are not confused when looking for information. Therefore, the layout is very important in creating content for the website (Sidik, 2019). Web-based learning media can prevent students from getting bored in the learning process. The advantage of web-based media is that students can learn quickly because the learning sources can be accessed through websites (Harefa et al., 2023).

Web-based learning media is able to help lecturers or facilitators convey more attractive materials. It can also stimulate students' senses so they can understand the learning concepts easily. Several characteristics of learning media involve visual, audio, kinesthetic, and interactive aspects. Various learning media provide flexibility in teaching. It enables lecturers to adapt learning methods to different students' learning styles. The integration of technology in learning media provides a new chance to increase the effectiveness of the learning process (Putra et al., 2024). The advantage of the website is it can be accessed anytime and anywhere when the user has an active internet connection (Crowder, 2010). Website media can be easily accessed using smartphones or laptops (Esposito, 2016). Lu (2021) states that web-based learning improves students' achievements in learning to write news compared to conventional methods. Wang et al. (2019) explain that students' learning outcomes show significant scores in news writing using web media. Therefore, the implementation of web-based learning is able to increase their learning achievements (Ureta et al., 2021). Moreover, Penalba (2020) concludes that there is a positive relationship between web learning and students' engagement and their learning outcomes. Göçen et al. (2023) argue that students' learning experiences using web-based methods brought positive attitude changes. Overall, the difference between this study and the previous ones is not in its use, but in the effectiveness of using websites on the students' news writing skill.

### 2.4. Journalism Education

Journalism education provides good theory and practice training for students or society who want to learn journalistic skills such as reporting, news writing, editing, photography, etc. (Solkin, 2022). Journalism education covers skills needed in producing news. Its programs all over the world discuss the functions of civic journalism and teach practical skills in compiling, selecting, and presenting news. It also discusses knowledge of media systems and communication processes. Both journalism lecturers and practitioners call for innovative journalistic teaching to create young professional journalists (Kirchhoff, 2022).

Journalism education is intended to improve students' skills in writing news, media literacy, and overcoming participation gaps in a digital context. Those who want to be journalists have to learn journalistic methods to collect data and information from various sources, examine the news, and develop it to be interesting news (Dzula et al., 2020). Journalism education equips participants with skills in media literacy and the ability to produce news. In the digital era, journalism education has begun to shift from conventional methods to learning using technology (Wilkinson et al., 2020).

Journalism education is conducted to increase the number of human resources who have good skills in journalism theory and practice. In creating optimal journalism training and education, it has to be process-oriented, and educational institutions must conduct structured programs to obtain satisfying results. Therefore, journalism training and education will be effective when human resources have good competence in journalism, including reporting, news writing, and editing (Yusup & Qodir, 2021).

## 3. Methodology

### 3.1. Design

This study implemented a quantitative method with a quasi-experimental design. This implementation was carried out to find various relationships and certain aspects that were measured in students. This

study aimed to test the effectiveness of web-based media, PowerPoint, video, and audio, in teaching news writing to university students in Indonesia. The data was analyzed using One-Way ANOVA. This study was carried out in four classes by implementing different media:

(1) Website Media
(2) PowerPoint
(3) Video
(4) Audio



Independent and dependent variables in this study were learning media and students' news writing skill. The research design can be viewed in Table 1.

**Table 1**
*Research Design*

| No | Learning Media | News Writing Skill | |
|---|---|---|---|
| | | Pre-test ($O_1$) | Post-test ($O_2$) |
| 1 | Website ($X_1$) | $X_1O_1$ | $X_1O_2$ |
| 2 | PowerPoint ($X_2$) | $X_2O_1$ | $X_2O_2$ |
| 3 | Video ($X_3$) | $X_3O_1$ | $X_3O_2$ |
| 4 | Audio ($X_4$) | $X_4O_1$ | $X_4O_2$ |

### 3.2. Participants

The sample population of this study were students of the Indonesian Language and Literature Education Department in the Faculty of Teacher Training and Education in Central Java, Indonesia, which were in the academic year 2022/2023. They were fourth-semester students in four universities, namely Universitas Widya Dharma Klaten (A; N = 20), Universitas Veteran Bangun Sukoharjo (B; N = 21), Universitas Muria Kudus (C; N = 28), and Universitas Muhammadiyah Purworejo (D; N = 15). The participants were selected using the cluster sampling technique. They were 19–23 years old. In addition to the students, there were four lecturers who worked part-time for 5–15 years. The total sample in four universities was 84 male and female Indonesian students.

### 3.3. Procedure

#### *3.3.1. Data Collection*

Data was collected using a pre-test and post-test, about students' skills in writing news. The tests were carried out in the four universities (A, B, C, and D) to compare web-based media with three different media, namely PowerPoint, video, and audio media. In fact, the treatment was that the news writing materials were presented in four different forms. Tests (see Appendix for a sample) were provided before giving treatment (pre-test) and after giving treatment (post-test). Both tests were utilized to investigate students' news writing skill before and after implementing the learning media. Tests that were provided for the four classes were the same. The framework presented by Suwarti et al. (2020) was used to assess the students' news writing skill. The six indicators were the completeness of news content, the completeness of news elements, language/vocabulary, spelling, the sequence of presentation, and the use of good sentences.

#### *3.3.2. Data Analysis*

Data was analyzed quantitatively. Initial analysis was conducted to test the prerequisites for normality and homogeneity of the data. Data normality was measured using the Kolmogorov-Smirnov test. Moreover, Levene's test was used to test samples' homogeneity. One-way, ANOVA, was used to analyze the effectiveness of website media. The Tukey test was conducted to compare the groups.

## 4. Results

In the first place, the normality test was carried out using SPSS version 25 to find whether the variables had a normal distribution or not.

### 4.1. Normality Test

The normality of the students' pre-test and post-test scores was checked (Table 2).

**Table 2**
*Results of the Normality Test*

| Group | Kolmogorov-Smirnov | | | Confidence Level | Description |
|---|---|---|---|---|---|
| | Statistic | Df | Sig. | | |
| Pre-test Experimental A | .131 | 20 | .200 | α 0.05 | Normal Data |
| Post-test Experimental A | .148 | 20 | .200 | α 0.05 | Normal Data |
| Pre-test Experimental B | .158 | 21 | .185 | α 0.05 | Normal Data |
| Post-test Experimental B | .179 | 21 | .078 | α 0.05 | Normal Data |
| Pre-test Experimental C | .157 | 28 | .075 | α 0.05 | Normal Data |
| Post-test Experimental C | .118 | 28 | .200 | α 0.05 | Normal Data |
| Pre-test Experimental D | .205 | 15 | .089 | α 0.05 | Normal Data |
| Post-test Experimental D | .184 | 15 | .182 | α 0.05 | Normal Data |

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

In Table 2, the significance value of the normality test using Lilliefors for all classes was higher than 0.05. It could be said that all classes had a normal distribution. In other words, the samples were from a population that was normally distributed.

### 4.2. Homogeneity Test

The homogeneity test was conducted after the normality test. It was conducted to find whether variances of the population were homogeneous or not by using SPSS version 25. Homogeneity was measured using Levene's test. The data was stated to be homogeneous when the value of sig ≥ 0.05. Conversely, the data was stated to be heterogeneous when the value of sig ≤ 0.05. As Table 3 shows, the value of the sig was 0.988. It could be concluded that the data was homogeneous.

**Table 3**
*Result of the Homogeneity Test*

| Levene Statistic | df1 | df2 | Sig. | Description |
|---|---|---|---|---|
| 0.187 | 7 | 160 | 0.988 | Homogeneous |

### 4.3. Descriptive Test

Table 4 shows the results of the descriptive analysis for the post-test.

**Table 4**
*Result of the Descriptive Post-Test*

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|---|---|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound | | |
| Experimental A | 20 | 83.50 | 6.0372 | 1.3500 | 80.67 | 86.32 | 70.0 | 95.0 |
| Experimental B | 21 | 76.31 | 5.6800 | 1.2395 | 73.72 | 78.89 | 65.0 | 90.0 |
| Experimental C | 28 | 78.12 | 5.7985 | 1.0958 | 75.87 | 80.37 | 65.0 | 90.0 |
| Experimental D | 15 | 73.16 | 6.2297 | 1.6085 | 69.71 | 76.61 | 60.0 | 85.0 |
| Total | 84 | 78.06 | 6.7702 | .7387 | 76.59 | 79.53 | 60.0 | 95.0 |

In Table 4, it could be viewed that the result of experimental A (implementing web-based media) had a mean score of 83.50 with a standard deviation of 6.0372. The result of experimental B (implementing PowerPoint media) had a mean score of 76.32 with a standard deviation of 5.6800. The result of

experimental C (implementing video) had a mean score of 78.12 with a standard deviation of 5.7985. The result of experimental D (implementing audio) had a mean score of 73.16 with a standard deviation of 6.2297. Based on the result of the descriptive analysis, experimental A, which implemented web-based media, was better than experimental B (implementing PowerPoint media), experimental C (implementing video), and experimental D (implementing audio).



### 4.4. Hypothesis Testing Analysis

Bivariate analysis in this phase was used to test the difference of students' news writing skill in experimental class A (implementing web-based media) with experimental class B (implementing PowerPoint media), experimental class C (implementing video), and experimental class D (implementing audio). Analysis was conducted using a one-way ANOVA (Table 5).

**Table 5**
*Summary of the Anova Test*

| | Sum of Squares | df | Mean Square | $F_{count}$ | $F_{table}$ | Sig. | Description |
|---|---|---|---|---|---|---|---|
| Between Group | 1015.506 | 3 | 338.502 | 9.710 | 2.72 | .000 | Significant |
| Within Group | 2788.884 | 80 | 34.861 | | | | |
| Total | 3804.390 | 83 | | | | | |

As can be seen in Table 5, the significance value was 0.000, which was less than 0.05. It showed that there was a difference in students' news writing skill in experimental A, experimental B, experimental C, and experimental D. The treatments that were implemented led to significant differences in students' news writing results. It needed further measurement by conducting an analysis of the Tukey test (Table 6).

**Table 6**
*Result of Tukey Test*

| Tukey B[a,b] | | | | |
|---|---|---|---|---|
| | | Subset for Alpha = 0.05 | | |
| | N | 1 | 2 | 3 |
| Experimental D (Audio) | 15 | 73.16 | | |
| Experimental B (PowerPoint) | 21 | 76.31 | 76.31 | |
| Experimental C (Video) | 28 | | 78.12 | |
| Experimental A (Website) | 20 | | | 83.50 |

In Table 6, the difference in each experimental class can be viewed from its harmonic mean in the subset column. Experimental class A, which implemented web-based media, was in the different subset columns. However, experimental class D and experimental class C were in the same column. The experimental class B and experimental class C were also in the same column.

The average value of experimental A (implementing website) was 83.50. The average value of experimental B (implementing PowerPoint) was 76.31. The average value of experimental C (implementing video) was 78.12. The average value of experimental D (implementing audio) was 73.16. It could be concluded that experimental A (implementing website) was more effective than experimental C (implementing video), experimental B (implementing PowerPoint), and experimental D (implementing audio).

## 5. Discussion

This study aimed to investigate the effectiveness of web-based media in teaching news writing to journalism education students in Indonesian universities. It was conducted to compare web-based media with three different media, namely PowerPoint, video, and audio. The digital era is full of challenges in various aspects, including education. The rapid development of educational technology changed the

culture of conventional learning into a digital learning culture. In the digital era, the use of web-based media in teaching news writing to journalism education students was much needed in Indonesian universities. Students' learning outcomes in news writing were collected. At the end, the data was analyzed and presented.



News writing, which implemented web-based media, showed better results than the implementation of PowerPoint, video, and audio media. That is, digital learning that utilized web-based media was proven to be more effective in improving students' news writing skill. A previous study revealed that the implementation of learning media developed students' creativity in writing, providing many advantages for them (Fauzan et al., 2022; Göçen et al., 2023; Nufus et al., 2022). Web-based media was stated to be better than other conventional methods because it was student-centered, which was easy to be accessed and effective for teaching to write (Wang et al., 2019). According to another study, interactive learning using web-based media was able to increase news writing skill (Picault, 2021). It was also reported that web-based media was effective in the teaching process (Puspitasari et al., 2018). Web-based media was more effective in teaching news writing because it was able to integrate various elements of learning materials in the forms of texts, audio, video, and additional menus that could be accessed by students (Harris & Greer, 2021; Penalba, 2020). The use of technology-based media was able to increase students' writing skill at the university level (Saddhono et al., 2018). It also improved their learning outcomes (Elmabaredy et al., 2020). It could be utilized to share information with others easily (Oktapratama & Hidayat, 2022). It could be said that the technology-based media which was used as digital learning material was effective in the learning process (Pratama & Assidik, 2024). Therefore, the website was an alternative media that was appropriate for the teaching and learning process to improve students' writing skill; it was because this media could be accessed easily and used to create collaborative writing (Hsu, 2024).

This study had practical implications. First, web-based media was appropriate to students' need for news writing in journalism courses at Indonesian universities. The needs of lecturers and university students were to improve the process and learning outcomes of news writing skill in journalism courses. In other words, web-based media was an innovative technology that could be implemented in the learning process to facilitate students in understanding materials and improving their learning outcomes. Second, the results of the study had implications for improving lecturers' competence in selecting and developing media in teaching news writing to university students. Third, it gave rise to a digital learning culture using technology-based media at the university level.

Web-based media has many advantages to supporting learning in the digital era. However, the use of digital media had to be interspersed with face-to-face learning to facilitate intensive communication between lecturers and students. This study uniquely examined the effectiveness of web-based media for teaching news writing by optimizing digital learning culture at the university level. Considering that this study only discussed web-based media, future research could expand the study of other digital learning media, which was more innovative and interesting to be referenced in supporting this research finding.

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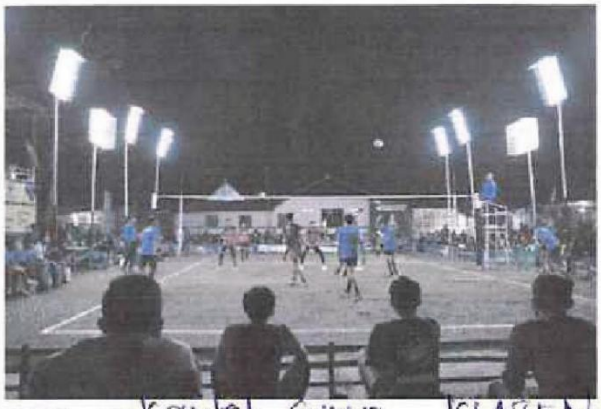
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**Appendix**

*A Sample Test*

T kapital.

**Mentaosvolleyball tournament 2023** ? judul kurang menarik.



| No | Aspek Penilaian Menulis Berita | Nilai |
|---|---|---|
| 1 | Kelengkapan Isi Teks Berita | 20 |
| 2 | Kelengkapan Unsur Berita | 20 |
| 3 | Keruntutan Pemaparan | 7,5 |
| 4 | Penggunaan Kalimat | 10 |
| 5 | Kosakata | 7,5 |
| 6 | Penggunaan Ejaan | 5 |
| | Total Nilai | |

Kapital semua KLATEN tidak sesuai ejaan.

Klaten- Mentaosvolleyball kembali mengadakan tournament pertandingan bola voli 2023, yang 3 tahun sebelumnya tidak ada karena adanya wabah covid-19 yang melanda. Tournament tahun ini diikuti sebanyak 32 team. Untuk dapat menonton tournament pertandingan bola volley pengunjung dikenakan tarif biaya masuk sebesar 10.000 per orang free parker dan ada dorprize jika beruntung.

M. unsur why belum ada?

Tournament ini diadakan di lapangan volley mentaos dukuh Klemudan, Gaden, Trucuk, Klaten. Tepatnya di sebelah selatan DK Cell.

Pada tournament tahun 2023 ini ada 32 team dari dari kota DIY dan Solo Raya yang berpartisipasi memeriahkan pertandingan bola volley.

beri tanda kurung

Pertandingan pada malam hari ini, Senin 3/04/2023 team pemain dari TGR Reborn Yogyakarta menantang Team dari Bertabur Bintang dari Samba Persada Sukoharjo. Pertandingan dimulai pukul 22.30 sampai selesai mala mini merupakan pertandingan yang masuk di kelas 8 besar dan tentunya malam-malam berikutnya akan lebih seru dan meneganggkan tentunya.

(WIB)

Tournament pada tahun ini baru diadakan setelah 3 tahun sebelumnya tidak ada, dikarenakan masih ada wabah virus Covid-19 yang masih melanda di Indonesia dan Alhamdulillah ditahun 2023 kali ini Mentaosvolleyball dapat menggelar tournament bola volley kembali.

Pertandingan pada malam ini cukup ramai pengunjung, ada sekitar kurang lebih 300 penonton yang hadir menyaksikan pertandingan antara kedua team. Perlawanan sengit antara kedua team membuat penonton berteriak keras, mungkin mereka ikut terbawa suasana tegang pada pertandingan malam ini. Kedua team memiliki performa dan spirit yang sama-sama kuat tetapi dalam perlombaan pasti ada team yang menang dan kalah. Dan hasil dari pertandingan antara TGR Reborn Yogyakarta melawan Samba Persada Sukoharjo oleh team dari Samba Persada Sukoharjo.

kurang lengkap

ejaan masih ada kekeliruan.