The Effect of Self Efficacy on Learning Outcomes During the E-learning Learning Period With Learning Motivation as Moderator

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Abstract

Who conducted this research on students of the Faculty of Business Economics, Telkom University Class of 2017 to know how the influence of self-efficacy (X) on learning outcomes (Y) during the e-learning period with learning motivation (Z) as the moderator variable. In this study, the authors collected data using a questionnaire with a total sample of 285 respondents and used probability sampling with a simple random sampling method. The data analysis technique used is quantitative analysis with linear regression and multiple linear regression methods with moderating variables using the IBM SPSS Statistics program. The results showed that self-efficacy (X) partially affected learning outcomes (Y), and simultaneously learning motivation (Z) and self-efficacy (X) influenced learning outcomes (Z) during the e-learning period. We can conclude that self-efficacy (X) can improve learning outcomes (Y) during the e-learning period. Still, when coupled with high learning motivation (Z), it will increase the relationship of self-efficacy (X) to learning outcomes. (Y) so that it can further improve learning outcomes during the e-learning period for students of the 2017 Faculty of Business Economics, Telkom University.

Keywords

self-efficacy; learning outcomes; learning motivation; psychology education

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INTRODUCTION

The whole world is hit by a disease originating from a virus known as the Covid-19 virus, which significantly impacts all sectors of life, including the education sector. The government, through its decision, made regulations by diverting all learning process activities from the classroom to being at home. Although this is a new and challenging thing, the learning process must still be carried out correctly following the government's regulations. These regulations are a formidable challenge at the school and university levels; Telkom University is no exception. As one of the universities in Indonesia, Telkom University strives to keep running the distance learning process to produce quality students. Telkom University, or specifically at the 2017 Business Economics Faculty, has carried out a learning process using e-learning to continue the lecture process.

According to Kristinawati (2020), the online learning method has several obstacles: the emergence of boredom. This boredom can arise due to various factors such as the lack of interaction between lecturers and students or lack of time for discussion and study with friends. Boredom itself can arise from within a person, so it requires confidence and high learning motivation from within in order to remain enthusiastic in the learning process. Based on these obstacles, of course, will impact one's learning outcomes and achievements. Having a high sense of boredom tends to leave the learning process or attend class without understanding what is conveyed by the lecturer, of course. Moreover, this will significantly affect a person's learning outcomes because what is taught is not understood well, so they will not be optimal in doing assignments or exams.

Furthermore, the authors conducted a preliminary study on 80 respondents from the Faculty of Business Economics, Telkom University Class of 2017, regarding learning outcomes during the e-learning period. Based on this, the results obtained are pretty varied. The cognitive aspect shows a percentage score of 79.0% and is in the high category. The affective aspect shows a percentage score of 58.5% and is in the medium category. The last in the psychomotor aspect shows a score percentage of 55.0% is in the medium category. Based on these results, it can be interpreted that the learning outcomes during the e-learning period at the Faculty of Business Economics, Telkom University Class of 2017 are pretty good but can be improved, especially in the affective and psychomotor aspects.

According to Purwanto (2016: 50), the output generated from the learning process is divided into three aspects, namely (1) cognitive aspects, aspects in the form of all efforts that exist in the human brain, (2) affective aspects, aspects in the form of personality changes, (3) psychomotor aspects, which in the form of skills acquired after the learning process. Results Self-study is used as a picture of a person's learning process. According to Purwanto (2016: 54), learning outcomes are changes in behavior that occur after following the teaching and learning process following educational goals. Winkel (Purwanto, 2016) defines learning outcomes as a change that occurs so that it causes humans to change in their attitudes and behavior.

According to Sani et al. (2020: 69) explained that the technique of measuring learning outcomes could be done with two types of test instruments, namely (1) test instruments, in the form of written tests, oral tests, and or performance tests that contain an answer key, (2) non-test information, in the form of observations, interviews. Questionnaires and questionnaires. Specifically for questionnaires, questions or

statements can be answered with strongly agree, agree, undecided, disagree, strongly agree.

Furthermore, along with the previous preliminary study, the author asks what factors influence learning difficulties during the e-learning period. The question has three choices: (1) self-efficacy, a person's belief in his ability to achieve his expectations. (2) learning motivation is an internal or external drive that can increase the desire to learn to increase knowledge, skills and/or change attitudes and behavior. Behavior becomes better, (3) the quality of the system, namely supporting facilities such as the internet, devices, and the environmental conditions they experience. The results show that 50% of respondents choose self-efficacy as a factor causing learning difficulties, then 46% of respondents choose learning motivation as a factor causing learning difficulties,

Based on these results, it can be concluded that self-efficacy and learning motivation are considered to have a relationship with learning outcomes during the e-learning period. Considering that the e-learning learning process is a new thing for the world of education in Indonesia, especially for students of the Faculty of Business Economics, Telkom University Class of 2017. According to Kaufman (2017: 163), self-efficacy is a belief in success in dealing with tasks or challenges. According to Bandura (2009: 204), a person's level of self-efficacy will affect the level of effort, persistence, and choice of activity. Students with high levels of self-efficacy tend to be able to complete tasks well and be more ready to participate, work harder, and last longer when they face difficulties than those with low levels of self-efficacy. Research conducted by Suryani et al. (2020) shows that self-efficacy and learning motivation positively influence learning outcomes based on e-learning.

Self-efficacy has four primary sources, where four sources affect the formation of self-efficacy in a person. According to Bandura (2009: 3), there are four sources of self-efficacy, namely (1) experience of success (mastery experiences), namely experiences that have been directly experienced by individuals, (2) experiences of others (vicarious experiences), namely experiences that possessed by others will strengthen individual beliefs in facing challenges, (3) social, verbal persuasion, namely encouragement, advice, advice, and guidance from others will increase individual beliefs to achieve the goals that have been set, (4) physiological conditions and emotional (physiological and emotional states), namely physiological and emotional conditions will affect individual beliefs in achieving goals.

Bandura (1997: 42) also states that there are three scales in self-efficacy the three scales are (1) level, namely the individual's perception of a challenge being faced, (2) strength, namely the ability to be able to motivate himself and encourage to achieve the expected goals, (3) generality (generality), namely the area of behavior, meaning that the individual's belief in the area of the field that he believes will achieve success. Self-efficacy is not the only predictor for achieving the expected learning outcomes; of course, individuals need learning encouragement or motivation. According to Khodijah (2018: 150), learning motivation is a driving force that changes the energy within a person into the form of actual activities to achieve specific goals.

According to Uno (2019: 23), there are two sources of factors that lead to the emergence of motivation to learn these factors, namely intrinsic and extrinsic factors. Intrinsic factors are the desire and desire to succeed and the encouragement of learning needs that exist within the individual. In comparison, extrinsic factors are encouragement

from outside the individual, which can be awards, exciting learning activities, and a conducive learning environment to lead to the emergence of a desire to learn from individuals. Learning motivation has a decisive role in achieving learning success. Individuals who have high learning motivation will increase their confidence and desire to learn, so they have high strength to face difficulties in the e-learning learning process. Saputra et al.'s (2018) research shows that learning motivation positively influences student learning outcomes in SMK. It means that by providing appropriate and strong learning motivation, individuals can achieve the expected learning outcomes.

Based on the explanation above, this study aims to determine how the influence of self-efficacy on learning outcomes during the e-learning period in students of the Faculty of Business Economics, Telkom University Class of 2017, with learning motivation as a moderator variable. The research was conducted to maintain the quality of learning outcomes to maintain the fighting power of students of the Faculty of Business Economics, Telkom University, in achieving the learning objectives set even during the e-learning period.

METHOD

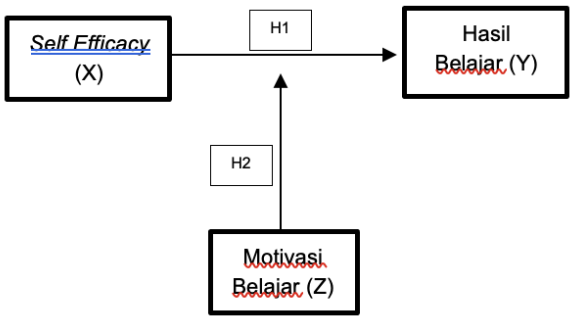
Research design

Based on the design or shape, this research is included in the form of a causal relationship. According to Sugiyono (2019: 66), a causal relationship is a causal relationship, so there are independent variables (which affect) and dependent variables (which are influenced) in it. In this study, the independent variable used is self-efficacy (X), and the dependent variable is learning outcomes (Y) and learning motivation (Z) as moderator variables. According to Sugiyono (2019: 69), a moderator variable strengthens or weakens the relationship between the independent and dependent variables. The moderator variable can also be said as the second independent variable.

Pupulation and Sample

The population in this study were students of the Faculty of Business Economics, Telkom University, Class of 2017. Collector and the data in this study was carried out using a questionnaire distributed via google form with a sample of 285 respondents and using the type of sample. Namely, probability sampling with the simple random sampling method, where sampling and population were carried out randomly without looking proportionally in the population. The data analysis technique used is quantitative analysis with linear regression and multiple linear regression methods with moderator variables using the IBM SPSS Statistic program. (Lely Suryani,2020) (Hendra Dani Saputra,2018). This research has the following framework on figure 1:

Figure 1. Research Thinking Framework



Description:
H0: Not There is an influence between self-efficacy and learning motivation on learning outcomes during the e-learning period in students of the Faculty of Economics and Business, Telkom University, Class of 2017.

H1: There is an influence between self-efficacy on learning outcomes during the e-learning period in students of the Faculty of Economics and Business, Telkom University Class of 2017.

H2: Learning motivation affects the relationship between self-efficacy and learning outcomes during the e-learning period in students of the Faculty of Economics and Business, Telkom University, Class of 2017.

RESULT AND DISCUSSION

Descriptive Analysis

Based on the descriptive analysis, this research has the following respondent profile data:

Table1. *Descriptive Analysis*

Criteria		Amount	%
Gender	Male	104	36.5
	Female	181	63.5
Study program	S1 MBTI	180	63.2
	S1 Accounting	82	28.8
	S1 ICT Business	23	8.1

The data shows 285 respondents, 36.5% or as many as 104 respondents are male, while 63.5% of respondents or 181 respondents are female. It shows that most of the respondents from this study are women or female students experiencing a period of e-learning at Telkom University. Furthermore, based on the study program, 63.2% or as many as 180 respondents are students from the MBTI S1 study program, then 28.8% or as many as 82 respondents are students from the Accounting S1 study program. The remaining 8.1% or as many as 23 respondents are students from the S1 ICT Business study program. This shows that the MBTI S1 study program is the dominant respondent in this study.

Validity Test Results of Self-Efficacy (Independent Variables)

Based on the results of the Pearson product-moment analysis with the help of IBM SPSS. It shows that the validity test results of all questions on the self-efficacy variable have a total r-value of 0.577. Based on this, it can be concluded that the results of the validity test of the self-efficacy variable in this study were declared valid and could be continued in further research.

Validity Test Results of Study Results (Dependent Variables)

Based on the results of the Pearson product-moment analysis with the help of IBM SPSS. It shows that the validity test results of all the question items on the learning outcomes variable have a total r-value of 0.699. Based on this, it can be concluded that the results of the validity test of the learning outcome variables in this study were declared valid and could be continued in further research.

Learning Motivation Validity Test Results (Moderator Variable)

Analyzing the Pearson product-moment with the help of IBM SPSS shows that the validity test results of all question items on the learning outcomes variable have a total r-value of 0.504. Based on this, it can be concluded that the results of the validity test of the learning outcome variables in this study were declared valid and could be continued in further research.

Reliability Test Results

Based on the analysis results with the help of IBM SPSS, it shows that the reliability test results of the self-efficacy variable have a Cronbach's Alpha value of 0.839. The learning outcome variable has a Cronbach's Alpha value of 0.832. Cronbach's Alpha learning motivation of 0.833, where each variable has an Alpha value. Cronbach's is more significant than 0.60, so it can be concluded that the results of the reliability test of the variables of self-efficacy, learning outcomes, and learning motivation in this study was declared reliable and could be continued in further research.

Normality Test Results of Self-Efficacy on Learning Outcomes

The table 2 shows that the significant value in this study is 0.723, which means > 0.05, so it can be stated that this study is normally distributed and deserves to be continued for further research. The following are the results of the normality test in this study:

Table 2. Normality Test Results of Self-Efficacy on Learning Outcomes

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Predicted Value
N		285
Normal Parameters, b	mean	34,2963754
	Std. Deviation	4,39547580
Most Extreme Differences	Absolute	.041
	Positive	,026
	negative	-,041
Kolmogorov-Smirnov Z		,693
asymp. Sig. (2-tailed)		,723
a. Test distribution is Normal.		
b. Calculated from data.		

Multicollinearity Test Results of Self-Efficacy on Learning Outcomes

The table 3 shows that the tolerance value in this study is 0.960 > 0, and the value of *variance inflation factor*(VIF) is 1.320 > 1 so that this study can be declared free from multicollinearity disorders and deserves to be continued for further research. The following are the results of the multicollinearity test in this study:

Table3. Multicollinearity Test Results of Self-Efficacy on Learning Outcomes

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3,782	1,613		2,345	0.020		
	self efficacy	,524	,027	,751	19,115	,000	,960	1,320
a. Dependent Variable: learning outcomes								

Self-Efficacy Heteroscedasticity Test Results on Learning Outcomes

The table 4 shows that the significance value is 0.060 > 0.05 so that this study can be declared free from heteroscedasticity disorders and deserves to be continued for further research. The following are the results of the heteroscedasticity test in this study:

Table 4. Self-Efficacy Heteroscedasticity Test Results on Learning Outcomes

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,782	1,613		2,345	0.020
	self afficacy	,524	,027	,751	19,115	0.060
a. Dependent Variable: learning outcomes						

Simple Linear Regression Test Results

According to Sugiyono (2018: 298), simple regression is based on one independent variable's functional or causal relationship with one dependent variable. The following are the results of the linear regression test in this study:

Table5. Simple Linear Regression Test Results

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3,782	1,613		2,345	0.020		
	self efficacy	,524	,027	,751	19,115	,000	,960	1,320
a. Dependent Variable: learning outcomes								

The table above shows the constant value of 3.782 and shows the value of the regression coefficient of 0.467 and, when described into the equation formula, $\boldsymbol{is\ Y = 3,782 + 0,524.}$ The equation shows that the constant value of 3.782 means that self-efficacy is worth 0, and learning outcomes during the e-learning period for students of the Faculty of Business Economics, Telkom University Class of 2017 are 3.782. While the regression coefficient value of 0.524 indicates that self-efficacy (X) has a positive effect on learning outcomes (Y) during the e-learning period for students of the Faculty of Business Economics, Telkom University, Class of 2017.

Multiple Linear Regression Test Results (Moderation Test)

In this study, a moderating regression analysis was conducted to determine whether there was a strengthening or weakening effect of the moderating variable (learning motivation) on the relationship between the independent variable (self-efficacy) and the dependent variable (learning outcomes). The following are the results of the regression test using the moderating variable in this study:

Table6. Multiple Linear Regression Test Results (Moderation Test)

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	21,652	7,864		2,753	,006		
	self efficacy	,806	,141	1,155	5,716	,000	,734	1,713
	motivation to learn	,604	,150	,869	4.039	,000	,830	1,688
	self efficacy*motivation to learn	,007	,003	1.078	2,914	,004	,810	1,687

a. Dependent Variable: learning outcomes

The table above shows the value of the constants and regression coefficients so that when described into the equation*Moderated Regression Analysis (MRA*) is$\boldsymbol{Y = 21,652 + 0,806X + 0,604Z + 0,007XZ}$. The equation shows that the constant value of 21.652 means that self-efficacy and learning motivation are 0, and learning outcomes during the e-learning period for students of the Faculty of Business Economics, Telkom University Class of 2017 amounted to 21,652. Furthermore, the value of the regression coefficient (X) of 0.806 indicates that self-efficacy (X) has a positive effect on learning outcomes (Y) during the e-learning period for students of the Faculty of Business Economics, Telkom University Class 2017. Furthermore, the regression coefficient (Z) of 0.604 indicates that learning motivation (Z) has a positive effect on learning outcomes (Y) during the e-learning period for students of the Faculty of Business Economics, Telkom University Class 2017. Furthermore, the regression coefficient value (X*Z) is 0,

Coefficient of Determination Test Results (r^2)

According to Sujarweni (2020: 228) coefficient of determination is denoted to know how big the explanatory variable can explain the proportion of the total variation of the dependent variable. In this study, the test (r) of the coefficient of determination aims to show variations in the ability of the self-efficacy and learning motivation variables to explain their effect on learning outcomes. The following are the results of the (r) coefficient of determination in this study: R^2

Table 7.Coefficient of Determination Test Results (r)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,751a	,564	,562	3.87515
a. Predictors: (Constant), self-efficacy				
b. Dependent Variable: learning outcomes				

Based on the table above, it can be seen that the coefficient of determination () is 0.564 or 56.4%, so it means that the self-efficacy variable has an influence of 56.4% on the learning outcome variable while the rest (100% - 56.4 = 43.6%) is influenced by other variables not examined in this study.r^2. Furthermore, an analysis of the correlation coefficient is used to measure the closeness of the relationship between the self-efficacy variable and the learning outcomes variable at the Faculty of Business Economics, Telkom University Force 2017. The correlation coefficient itself is indicated by a value (R) of 0.751, which means that the correlation or relationship between the self-efficacy variable and the variable learning outcomes have a close relationship of 75.1%. Furthermore, the coefficient of determination was tested with the moderator variable in this study. The following are the results of the coefficient of determination test using the moderating variable in this study:

Table8.Coefficient of Determination Test Results (r^2) with Moderator Variables

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,784a	,614	,610	3.65750
a. Predictors: (Constant), self efficacy*learning motivation, self-efficacy, learning motivation				
b. Dependent Variable: learning outcomes				

Based on the table above, it can be shown that the coefficient of determination is 0.614 or 61.4%, so it means that the learning motivation variable has an influence of 61.4% on the relationship between self-efficacy and learning outcomes. At the same time, the rest (100% - 61.4 = 38.6%) are influenced by other variables that are not in the moderated regression analysis (MRA) model.

Furthermore, an analysis of the correlation coefficient is used to measure the closeness of the relationship between learning motivation variables and the relationship between self-efficacy and learning outcomes at the Faculty of Business Economics, Telkom University Force 2017. The correlation coefficient itself is indicated by a value (R) of 0.784, which means that the correlation or relationship of the variable of learning

motivation on the relationship of self-efficacy with the variable of learning outcomes has a close relationship of 78.4%.

Test Results (t) Partial

According to Sujarweni (2020: 229), the t-test is an individual partial regression coefficient test to determine whether the independent variable affects the dependent variable individually. The following are the results of the t-test in this study:

Table 9.Test Results (t) Partial

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3,782	1,613		2,345	0.020		
	self afficacy	,524	,027	,751	19,115	,000	,960	1,320
a. Dependent Variable: learning outcomes								

Based on the table above, the self-efficacy variable's partial (t) test results on learning outcomes get a significance value of 0.000. So it can be stated that H0 is rejected, and there is a partial influence of the self-efficacy variable on the learning outcome variable. Then H1 is accepted.

Test Results (f) Simultaneous

According to Sujarweni (2020: 228), the Simultaneous (f) test is used to prove whether or not there is an influence between the independent variables on the dependent variable simultaneously. The following are the results of the simultaneous (f) test in this study:

Table 10.Test Results (f) Simultaneous With Moderator Variables

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5977,679	3	1992,560	148,951	,000b
	Residual	3759,020	281	13,377		
	Total	9736,699	284			
a. Dependent Variable: learning outcomes						
b. Predictors: (Constant), self afficiancy*motivation to learn, self-efficacy, motivation to learn						

The table above shows that the simultaneous (f) test of learning motivation variables on the self-efficacy variable's relationship level to learning outcomes gets a significance value of 0.000. So it can be stated that H0 is rejected, meaning that learning motivation and self-efficacy variables affect simultaneously. And significant to the variable learning outcomes. Then H2 is accepted.

The Influence of Self Efficacy on Learning Outcomes

Based on the test (r), the coefficient of determination in this study shows the value of the coefficient of determination () is 0.532 or 53.2%, so it means that the self-efficacy variable

(X) has an influence of 53.2% on the learning outcome variable (Y) in students at the Faculty of Business Economics. Telkom University Class 2017. Furthermore, based on the correlation coefficient (r) test, it shows an (r) value of 0.729 or 72.9%, meaning that the self-efficacy variable has a close relationship with the learning outcome variable of 72.9%.r^2

Furthermore, based on the partial (t) test in this study, it shows that the self-efficacy variable (X) has a partial and significant effect on the learning outcome variable (Y) in students at the Faculty of Business Economics, Telkom University, Class of 2017. It is shown by the test results (t) partial on the self-efficacy variable on learning outcomes that get a significance value of 0.000 so that it can be stated that H0 is rejected and H1 is accepted.

The Effect of Learning Motivation on the Relationship Between Self Efficacy and Learning Outcomes

Based on the test (r), the coefficient of determination in this study shows that the learning motivation variable (Z) has an effect on the level of relationship between the self-efficacy variable (X) and learning outcomes (Z) in students at the Faculty of Business Economics, Telkom University Force 2017. It is shown by The value of the coefficient of determination before the learning motivation variable (Z) is added to the relationship between self-efficacy (X) on learning outcomes (Y) shows a value of 0.532 or 53.2%. So that means that the self-efficacy variable (X) has a 53.2% influence on learning outcome (Y). while after the learning motivation variable (Z) is added to the relationship of self-efficacy (X) to learning outcomes (Y), it shows a value of 0,599, which means that there is an increase in the relationship between the self-efficacy variable and the learning outcome variable of 59.9%.

Furthermore, based on the test (r), the correlation coefficient shows the value (r) of 0.774 or 77.4%, so that it means that the learning motivation variable (Z) has a close relationship of 77.4% to the relationship between self-efficacy variable (X) and learning outcomes (Y). Furthermore, based on the simultaneous (f) test in this study, it shows that learning motivation (Z) together with self-efficacy (X) have a simultaneous or joint effect on learning outcomes (Y) in students at the Faculty of Business Economics Telkom University Class of 2017. Data shows a significance value of 0.000 so that it can be stated that H0 is rejected and H2 is accepted. Based on the discussion above, it can be concluded that the learning motivation variable (Z) is a variable that moderates the relationship between self-efficacy (X). Moreover, learning outcomes (Y) can strengthen the relationship between self-efficacy (X) and learning outcomes (Y) in students at the Faculty of Economics. Telkom University Business Class 2017.

CONCLUSION

Faculty of Business Economics, Telkom University Class of 2017 regarding the effect of self-efficacy (X) on learning outcomes (Y) with learning motivation (Z) as a moderator variable conclusions, can be drawn. Namely, based on the test (r), the coefficient of determination shows that self-efficacy (X) has an effect significantly on learning outcomes (Z) during the e-learning period for students at the Faculty of Business Economics, Telkom University Class of 2017. Based on the correlation coefficient (r) test, it shows that self-efficacy (X) has a close relationship with learning outcomes (Z) during e-learning for students at the Faculty of Business Economics, Telkom University Class 2017. Based on the partial (t) test, it shows that self-efficacy (X) has a partial and significant effect on learning outcomes (Z) during the e-learning learning period for students at the Faculty of Business Economics, Telkom University Class 2017. Based on the (r) test, the coefficient of determination in the study shows that the learning motivation variable (Z) affects the level of relationship between the self-efficacy variable (X. And learning outcomes (Z) during the e-learning period for students at the Faculty of Business Economics, Telkom University Force 2017. Based on the (r) correlation coefficient test shows that learning motivation (Z) has a close relationship with the relationship between the self-efficacy variable (X) and learning outcomes (Y) during the e-learning period for students at the Faculty of Business Economics, Telkom University, Class of 2017. Based on the simultaneous (f) test in this study, it shows that learning motivation (Z) together with self-efficacy (X) have a simultaneous or joint effect on learning outcomes (Y) in students at the Faculty of Business Economics Telkom University Force 2017. Learning motivation (Z)) strengthens the relationship between self-efficacy (X) and learning outcomes (Y) for students at the Faculty of Business Economics, Telkom University, Class of 2017.

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About the Authors

Satya Fajar Gumelaris the author of this study. Author the end of the family of U. Herliana Lilihar and Dewi Sukwati as the third child of three siblings. The author was born in Pangandaran Village, Pangandaran District, Ciamis Regency, West Java, on March 28, 1999. The author began taking primary education at the age of 7 years, starting from SD Negeri 5 Pangandaran (year graduated 2011). The author continued his junior secondary education at SMP Negeri 1 Pangandaran (graduated in 2014), then continued his high school education at SMA Negeri 2 Ciamis (graduated 2017). Furthermore, he was finally able to continue his higher education at Telkom University (2017-present) by studying at the Faculty of Business Economics, Department of Business Management, Telecommunication Informatics.

Fetty Poerwita Saryis, a supervisor in this research, has been a lecturer at Telkom University since 2008. He teaches courses in English, Research Methodology, and Human Resource Management. He has also completed his undergraduate education (S1) at Padjadjaran University with an English study program. Furthermore, he continued his postgraduate education (S2) at the Indonesian Education University with the English Language Education study program. Moreover lastly, he has completed his Doctoral program at the University of Education Indonesia with the Administrative Education study program. As a practitioner in education, he is also active in conducting various scientific research.