

Correlation Between Achievement Motivation with Academic Stress Among Student of PLB FKIP UNS Year 2018 Who Took Home Classes During Covid-19

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Abstract

This research aims to know the correlation between achievement motivation with academic stress on student of PLB FKIP UNS who takes the class from home during the Covid-19 pandemic. The population in this study was all students of PLB FKIP UNS. The sample in this study were 77 students of PLB FKIP UNS year 2018. The sampling technique used in this study was saturation sampling technique. This research is a quantitative research with correlational research type. The data collection techniques in this study used a scale of achievement motivation and scale of academic stress. The data analysis techniques used in this study was Pearson Product Moment correlation. The results of this study have a value $(r)=-0.15$ and correlation coefficient of 0.896. Based on the results of data analysis, it can be concluded that there is no significant relationship between achievement motivation with academic stress on student of PLB FKIP UNS year 2018 when taking class from home during the Covid-19 pandemic.

Keywords: achievement motivation; academic stress; Covid-19 pandemic; taking class from home

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara motivasi berprestasi dengan stres akademik pada mahasiswa PLB FKIP UNS yang mengikuti perkuliahan dari rumah selama masa pandemi Covid-19. Populasi dalam penelitian ini adalah seluruh mahasiswa PLB FKIP UNS. Sampel dalam penelitian ini adalah 77 mahasiswa PLB FKIP UNS angkatan 2018. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah teknik sampling jenuh. Penelitian ini merupakan penelitian kuantitatif dengan jenis penelitian korelasional. Teknik pengumpulan data dalam penelitian ini menggunakan skala motivasi berprestasi dan skala stres akademik. Teknik analisis data yang digunakan dalam penelitian ini adalah korelasi Pearson Product Moment. Hasil penelitian ini memiliki nilai $(r)=-0,15$ dan koefisien korelasi sebesar 0,896. Berdasarkan hasil analisis data, dapat disimpulkan bahwa tidak terdapat hubungan yang signifikan antara motivasi berprestasi dengan stres akademik pada mahasiswa PLB FKIP UNS angkatan 2018 saat mengikuti perkuliahan dari rumah selama masa pandemi Covid-19.

Kata kunci: motivasi berprestasi; mengambil kelas dari rumah; pandemi covid-19; stres akademik

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INTRODUCTION

It has been more than a year since the announcement of the first positive case of Corona Virus Disease 19 (Covid-19) in Indonesia, teaching and learning activities have experienced a setback. The decline means that there is a decrease in the quality of the distribution of information and knowledge in the world of education. Where in the delivery process is no longer done by means of face-to-face directly between a teacher and his students. Thus, it is not uncommon for students to have low learning

motivation with high levels of academic stress due to the online learning system. This is the same in the Higher Education environment as well as the Sebelas Maret University (UNS). Many students began to experience a decrease in achievement motivation and an increase in academic stress with the implementation of the learning process from home during the Covid-19 pandemic. This study aims to determine the relationship between achievement motivation and academic stress, with the population being students of the Special Education Study Program at the 2018 Faculty of Teacher Training and Education (FKIP).

According to Mulya and Indrawati (2016) achievement motivation is motivation that is closely related to the learning process in order to achieve achievement. Meanwhile, according to Indriyani and Handayani (2018) achievement motivation is a series of efforts in preparing for students, based on a personal desire to achieve maximum learning outcomes which are usually in the form of rewards, academic scores, and so on. Achievement motivation for a student is very important, which includes factors that trigger the achievement of success, both in the medium and long term. Low achievement motivation is an indication that a student's academic stress level is higher than those who still have medium achievement motivation, and vice versa.

Academic stress itself is a psychological pressure for students who are felt when facing problems, demands, and expectations beyond their ability to overcome problems in the academic process. As a result, a student will experience a decrease in enthusiasm, passion or motivation in achieving the goals of the learning process. This statement is supported by Lazarus and Folkman (in Siti Maryam, 2017), who say that "The stressful state experienced by a person will cause unfavorable effects both physiologically and psychologically." In short, academic stress can arise as a result of a mismatch between demands, expectations, and reality in the learning process. In this case, students of the 2018 FKIP UNS Special Education Study Program have different levels of achievement motivation and academic stress. With this difference in levels, it can also indicate that there is a close relationship between achievement motivation and academic stress which influence each other among these students.

Through a preliminary study conducted by researchers, data was found that the Covid-19 pandemic condition which required students to study from home had made their learning motivation also decreased. In addition, it makes it difficult for students to focus due to a less conducive learning environment. One student admitted that the learning process from home was very boring and reduced his enthusiasm for learning. The online-based home learning process is also considered ineffective in the message delivery process. Where another student complained about certain obstacles during the learning process, such as poor signal quality. Other students also complained that the current state of the Covid-19 pandemic had made their academic performance decline. This is because he has limitations in the process of self-development, with the application of new habit adaptations (New Normal). Meanwhile, another student stated that he was depressed, arguing that he was always

monitored by his parents during the online learning process. Furthermore, he encountered other obstacles, such as the difficulty of doing group assignments given by the teacher.

Through the data above, the researcher illustrates that students of the 2018 FKIP UNS Extraordinary Education Study Program on average have experienced a decrease in achievement motivation and high academic stress triggered by the implementation of a learning system from home. Meanwhile, the online-based home learning system has actually started to be implemented on March 9, 2020, from elementary school to university levels (Nugroho, 2020). This means that there is a very significant time progression in forming a mindset among students to be pessimistic. In the psychological context, students' difficulties in concentrating in the learning process with their pessimism are part of academic stress, which can actually be overcome by achievement motivation in each of them. According to research Hayati (2021) states that high achievement motivation can achieve a greater chance of success for students. In line with this, research by Mulya and Indrawati (2016) proves that achievement motivation can reduce academic stress in first-year students of the Faculty of Psychology, Diponegoro University, Semarang. Where the higher the student's achievement motivation, the lower the level of academic stress with a higher chance of achieving success.

The results of A'yunina and Abdurrohim's research (2019) also show that achievement motivation and academic stress have a very significant relationship among students at the Sultan Agung Islamic University, Semarang. Where there is a significant negative relationship between achievement motivation and academic stress. Furthermore, the study also showed that the higher the level of achievement motivation, the lower the level of academic stress on students. In other words, high achievement motivation can reduce the level of academic stress in students, where both influence each other. Meanwhile, different results were obtained in the study of Sagita, et al. (2017) which states that there is a negative and significant relationship between achievement motivation and academic stress in students of the Guidance and Counseling Program Study Program, Faculty of Education, State University of Padang. Where the two main variables still depend on other variables such as self-efficacy in students. Through the exposure of several previous studies above, it can be concluded that the relationship between achievement motivation and academic stress in students has different levels between each other but has a mutually influencing relationship. The higher the level of achievement motivation can affect the reduction of academic stress in students.

Based on the description of the background of the problem above, the formulation of the problem that is the main focus in this study is "Is there a relationship between achievement motivation and academic stress in 2018 PLB FKIP UNS students who take lessons from home during the Covid-19 pandemic?". This study intends to examine more deeply the relationship between achievement motivation and academic stress in students of Sebelas Maret University (UNS) Special Education Study Program at the Faculty of Teacher Training and Education (FKIP) Class of 2018.

METHOD

This research uses quantitative qualitative research. The research sample was 6 special schools in Central Java. This research was carried out in November 2021. The respondents in this study were 93 parents of autistic children to obtain data and then describe the results of the study as a sign of achieving the research objectives. Data collection techniques using a questionnaire instrument amounted to 15 statement items. The questionnaire in this study used a Likert scale with 4 alternative answers, namely very need, need, need less, and don't need. The instrument grid for parents' needs for guidelines for training autistic children's communication is based on 4 indicators, namely communication teaching programs, program targets in training communication, quality of content technical quality of guide content, and effectiveness and efficiency of use (Sadiman, 2010). The data analysis technique used SPSS 26. After the data was analyzed then the data were interpreted descriptively.

The sample in this study was 77 students of the Extraordinary Education Study Program, FKIP – Universitas Sebelas Maret (UNS) who took part in Learning from home during the Covid-19 pandemic, Batch 2018. The sample collection technique in this study used Saturated Sampling. This research is a correlational quantitative research. The instrument is composed of two scales, namely the achievement motivation scale and the academic stress scale. The measurement used in this study is the Likert scale, which provides positive and negative statements with five alternative answers and conditions for each statement. Positive statement / Favorable (F), consisting of answers that were given the highest score, namely Always (5), often (4), sometimes (3), rarely (2) and never (1). On the other hand, the negative / Unfavorable (UF) item has an alternative answer with the lowest score, namely always (1), often (2), sometimes (3), rarely (4) and never (5). Before taking research data, the measuring instrument was first tested for validity and reliability.

2.1. Normality test

Normality test is intended to determine whether a variable is normally distributed or not. Ghozali (2016) argues that the normality test aims to test a research variable or regression model that has a normal or abnormal distribution. In this study, the normality test technique used is the Kolmogorov-Smirno technique using the SPSS for Windows 25.0 program. said to be normally distributed if the significance value (p) > 0.05 .

2.2. Linearity Test

According to Ghozali (2016: 159) The linearity test is used to find out whether the specifications of the variables used are correct or not, as well as to find out whether the functions used in empirical research studies are as much as quadratic or linear. The linearity test in this study uses the linearity test technique from the Anova table with the help of the SPSS for Windows 25.0 program. The data in the study can be stated as linear if the test result (p) < 0.05 , otherwise it is declared non-linear if the test result (p) > 0.05 .

2.3. Hypothesis testing

The data analysis technique used in this research is using parametric test. Where in the implementation method is done by testing the correlational hypothesis. Hypothesis testing was carried out through the Pearson product moment test with the help of the Statistical Package for the Social Science (SPSS) Windows v.25.0 program. the formula in the Pearson product moment test:

$$r_{XY} = \frac{\sum xy - \frac{(\sum x)(\sum y)}{n}}{\sqrt{\left\{\sum x^2 - \frac{(\sum x)^2}{n}\right\}\left\{\sum y^2 - \frac{(\sum y)^2}{n}\right\}}}$$

Description:

r_{XY} : correlation coefficient r pearson

N : number of samples/observations

X : independent variable/first variable

Y : dependent variable/second variable

RESULTS AND DISCUSSION

Results

Based on data from the study, there is a minimum score of the achievement motivation variable is 73 and the maximum score is 135.

Table 1. Descriptive Statistics of Achievement Motivation Scale

Descriptive Statistics						
Motivation	N	Min	Max	Sum	Mean	Std.Deviation
Achievers	77	73	135	8233	106.92	10.772

Based on table 1 above, it is known that the number of respondents who have filled out the research questionnaire is 77 students, where the lowest respondent's answer is with a score of 73 and the highest is 135, the average (mean) is 106.92 and the standard deviation is 10.772. Based on the data obtained, to determine the frequency distribution of the achievement motivation variable, it is necessary to determine the categorization by referring to the theory of Azwar (2012).

Table 2. Frequency Distribution of Achievement Motivation Scale

		Category			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low	5	6.5	6.5	6.5
	Low	15	19.5	19.5	26.0
	Moderate	34	44.2	44.2	70.1
	Hight	18	23.4	23.4	93.5
	Very High	5	6.5	6.5	100.0
	Total	77	100.0	100.0	

Based on the table above, it can be seen that the achievement motivation is very low, totaling 5 PLB students (6.5%) in participating in learning from home, 15 PLB students (19.5%) having a low level of achievement motivation, 34 PLB students (44.2%) with moderate achievement motivation, 18 PLB students (23.4%) in the high category of achievement motivation and 5 PLB students (6.5%) were found to have very high achievement motivation. Meanwhile, the average acquisition of data in the research results is 106.92 where the level of achievement motivation for PLB students in participating in online learning during the Covid-19 pandemic from home is in the medium category. Each of these categories can be seen in the distribution graph as follows:

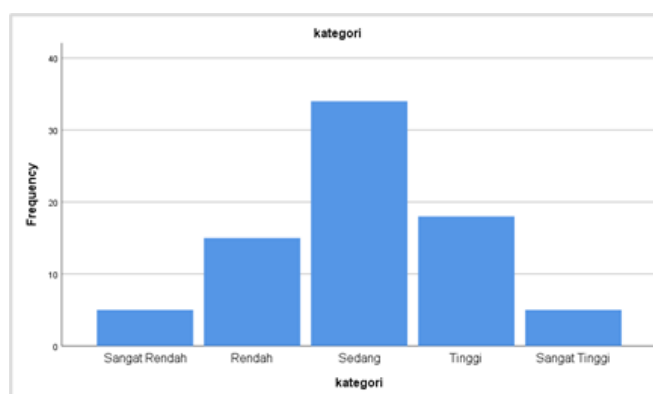


Figure 1. Distribution of PLB Student Achievement Motivation Data

Academic Stress Scale

The PLB student's Academic Stress Scale has 34 valid items with the highest score of 5 and 1 being the lowest score. The maximum score is $34 \times 5 = 170$ and the minimum score is $34 \times 1 = 34$. Based on the data obtained, it is known that the maximum and minimum scores on the acquisition of research data can be seen from table 3 of the following descriptive statistical analysis:

Table 3. Descriptive Statistical Analysis of Academic Stress of PLB FKIP UNS Students

Academic Stress	Descriptive Statistics					
	N	Min	Max	Sum	Mean	Std.Deviation
	77	50	128	6823	88.61	17.150

From table 3 descriptive statistical analysis above, it is known that the number of respondents in filling out the academic stress variable questionnaire was 77 PLB students. The lowest value obtained is 50 and the maximum value is 128, the mean is 88.61 and the standard deviation is 17.150. From the results of the research data, then look for the frequency distribution.

Table 4. Frequency distribution of PLB students' academic stress scale categorization

		Category			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	5	6.5	6.5	6.5
	Low	22	28.6	28.6	35.1
	Currently	23	29.9	29.9	64.9
	High	23	29.9	29.9	94.8
	very high	4	5.2	5.2	100.0
	Total	77	100.0	100.0	

From the frequency distribution table, there are 5 PLB students (6.5%) having academic stress in the very low category, 22 PLB students (28.6%) having academic stress in the low category, as many as 23 PLB students (29.9%) having academic stress in the high category and the remaining 4 PLB students (5.2%) had academic stress in the very high category. The average acquisition of research data is 88.61. Where the level of academic stress of PLB students is in the medium category and the data distribution for each category is shown in the graph below:

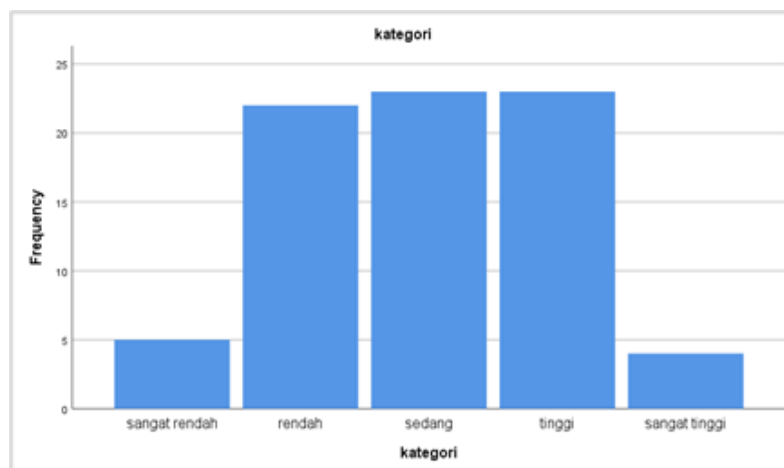


Figure 2. Distribution of PLB Student Academic Stress Data

Normality test

Testing for normality in this study used the One-Sample Kolmogorov-Smirnov Test with a significance level greater than 0.05 so that the data can be said to be normal. The results of the SPSS output on the normality test in this study can be seen as follows:

Table 5. Results of the Kolmogorov-Smirnov. One Sample Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardize d Residual
N		77
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	17.14765577
Most Extreme Differences	Absolute	.088
	Positive	.069
	Negative	-.088
Test Statistic		.088
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

If seen in the normality test table, it can be concluded that there is a value of 0.200 which is a significance value greater than the predetermined level of 0.05, which means that the data is normally distributed. So that this research has fulfilled the prerequisite test for normality.

Linearity Test

The research is said to be linear, namely by looking at the significance value on the ANOVA Table Deviation from Linearity with a significant level, it is said to be linear if it is greater than 0.05 and it is said that a study does not have a linear relationship between the two research variables, namely the variable x and variable y if the test results have a significant value. less than 0.05.

Table 6. Linearity Test Results

			ANOVA Table				
			Sum of Squares	Df	Mean Square	F	Sig.
Academic Stress *Achievement Motivation	Between Groups	(Combined)	12939.595	37	349.719	1.449	.128
		Linearity	5.112	1	5.112	.021	.885
		Deviation from Linearity	12934.483	36	359.291	1.489	.113
Within Groups			9412.717	39	241.352		
Total			22352.312	76			

Based on table 6, it is known that the significant value in this study is 0.113 which means that research on the relationship between achievement motivation variables and academic stress of PLB students is linear, because the significant results show a value greater than 0.05.

Hypothesis testing

The hypothesis test in this study was processed with the help of the SPSS for Windows 25.0 program, with the correlational hypothesis of the Pearson Product Moment test. A research hypothesis can be accepted or has a relationship between the independent variable and the dependent variable if the value (r) count > (r) table and the significance value < 0.05. On the other hand, if the value (r) count < value (r) table and significant value > 0.05, the variable in this study has no relationship between the independent variable and the dependent variable. The results of hypothesis testing in this study can be seen as follows:

Table 7. Hypothesis Test Results

		Correlations	
		Achievement Motivation	Academic Stress
Achievement Motivation	Pearson Correlation	1	-.015
	Sig. (2-tailed)		.896
	N	77	77
Academic Stress	Pearson Correlation	-.015	1
	Sig. (2-tailed)	.896	
	N	77	77

Table 7 the results of hypothesis testing in this study show a significance value of 0.896 and a (r) arithmetic value of (-0.15). Based on these results, it is known that the significance value is $0.896 > 0.05$ and (r) count (-0.15) > table (r) value (0.224). The processing of the hypothesis test that was previously selected or suspected by the researcher was declared unacceptable (rejected) because there was no relationship between achievement motivation and academic stress on PLB FKIP UNS 2018 students in distance learning or only carried out from the residence of each student. In addition, the results of the hypothesis state that there is a negative and insignificant relationship between achievement motivation and academic stress in PLB FKIP UNS students. A negative relationship means that if the achievement motivation is high, the academic stress will be low, and vice versa if the achievement motivation is low, the academic stress for PLB FKIP UNS students will be higher. While the results were not significant, it concluded that the achievement motivation variable did not have a relationship with the academic stress variable.

Discussion

The results of the analysis in the discussion, it was explained that the respondents of this research were distributed to students of the 2018 Special Education study program, totaling 77 students. Of the 77 PLB students, 5 PLB students (6.5%) had academic stress in the very low category, 22 PLB students (28.6%) had academic stress in the low category, 23 PLB students (29.9%) have academic stress in the high category and the remaining 4 PLB students (5.2%) have academic stress in the very high category. The calculated (r) value as already known is (-0.15), the result of the hypothesis states that achievement motivation has a negative relationship with academic stress in PLB FKIP UNS students. This negative relationship means that high achievement motivation will have an impact on low academic stress for PLB students and vice versa if achievement motivation is decreased or low, the academic stress of PLB FKIP UNS students will be higher. This research has relevance to the research researched by Indriyani Suri and Handayani (2018) with the title "Academic Stress and Achievement Motivation in Students Who Work While Lectures" proves that there is a negative relationship between academic stress and achievement motivation with a correlation value of (-0.545). In addition, a similar study was also conducted by Hantoro Adhi Hantoro and Indrawati, S Endang (2016) with the title "The Relationship Between Achievement Motivation and Academic Stress in First Year Students of the Faculty of Psychology, Diponegoro University, Semarang" which has proven a negative relationship between achievement motivation and stress. academic, which is seen from the correlation value of (-0.525). The results of the correlation test of the product moment hypothesis are relevant to the two studies. Meanwhile, research conducted by Narulita Anggia (2011) with the title "The Relationship Between Achievement Motivation and Personality Type with Academic Stress in State University Students of Malang" which states that the correlation between achievement motivation is 0.138 with a significant value of 0.458 which is greater than 0.05. , which means that there is no relationship between achievement motivation and academic stress of State University students of Malang. This is relevant to the results of hypothesis testing 0.896 which is greater than 0.05 and explains that there is no relationship between achievement motivation and academic stress in PLB FKIP UNS students.

This research is reinforced by the theory from McClelland (in Mulya and Indrawati, 2016), someone who experiences high achievement motivation will have the characteristics of being satisfied with the achievements achieved. McClelland (in Sujarwo, 2011), One of the factors that encourage motivation in a person is the need for achievement. Based on the results of this study, it shows a negative relationship between student achievement motivation and academic stress, which indicates that motivation can be generated cognitively. Students will feel a heavier burden if they are undergoing lectures with low motivation so that they are forced to do their duties beyond the limits of their abilities to the point of causing stress to students. Meanwhile, students with high motivational capacity for achievement always try to manage or manage time wisely and succeed in determining the direction to be achieved or determined so as to minimize failure. This study concludes that if there is a negative

relationship between student achievement motivation and academic stress, which is explained by a statement, if the achievement motivation of PLB students is high, the academic stress will be lower and vice versa, the lower the achievement motivation of a student, the higher the academic stress experienced by students in participating. online learning at home during the Covid-19 pandemic.

Baron and Byrne (in Mulya and Insrawati, 2016), to reduce academic stress by increasing positive feelings and reducing negative feelings. An individual can increase positive feelings by always feeling happy, by trying to feel a positive feeling it can increase optimistic thoughts from difficult days. Academic stress is a process that assesses academic demands as dangerous or threatening to students, often psychologically or physically students. The difference in the level of academic stress for each student is not the same, this factor is influenced by one of them, namely achievement motivation.

Online learning or at home carried out by PLB students class 2018 does not allow them to have various learning difficulties. One that can arise from the family, social environment, study friends or yourself. The application of learning from home also causes problems with the limitations of an educator in explaining teaching materials, the limitations of interaction between students and lecturers and disruption of the network and technology used in attending lectures from home. For some students, of course this is stressful because there are many changes from learning in campus classrooms to learning carried out from home.

A student needs to improve his or her abilities to manage stress levels within themselves by being productive even though they are studying in the midst of the Covid-19 pandemic. So as to minimize the level of stress on students. Students who feel they have an obligation to complete higher education to have a good career and fulfill family expectations and carry out learning obligations accompanied by goals or targets to be achieved with a happy feeling will not easily feel academic stress.

CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that there is no relationship between achievement motivation and academic stress in PLB FKIP students at Sebelas Maret University class of 2018 who are taking lessons from home during the Covid-19 pandemic.

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