

## 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 Special Education, Sebelas Maret University who takes the class from home during the Covid-19 pandemic. The population in this study was all students of Special Education, Sebelas Maret University. The sample in this study were 77 students of Special Education, Sebelas Maret University batch of year 2018. The sampling technique used in this study was saturation sampling technique. This research is 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 Special Education, Sebelas Maret University batch of year 2018 when taking class from home during the Covid-19 pandemic.

**Keywords:** achievement motivation; academic stress, Covid-19 pandemic

### Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara motivasi berprestasi dengan stres akademik pada mahasiswa Pendidikan Luar Biasa, Universitas Sebelas Maret yang mengikuti pembelajaran dari rumah pada masa pandemi Covid-19. Populasi dalam penelitian ini adalah seluruh mahasiswa Pendidikan Luar Biasa, Universitas Sebelas Maret. Sampel dalam penelitian ini adalah 77 mahasiswa Pendidikan Luar Biasa, Universitas Sebelas Maret angkatan 2018. Teknik pengambilan sampel dalam penelitian ini menggunakan 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. Penelitian ini menggunakan Teknik analisis data berupa korelasi *Pearson Product Moment*. Hasil dari penelitian ini memiliki nilai  $(r)$  hitung sebesar  $-0,15$  dan nilai koefisien korelasi sebesar  $0,896$ . Berdasarkan hasil analisis data yang telah dilakukan, maka dapat disimpulkan tidak ada hubungan yang signifikan antara motivasi berprestasi dengan stres akademik pada mahasiswa Pendidikan Luar Biasa, Universitas Sebelas Maret angkatan 2018 ketika mengikuti pembelajaran dari rumah selama pandemi Covid-19.

**Kata kunci:** motivasi berprestasi; 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 regressed. Regressed mean that there is a decrease in the quality of information and science distribution in the world of education.

Where in the process of delivery is no longer done by face-to-face directly between a teacher and his students. So that, it is not seldom for learners to have low learning motivation with high levels of academic stress due to the existence of an online learning system. This applies the same in the higher education environment as it does Sebelas Maret University. Many students began to experience a decrease in motivation to achieve and increased academic stress with the enactment of the learning process from home during the Covid-19 pandemic. This study aims to find out the relationship between achievement motivation and academic stress, with the population, namely students of Program Special Education at the Faculty of Teacher Training and Education batch of year 2018.

According to Mulya and Indrawati (2016) achievement motivation is motivation that is closely related to the learning process in order to achieve achievement. While according to Indriyani and Handayani (2018) achievement motivation is a series of efforts in preparing themselves for learners, on the basis of personal desire to achieve maximum learning outcomes that are usually in the form of rewards, academic values, and so on. Motivation to achieve for a student is very important, where this includes factors that trigger the achievement of success, both for the medium and long term. Low-achieving motivation is an indication that a student's academic stress levels are higher than those who still have middle-achieving motivation, and vice versa.

Academic stress itself is a psychological pressure for learners (students) who are felt when facing problems, demands, and expectations beyond their ability to overcome the probelematics in the academic process. As a result, a student will experience a decrease in spirit, passion or motivation in achieving the goals of the learning process. This statement is supported by Lazarus and Folkman (in Siti Maryam, 2017), who stated that "The state of stress 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 that exist in the learning process. In this case, students of the Program Special Education at the Faculty of Teacher Training and Education batch of year 2018, have different levels of achievement motivation and academic stress from each other. With this difference in levels, it can also indicate that there is a close relationship between the motivation of achievement and academic stress that affects each other among these students.

Through preliminary studies conducted by researchers, it was found that the condition of the Covid-19 Pandemic that requires students to learn from home has made their learning motivation also decrease. In addition, it makes it difficult for students to focus due to a less conducive learning environment. One of the students admitted that the process of learning from home is very boring and reduces the spirit of learning. The process of learning from home based online is also considered ineffective in the process of delivering messages. Where another student complained of certain obstacles during the learning process, such as poor signal quality. Other students also complained that the condition of the Covid-19 pandemic as it is now, has made their academic performance decrease. This is because it has limitations in the process of self-development, with the application of new habit

adaptation (New Normal). Another student expressed distress, arguing that he was always monitored by his parents during the online study process. Furthermore, he found other obstacles, such as the difficulty of doing group tasks given by teachers.

Through the data above, researchers provide an overview that students of the the Program Special Education at the Faculty of Teacher Training and Education batch of year 2018 on average have experienced a decrease in achievement motivation and high academic stress triggered by the implementation of the learning system from home. Meanwhile, the online-based home learning system has actually started to be implemented on March 9, 2020, both from elementary school to college level (Nugroho, 2020). That is, there is a very significant time progressivity in forming a mindset among students for pessimists. In the psychological context, students' difficulties in concentrating in the learning process with pessimism are part of academic stress, which can actually be overcome by the motivation to achieve in themselves. According to hayati research (2021) states that high-achieving motivation can achieve greater chances of success for students. In line with this, Mulya and Indrawati's research (2016) proves that achievement motivation can reduce academic stress in first-level students of the Faculty of Psychology, Diponegoro University. Where the higher the motivation of student achievement, the lower the level of academic stress with the opportunity to achieve higher success.

The results of A'yunina and Abdurrohimi's research (2019) also showed that the motivation of achievement and academic stress has a very significant relationship in students of 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 motivation to achieve, the lower the level of academic stress in students. In other words, high-achieving motivation can reduce the level of academic stress in students, where both affect each other. While different results were obtained in the study of Sagita, et al. (2017) which stated that there was a negative and significant relationship between achievement motivation and academic stress in students of the Study Program of Guidance and Counseling Program, Faculty of Education, Padang State University. Where both major variables still depend on other variables such as self-efficacy in students. Through the exposure of some of the 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 relationship that affects each other. Higher levels of motivation can affect the reduction of academic stress in students.

Based on the background description of the above problem, the formulation of the problem that was the main highlight in this study is "Is there a relationship between achievement motivation and academic stress in Program Special Education at the Faculty of Teacher Training and Education batch of year 2018 students who follow learning from home during the Covid-19 pandemic?". This research intends to examine more deeply about the relationship between achievement motivation and academic

stress in students of Sebelas Maret University, Program Special Education at the Faculty of Teacher Training and Education batch of year 2018.

## **METHOD**

The sample in this study was 77 students of the Program Special Education at the Faculty of Teacher Training and Education, Sebelas Maret University who participated in Learning from home during the Covid-19 pandemic, batch of year 2018. The sample collection technique in this study used Saturated Sampling. This study is quantitative research that is correlational. The instruments are composed of two scales: the performance motivation scale and the academic stress scale. The measurement used in the study was the likert scale, which provides positive and negatf statements with five alternative answers and terms of each statement. The positive/favourable (F) statement, consisting of the highest-scoring answers: Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1). In contrast, negative statement items /Unfavourable (UF) have alternative answers with the lowest scores is Always (1), Often (2), Sometimes (3), Rarely (4) and Never (5). Before taking research data, the measuring instrument is first conducted for validity and reliability tests.

### ***Normality Test***

The normality test is intended to find out whether a variable is normally distributed or not. Ghozali (2016) argues that the normality test aims to test a variable or regression model of research has a normal or abnormal distribution. In this study, the normality test technique was conducted with the Kolmogorov-Smirno technique using the help of the SPSS for Windows 25.0 program. it is said to be normally distributed when the significance value (p) > 0.05.

### ***Linearity Test***

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

### **Hypothesis Test**

The data analysis technique used in this study is to use parametric tests. Where in the method of implementation is done by testing hypotheses that are correlational. The Hypothesis test was conducted through the Pearson product moment test with the help of the Statistical Package for the Social Science (SPSS) Program Windows v.25.0. formula in pearson product moment test:

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

Information:

rXY: correlation coefficient r pearson

N: Number of samples/observations

X: independent variable

Y: dependent variable

## RESULTS AND DISCUSSION

### *Result*

#### *Achievement Motivation Scale*

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

**Table 3. 1 Descriptive Statistics Scale of Achievement Motivation Scale**

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

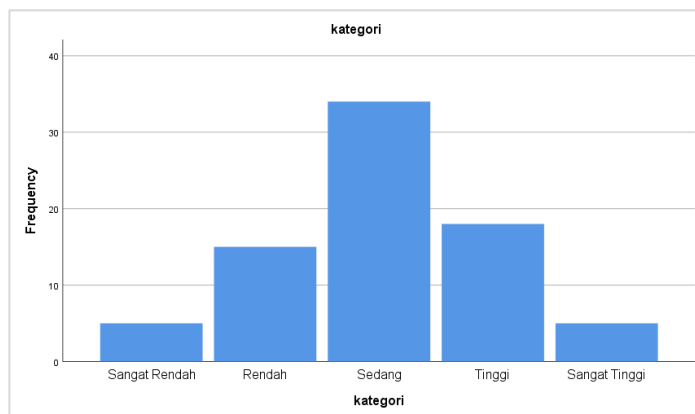
Based on table 3.1 above, it is known the number of respondents who have filled out a research questionnaire as many as 77 students, where the answers of the lowest respondents with a score of 73 and the highest 135, the average (mean) 106.92 and the standard deviation 10,772. Based on the data obtained, to know the distribution of frequencies on outstanding motivation variables, it is necessary to determine categorization by referring to the theory of Azwar (2012).

**Table 3.2 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
	Medium	34	44.2	44.2	70.1
	High	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 is seen that the motivation of very low achievers amounted to 5 Special Education students (6.5%) in following learning from home, 15 Special Education students (19.5%) have a low level of high-performance motivation, 34 Special Education students (44.2%) with moderate category achievement motivation, 18 Special Education students (23.4%) high category in

achievement motivation and 5 students of Special Education (6.5%) obtained if they have very high achievement motivation. Meanwhile, the average data on the results of the study was 106.92 where the level of motivation to excel in Special Education students in following online learning during the Covid-19 pandemic from home was included in the moderate category. Each of these categories can be seen in the spread graph as follows:



**Picture 3. 1 Distribution Data Achievement Motivation Data of Special Education Students**

*Academic Stress Scale*

The Special Education student's Academic Stress Scale had 34 valid items with the highest scores of 5 and 1 as the lowest scores. The maximum score is obtained  $34 \times 5 = 170$  and the minimum score is obtained  $34 \times 1 = 34$ . Based on the data obtained, the maximum score and minimum score on the acquisition of research results data are seen from table 3.3 of the following descriptive statistical analysis:

**Table 3. 3 Descriptive Statistical Analysis Academic Stress of Special Education Students**

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

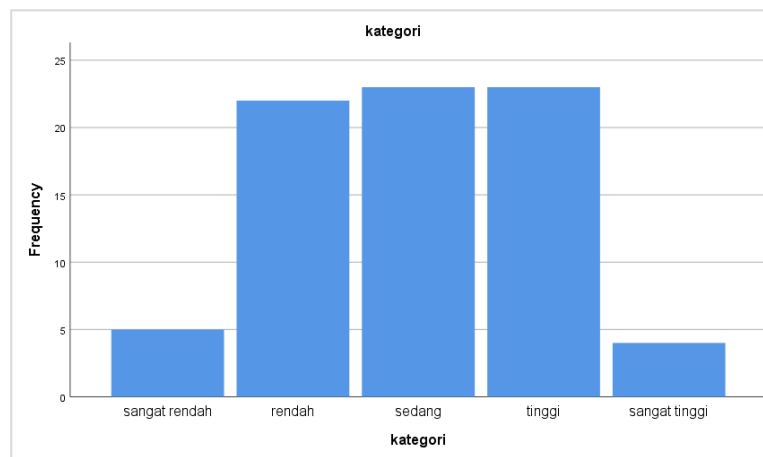
From table 3.3 descriptive statistical analysis above, it is known that the number of respondents in the filling of academic stress variable questionnaire is 77 Special Education Students. The lowest value obtained is 50 and the maximum value is 128, the mean is obtained 88.61 and the standard deviation is obtained at 17,150. From the results of research data, then look for frequency distribution.

**Table 3. 4 Frequency distribution categorizing the Academic Stress scale of Special Education Students**

		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

Medium	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 Special Education students (6.5%) have academic stress in the very low category, as many as 22 Special Education students (28.6%) have academic stress in the low category, as many as 23 Special Education students (29.9%) have academic stress in the high category and the remaining 4 Special Education students (5.2%) have academic stress in very high categories. The average gain from the study data was 88.61. Where the academic stress levels of Special Education students fall into the moderate category and the dissemination of data for their respective categories is seen in the graph below:



**Picture 3. 2 Distribution the Academic Stress Data of Special Education Students**

### *Normality Test*

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

**Table 3. 1 Normality test result One Sample Kolmogorov-Smirnov**

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		77
Normal Parameters <sup>a,b</sup>	Mean	.000000
	Std. Deviation	17.14765577
Most Extreme Differences	Absolute	.088
	Positive	.069
	Negative	-.088
Test Statistic		.088
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

If viewed in the normality test table, it can be concluded that there is a value of 0.200 which is a value of significance greater than the predetermined level of 0.05 then it means that the data is normal distribution. So this study has met the prerequisite test of normality.

#### *Linearity Test*

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

**Table 3. 2 Linearity Test Result**

			ANOVA Table				
			Sum of Squares	Df	Mean Square	F	Sig.
Academic Stress * Motivation Achievers	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 3.6 it is known that the significant value in this study is 0.113 which means that the research on the relationship of variable motivation of achievement with the academic stress of Special Education students is linear, because the results significantly show greater than the value of 0.05.

#### *Hypothesis Test*

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 independent variables and dependent variables if the value (r) calculates the  $> (r)$  of the table and the value of significance  $< 0.05$ . Conversely, if the value



(r) calculates < the value (r) of the table and the significant value > 0.05 then the variable in the study has no relationship between the independent variable and the dependent variable. The results of the hypothesis test on this study can be seen as the following figure:

**Table 3. 3 Hypothesis test result**

		Correlations	
		Motivation Achievers	Academic Stress
Motivation Achievers	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 3.7 of the hypothesis test results in this study showed a significance value of 0.896 and a value (r) calculated (-0.15). Based on these results it is known if the significance value of  $0.896 > 0.05$  and (r) calculates  $(-0.15) >$  the value (r) of the table (0.224). Processing hypothesis tests that had previously been selected or suspected by researchers were declared unacceptable (rejected) because there was no relationship between achievement motivation and academic stress in students of Special Education, Sebelas Maret University batch of year 2018 in distance learning or only carried out from each student's residence. In addition, the hypothesis results state that there is a negative and insignificant relationship between motivation and academic stress in Students of Special Education, Sebelas Maret University. Negative relationships mean if the motivation of high achievement then academic stress becomes low, and conversely if the motivation of low achievement then the higher the academic stress in Students of Special Education, Sebelas Maret University. While the insignificant results concluded that the variable motivation of achievement had no association to the academic stress variable.

### ***Discussion***

Obtained the results of the analysis on the discussion, it was explained that the respondents of this study were distributed to students of the Special Education Program batch of year 2018 which amounted to 77 students. Of the 77 Special Education Students, 5 Special Education Students (6.5%) had academic stress in very low categories, 22 Special Education Students (28.6%) had academic stress in the low category, as many as 23 Special Education Students (29.9%) had academic stress in the high category and the remaining 4 Special Education Students (5.2%) had academic stress in very high categories.

The value (r) calculated as already known is (-0.15), the hypothesis results state if the motivation of achievement has a negative relationship with academic stress in students of Special Education, Sebelas Maret University. The negative relationship means that the high motivation of achievement will have a low impact on academic stress of Special Education Students and conversely if the motivation of achievement becomes decreased or low then the higher the academic stress of Special Education Students.

This study has a collaboration with research researched by Indriyani Suri and Handayani (2018) with the title "Academic Stress and Motivation of Achievement In Students Who Work While

Studying" proving a negative relationship between academic stress and achievement motivation with a correlation value of (-0.545). In addition, similar research was also conducted by Hantoro Adhi Hantoro and Indrawati, S Endang (2016) with the title "Relationship Between Achievement Motivation and Academic Stress in First-Level Students of the Faculty of Psychology, Diponegoro University" which has proven a negative relationship between achievement motivation and academic stress, which is seen from the value of correlation of (-0.525).

In the results of the correlation hypothesis product moment this study is relevant to both studies. Meanwhile, a study conducted by Narulita Anggia (2011) with the title "Relationship Between Achievement Motivation and Personality Type with Academic Stress in Malang State University Students" stated that the correlation of achievement motivation of 0.138 with a significant value of 0.458 is greater than 0.05, which means there is no relationship between achievement motivation and academic stress of Malang State University students. This is relevant to the results of the 0.896 hypothesis test which is greater than 0.05 and explains that there is no association between achievement motivation and academic stress of Students in Special Education, Sebelas Maret University.

This research is reinforced by the theory of McClelland (in Mulya and Indrawati, 2016), someone who experiences high motivation of achievement will have the characteristics of being satisfied with the achievements achieved. McClelland (in Sujarwo, 2011), One of the factors that encourage the emergence of motivation in a person is the need for achievement. Based on the results of this study, a negative relationship of student achievement motivation with academic stress, which indicates that motivation can be raised through cognitive. Students will feel a heavier burden when undergoing lectures with low motivation so they are forced to do their tasks beyond the limits of their abilities to cause stress on students.

Meanwhile, students with the capacity of motivation to achieve high then always try to manage or manage time wisely and successfully determine the direction to be achieved or determined so as to minimize failure. This study provides a conclusion if there is a negative relationship between student achievement motivation and academic stress explained by a description if the high motivation of Special Education Students then the lower academic stress and vice versa, the motivation of achievement of a student is low then the higher the academic stress experienced by students in following 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 harmful or threatening to students who are often psychologically or physically students. Differences in academic stress levels of each student are not the same, the factor is influenced by one of them is the motivation to achieve.

Online learning or at home alone carried out by Special Education Students in the batch of year 2018 does not allow having various learning difficulties. One that can arise from a family, social, study friend or self-environment. The application of learning from home also causes problems with the limitations of an educator in explaining teaching materials, limited interaction between students and lecturers and networking and technology disorders used in attending lectures from home. For some students, of course, this is stressful because there are many changes from learning in campus classrooms with learning carried out from home.

A student needs to improve his or her ability to manage the level of stress within himself by producing himself despite the state of learning in the midst of the Covid-19 pandemic. So as to minimize the level of stress in students.

Students who feel an obligation to complete higher education to have a good career and meet family expectations and carry out learning obligations accompanied by goals or targets that will be achieved with a feeling of happiness then the student will not easily feel academic stress.

## CONCLUSION

Based on the results of research and discussions that have been outlined, it can be concluded that there is no relationship between achievement motivation and academic stress in Special Education Students of Sebelas Maret University batch of year 2018 who participated in learning from home in the Covid-19 pandemic.

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