

ABS 101

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Relationship between Religious and Altruistic Behavior of Students of the Faculty of Social Sciences, State University of Jakarta

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ABSTRACT

This study aims to describe and how the relationship between religiosity and altruistic behavior among students of the Faculty of Social Sciences, State University of Jakarta. This is important for research considering the extent to which the influence of religious education has been presented in the Jakarta State University curriculum in extracurricular, co-curricular, and/or extracurricular activities. The method used in this research is quantitative correlation and probability sampling technique with purposive random sampling with a homogeneous data sample of 90 people from a population of 898 students. The theoretical analysis used for the variable religion (x) is C.Y. Glock and R.W. Stark, while Cohen's theory is used for the student altruistic behavior variable (y).

Based on the results of data analysis, it can be concluded that first, the diversity of students is considered good with an average value of 71.91%. Second, the students' altruistic behavior was considered acceptable, with an average score of 68.20%. Third, there is a positive and significant relationship between religiosity and student altruistic behavior with a correlation value of 0.276 and a percentage of the relationship of 07.6%, and there is a positive and significant influence between diversity (X) and student altruistic behavior (Y) in the Faculty of Science, Social, University. Negeri Jakarta based on regression calculations results by comparing F count and F table, with F count greater than F table, namely F count = 4.642 and F table = 4.15. So that the alternative hypothesis, which states that there is an influence between religiosity on students' altruistic behavior, is accepted, and the null hypothesis, which states there is no effect, is rejected.

Keywords: *Religious, Altruistic, Religious Education*

Introduction

Students of the faculty of social sciences at the State University of Jakarta are highly educated and skilled in studying science and technology, arts, and culture in depth, especially when most of them are religious followers or, in other words, religious people. Also, differences in character, social and cultural backgrounds, and the family educational environment they carry make their behavior have unique patterns of interaction, especially in addressing and responding to social environment problems.

Each individual certainly has mandatory duties related to morals in social life, especially for others' benefit (Desmita, 2008). This behavior is certainly not easy to realize, especially if you look at the present context (read; digital era / IR 4.0) as if human

individuals have lost their identity as social beings; maybe this is triggered by technological sophistication that makes them tend to be engrossed in their world. Alone and provide individualistic personality changes, or egoism becomes more dominant in his life (Taufik, 2012). So it is not surprising that among their behavior when asked for help voluntarily, saying, "*Which day is there for free!*". Meanwhile, the meaning of egoism itself is the opposite of altruism, namely an unselfish attitude (Desmita, 2008).

This does not mean that it applies to everyone and everywhere. Because altruistic/altruistic behavior is not impossible not to exist, the factors can vary, ranging from the influence of education in the family or the demands of social relationships. However, psychologically, when students are or have reached their late teens in taking an attitude or action, they are no longer motivated by this, but they carry out these actions based on awareness in carrying out their social roles.

In the initial observation stage, researchers found programs that stimulated students to behave altruistically, namely religious education presented in the Jakarta State University curriculum in the form of extracurricular, co-curricular, and extracurricular activities. Apart from the existence of the "stamp" of student culture, which is known today with hedonistic, individualistic, undisciplined behavior, and so on. However, some of them have a high sense of solidarity, cooperation and help each other voluntarily as in the example of the case when the family of a student dies, or a disaster occurs, the student responds quickly to collect donations, of course, the size is not little money they spend, but how they can have concern for the difficulties of others.

Besides, the form of students' altruistic behavior is also reflected in the actualization of good values according to their knowledge dimensions. A sense of belonging (sense of belonging) to the campus can also be one of the many forms of altruistic behavior shown by students of the social sciences faculty at the State University of Jakarta. Of course, there are various forms of activity, such as being a committee on campuses and organizations. Of course, it requires a soul who is happy to help, besides spending time being a committee at campus events knowing that the organization is certainly not paid. However, they get their satisfaction when the event can be carried out successfully as expected.

Furthermore, being a member of a student organization at the State University of Jakarta is more elevated than just being a committee, apart from a more extended period,

they have real responsibilities by the expectations of students in general. Because by being involved in student organizations, they have a passion for personal and social change. In addition to having a high sense of loyalty, care, and concern for the campus, they must also have a soul ready to sacrifice their time, energy, and thoughts.

In choosing the organization, what attracted researchers' attention was their involvement in various organizations without exception that contained religious elements. So that the focal point of this research is not on who obeys the rules, who is the greatest in giving, who often appears in organizational activities, but who does have the spirit to help, empathize, care, also feel responsible for their social duties and whether their behavior reflects their awareness of the knowledge obtained from their religious teachings or not.

As a religious person, student diversity is undoubtedly not only manifested in the form of ritual worship, but also in other activities that can also be balanced with kindness towards fellow beings. As a system, each religion positively encourages its adherents to be religious as a whole (Ancok, 2005). Every religion certainly has demands that must be met by every adherent in its totality. As in Islam, a believer must be able to carry out the shari'a of his religion kaffah. This diversity is how religious people are aware in carrying out their religious teachings. This diversity can be manifested in every dimension of human life, either obedience to God in the form of rituals or kindness towards fellow beings who are driven by a supernatural power (Ancok, 2005).

To borrow the term Gus Mus, "pious ritual, pious social." The quality of faith, the quality of worship, is also supported by the quality of social behavior, in the sense that doing good or good deeds is where piety includes both at once, namely ritual and social (Mus, 2016). Humans are social creatures who like to live in groups or Aristotle's language; humans are called zoon political (Nasrulloh, 2015). In social life, they must be able to adapt and maintain harmony with their environment. That is the human way to survive.

For every religious community, without exception, students of the social sciences faculty at the State University of Jakarta, having faith or having faith, are essential in religion. Therefore, faith is a need for the very concerned religion so that humans are called religious creatures (homo religious). This belief then crystallizes into a living system attached to the human individual in the form of religion. Even though these beliefs

are abstract, they can have a real impact on everyday life, such as their influence on individual and social behavior, ideology, and culture.

In religion, a person is determined by the experience and the exercises he goes through. So that he will feel the importance of religion in his life, then these people will naturally tend to live by religious rules. Accustomed to practicing worship, afraid of going over religious restrictions, and being able to feel how enjoyable religious life is (Darajat, 1991).

For this study, observations of various dimensions of diversity are not only understood from the manifestation of individual diversity, but also about research on the practical dimensions of religious experience in worship and dimensions of religious experience in group life (Kahmad, 2000). So that the form of expression from the dimension of religious experience is placed as a response to one thing that will happen to humans that produce specific actions as an effort to deal with the problem, this response is characterized by the presence of thoughts, feelings, actions and a stable relationship with the social environment.

Based on the cases that the researchers found, altruistic behavior that shows student behavior in putting others' interests ahead of themselves shows that religious behavior can be a manifestation of their knowledge of religion. On this basis, the researcher took the problem, with the aim and purpose of describing the student's diversity and altruistic behavior and finding the relationship between the two, namely diversity and altruism.

Material and Method

The method used in this research is a simple quantitative correlation processed by statistical methods, using the SPSS (Statistical Package for the Social Sciences) application version 21, which functions to perform statistical analysis in a system (Sugiyono, 2012). The data collection technique was used with probability sampling and purposive random sampling techniques using homogeneous data in the form of a 10% sample subject, namely 90 people from a population of 898 students in semester 4 (four) of the Jakarta State University social sciences faculty in the 112th semester of the 2019/2020 academic year.

The data analysis used in this study is the variable description test, normality test, linearity test, and hypothesis test, which includes the correlation test, significance test,

and regression test, which previously tested the validity and reliability of the questionnaire with r table values using the significance level test. 5% or 0.05 means that the risk of making a wrong decision is at least 95%.

Result and Discussion

This study uses 2 (two) theoretical variables, namely the theory of diversity of Charles Young Glock and Rodney William Stark as the x variable (independent or free variable) and Cohen's altruistic behavior theory as the y variable (dependent or dependent variable).

The use of the religious variable as a variable of this research as an approach to understand and explain the reflection of students' behavior patterns and actions that occur in their socio-cultural environment and always based on the values believed in their religion. This is because an essential reference in understanding the behaviors that arise from the social interaction process that gives rise to student behavior diversity is as a self-concept or self-construal (Warsono, 2002). The indicators of Glock and Stark's diversity include the intellectual dimension (religious knowledge), the ²² ritualistic dimension (religious practice), the ideological dimension (religious belief), the experiential dimension (religious feeling), the consequential dimension (religious effect).

Through this paradigm, Glock and Stark describe that an individual's obedience does not only measure individual religiosity or religiosity in religion to ritual behavior (worship) solely because of the impulse of an invisible force that is considered supernatural but is also manifested in various aspects of the socio-culture of individual human life that influence each other. Therefore, the diversity of an individual will cover the various sides and dimensions of diversity mentioned above.

While the altruistic variable refers to Cohen's opinion, the indicators of altruistic behavior consist of four things: (Suroso, 2008) Empathy, Giving Behavior (Helping), voluntary, and concern for others' welfare. This indicator can be influenced by factors as explained by Bambang, quoting from Wortman, several factors influence a person in providing help to others, such as mood, empathy, belief, world justice, socio-biological, situational, and insightful. Towards religion (Arifin, 2011).

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Validity and Reliability of the Questionnaire

In describing the results of this study, the results of the questionnaire's validity and reliability will be displayed first. From the results, it can be concluded that the variable X contains 21 valid statement items from the 40 statement items, while the Y variable contains 25 valid statement items from the 40 statement items.

Reliability testing for variables X and Y, invalid item numbers in the validity test above are not included, then the results are as follows:

Table 1. The Output Reliability Test of Variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
.918	21

Table 2. Output Test of Variable Reliability Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.919	25

Then Cronbach's Alpha is the result of r count, which is then compared again with r table 0.339 with the following data.

Table 3. Table X Variable Reliability Test

Nilai r Hitung	Nilai r Tabel	Kesimpulan
.918	.339	Reliabel

Table 4. Variable Reliability Testing Table Y

Nilai r Hitung	Nilai r Tabel	Kesimpulan
.919	.339	Reliabel

The conclusion from the above data shows that $r \text{ count} = (0.918) > r \text{ table} = (0.339)$. This indicates that of the 40 statements in the instrument, 21 statements are reliable and can be used as a data collection tool to measure the religious variable (X). Meanwhile, in testing the reliability of variable Y, the conclusion from the data above is that it is known that $r \text{ count} = (0.919) > r \text{ table} = (0.339)$. This indicates that of the 40 statements in the instrument, 25 statements are reliable and can be used as a data collection tool to measure the altruistic behavior variable (Y).

Thus, in this study, the authors only used 20 statements on variable X and 20 statements on variable Y, which had their validity and reliability tested and presented each indicator on each variable.

Data Description for Each Variable

Based on the data obtained, the calculated score for variable X is 6472 (criterion score 9000). Thus, the value of adolescent relationships is $6472/9000 \times 100\% = 71.91\%$, and if it is made on a scale of 10, then student diversity is 0.71 from all the variable questions. Refer to the percentage table of the assessment criteria; these numbers are 68.00 - 83.99 with a good category. That way, it shows that the average teenager respondent is right.

The respondents' highest percentage value is in the item "*I do what I like because no one is watching my behavior*" or item no. 3. In this item, the percentage of answers is 86% with an excellent category. While the lowest percentage value given by respondents is in the item "*I am interested in discussing religion*" or item no.9. of this item, the respondent's answer can be presented at 48.88%, which means it is still in the low category.

Meanwhile, based on the data obtained, the variable count score Y is 6138 (criterion score 9000). Thus, the value of adolescent relationships is $6138/9000 \times 100\% = 68.2\%$, and if it is made on a scale of 10, then the teenage association is 0.68 of all the variable questions. Referring to the percentage table of the assessment criteria, this figure is 68.00 - 83.99 with a good category. That way, it shows that the average teenager respondent is right.

The respondent's highest percentage value is in the item "*I can understand the feeling of being left behind by a loved one*" or item no. 10. In this item, the percentage of answers is 78.88% with a good category. While the lowest percentage value given by respondents is in the item, "*I feel satisfied when helping to clean the classroom*" or item no.13. Of this item, the respondent's answer can be represented by 50.88%, which means it is still low.

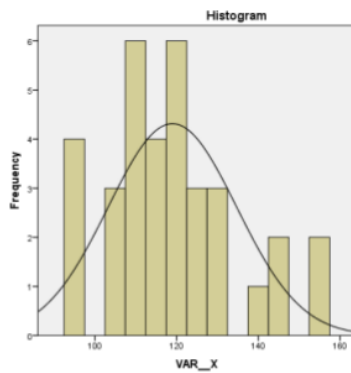
From the above calculations, first, the classification criteria for the assessment are determined as follows:

Table 5. Percentages and assessment criteria

No.	Percentage	Assessment criteria
1.	20.00 – 35.99	Not good
2.	36.00 – 51.99	Poor
3.	52.00 – 67.99	Pretty good
4.	68.00 – 83.99	Well
5.	84.00 – 100.00	Very good

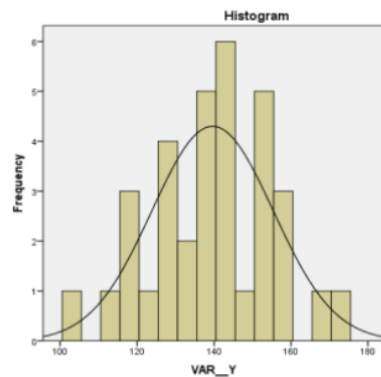
The results of calculating the size of centering and displaying data on religious variables (X) and altruistic behavior (Y) using the SPSS program are as follows:

Table 6. Output Size Centering and Variable Data Display X



Statistics		
24 R_X		
N	Valid	90
	Missing	0
Mean		323,26
Median		324
Mode		0 ^a
Std. Deviation		15,717
Variance		247,030
Range		71
Minimum		48,88
Maximum		86
Sum		6472

Table 7. Output Size Centering and Variable Data Display Y



20 Statistics		
VAR_Y		
N	Valid	90
	Missing	0
Mean		306,9
Median		327,05
Mode		278
Std. Deviation		15,771
Variance		248,728
Range		68,1
Minimum		50,9
Maximum		78,9
Sum		6138

Test Prerequisite Analysis

a. Normality test

Based on the table below, it is known that variable X (diversity) and variable Y (altruistic behavior) are 0.200, this value is greater than the significance level used

of 0.05 (0.200 > 0.05), so it can be concluded that the residual value normally distributed.

Table 8. Output Size of Centering and Spreading Variable Data

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		90
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	15,15779440
Most Extreme Differences	Absolute	,094
	Positive	,044
	Negative	-,094
Test Statistic		4,094
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.

b. Linearity Test

Table 9. Linearity Test Output

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
VAR Y *	Between	(Combined	6836,863	22	310,766	2,493	,059
VAR X	Groups	Linearity	625,991	1	625,991	5,022	,047
		Deviation from Linearity	6210,871	21	295,756	2,373	,070
	Within Groups		1371,167	11	124,652		
	Total		8208,029	33			

Based on the output above's significant value, a significance value is obtained at Deviation from linearity = 0.070. Because the significance is more than 0.05, it can be concluded that there is a significant linear relationship between variable X (diversity) and variable Y (altruistic behavior).

While the F value of the output above, the calculated F value = 2.373, while the F table is 4.13. because the calculated F value is smaller than the F table, it can be concluded that there is a significant linear relationship between the Diversity (X) and Altruistic (Y) variables.

Hypothesis Test for Each Variable

From the calculation of variable X with a degree of error of 5%, the t count is 34.672, and t table is 1.69092. If $t > t$ table, then H_0 is rejected and H_a is accepted. Religiousness is more than 70% of the expected criteria.

So, the hypothesis states that diversity is not more than 70% of the expected criteria is rejected, or there is a difference between what is expected in the population and the data collected from the population. From the calculation, it was found that the average student response was 71.91%.

Table 10. One Sample Statistical Variable X

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
VAR_X	90	323,26	15,717	3,277

Table 11. One-Sample Test Variable X

One-Sample Test						
Test Value = 108						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR_X	34,672	33	,000	113,618	106,95	120,28

Meanwhile, from the variable Y calculation with a degree of error of 5%, the t count is 47.706, and the t table is 1.69092. If $t > t$ table, then H_0 is rejected and H_a is accepted. Altruistic behavior of 60% of the expected criteria.

So, the hypothesis states that altruistic behavior is not more than 70% of the expected criteria is rejected, or there is a difference between the expected in the population and the data collected from the population. From the calculation, it was found that the average student response was 68.2%.

Table 12. One Sample Statistical Variable Y

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
VAR_Y	90	306,9	15,771	2,927

Table 13. One-Sample Test for Variable Y

One-Sample Test						
Test Value = 105						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR__Y	47,706	33	,000	139,618	133,66	145,57

a. Correlation coefficient

Based on the data, the following table shows r, which is a symbol of the correlation coefficient value showing a value of 0.276. Referring to the table of Correlation Index Figures, the number is in the interval 0.20 - 0.40 with the interpretation that there is a weak or low correlation between variable X and variable Y.

The correlation coefficient value above shows a positive value, so both have a unidirectional relationship with the conclusion that if the value of the religious variable (X) is high, then the value of the altruistic behavior variable (Y) will also be high.

Table 14. The output of correlation calculation

Correlations			
		VAR__X	VAR__Y
VAR__X	Pearson Correlation	1	,276
	Sig. (2-tailed)		,114
	N	90	90
VAR__Y	Pearson Correlation	,276	1
	Sig. (2-tailed)	,114	
	N	90	90

b. Significance Test

Table 15. Correlation Coefficient Calculation Output

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	106,642	20,459		5,213	,000
	VAR__X	,277	,170	,276	1,625	,114

a. Dependent Variable: VAR__Y

Based on the table above, the t count is 5.213, while the t table with $df = n - 2 = 32$ with an error rate of 5% is 1.69389. That way, the calculated t value is greater than the t table value, so that the calculated t value lies in the rejection area of H_0 . The conclusion is based on the results of tests on 90 respondents. It is found that there is a significant and significant correlation between religiosity and student altruistic behavior.

c. Coefficient of Determination (r^2)

The coefficient of determination is often defined as how much all independent variables can explain the variance of the dependent variable. In simple terms, the coefficient of determination is calculated by squaring the Correlation Coefficient (R). Based on the calculation results table above, R Square is 0.076. It means that the independent variable's ability to explain the dependent variable's variance is 07.6%. It means that there is a 92.4% variance of the dependent variable, explained by other factors.

Table 16. Table of R Square Test Results

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.276 ^a	.076	.047	15,393	1,886

a. Predictors: (Constant), VAR_X
 b. Dependent Variable: VAR_Y

d. Regression Equations

Table 17. Calculation of Regression Equations

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	625,991	1	625,991	4,642	,114 ^b
Residual	7582,038	32	236,939		
Total	8208,029	33			

a. Dependent Variable: VAR_Y
 b. Predictors: (Constant), VAR_X

The table above shows that the F count is 4.642 while the F table with the D.K. numerator = k and the denominator $dk = 34 - 2 = 32$ with an error rate of 5%, the value of F table is found to be 4.15.

Thus F count is greater than the F table. This shows that H_a was accepted, and H_o was rejected. So it can be concluded that diversity has a significant contribution to altruistic behavior.

Table 18. Calculation of Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	106,642	20,459		5,213	,000
	VAR_X	,277	,170	,276	1,625	,114

a. Dependent Variable: VAR_Y

In the coefficients table, in column B the constant (a) is 106.642, while the Trust value (b) is 0.276, so the regression equation can be written:

$$Y = a + b X$$

$$Y = 106.642 + 0.276 X$$

This means that changes in variable X will be followed by changes in variable Y positively.

Discussion

The results showed that the religious variable (X) reached 71.91% of the expected, the value based on the assessment criteria table was in the interval 68.00 - 83.99 with the assessment criteria included in the excellent category. Furthermore, the student altruistic behavior variable (Y) reached 68.20%. From the expected, this value is also based on the criteria table in the interval 68.00 - 83.99 with a good category. This study shows that the two variables have received an optimal assessment, namely more than 70% for variable X and more than 60% for variable Y from 90 samples.

Furthermore, it can be said that the religious variable (X) with the student altruistic behavior variable (Y) in the faculty of social sciences at the State University of Jakarta for semester four students of the 2019/2020 academic year has a relationship of 0.276 with a percentage of the relationship 07.6% here it is possible 92.4 The other% is influenced by other factors outside the variables studied.

Meanwhile, based on the regression calculations results, there is a significant influence between diversity on student altruistic behavior. This is based on the comparison between f count

is more excellent than f_{table} , $f_{count} = 4.642$, and $f_{table} = 4.15$. So the proposed H_a is accepted, and H_o is rejected.

As previously stated, several factors influence student altruistic behavior, including belief, knowledge, appreciation, religious consequences, and religious practice, namely diversity. From the results of the study, it can be said that the religious variable (X) has been shown to have a relationship and influence the altruistic behavior variable of students (Y) in the social science faculty of the State University of Jakarta for semester four students of the academic year 2019/2020 with a percentage of the relationship of 07.6%.

What has been written above indicates that good religiosity can produce student altruistic behavior well too, given that one of the factors that influence student altruistic behavior, which is empathy, helpful, sincere/voluntary, and concern for others, is influenced by the student's diversity.

Conclusion

Based on the research data, the following conclusions were obtained; *First*, the diversity of students of the social science faculty at the State University of Jakarta is considered good with an average score of 71.91% and is in the excellent category. This average value is obtained from the results of distributing questionnaires adjusted to the religious indicators of C.Y. Glock and R.W. Stark; *second*, the altruistic behavior of students of the Jakarta State University social science faculty is considered good with an average score of 68.20% of the expected criteria and is in the excellent category. This average value is obtained from the results of distributing questionnaires adjusted to Cohen's altruistic indicators; *and third*, there is a positive and significant influence between diversity and the altruistic behavior of students of the Jakarta State University social science faculty with a correlation of 0.276 with a relationship percentage of 07.6%, while other factors outside of the study influence the remaining 92.4%. There is a religious influence on the altruistic behavior of students of social science faculty at the State University of Jakarta based on the results of regression calculations and comparisons between f_{count} and f_{table} , and the result f_{count} is greater than the f_{table} , namely $f_{count} = 4.642$ and $f_{table} = 4.15$. So that it can be obtained that H_o 's decision is rejected and H_a is accepted. So the religious variable has a significant and positive effect on the altruistic behavior variable of the students of the Jakarta State University of Social Sciences.

² Based on the results of this study, it is hoped that it can provide recommendations for reviewing the curriculum and learning religious education so that later it can have a practical impact on students in the Jakarta State University.

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