

# Asean Journal Andi Thahir

*by Andi Thahir*

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## **1 Self-Esteem as a Moderator in the Correlation between Collective Cohesiveness and Student Social Loafing**

**1 Abstract:** This research was intended to figure out the correlation between collective cohesiveness, self-esteem, and college student social loafing and whether self-esteem moderates the correlation between collective cohesiveness and college student social loafing. The participants of this research were determined through the accidental sampling technique with the criterion being an active student at Raden Intan Lampung Islamic State University and 403 respondents were obtained. The data collection technique of this research covered three scales, i.e. social loafing, Group Environment Questionnaire (GEQ), Coopersmith Self-Esteem Inventory (CSEI). The set of data analysis techniques encompassed simple regression, double regression, and moderated regression (MRA) analyses. Indicating collective cohesiveness and self-esteem play a role in lowering the rate of social loafing, the research results show that the collective cohesiveness and self-esteem were negatively correlated with social loafing. It was also found out that collective cohesiveness and self-esteem have a correlation of 18.6% with social loafing. Apart from the two findings, this research also discovered that self-esteem does not make any contributions to the correlation of collective cohesiveness with college student social loafing.

**Keywords:** *self-esteem; college student; social loafing; collective cohesiveness.*

### **1 INTRODUCTION**

College students are part of society engaging in education at the highest level in college (Duryat, Abdurohim, and Permana, 2021). As an individual dealing with college education, a college student is considered to have good competence for facing various situations. As a student in college, he or she is also responsible for his or her obligations (Andayani, Febriyani, and Andriansyah, 2020). College students have the chance to explore wide-ranging things, including academic assignments (Santrock, 2012). College students are also given multifaceted tasks and demanded to have the ability to fulfill them (Saman, 2017).

The tasks faced by college students include individual tasks, those done individually, and collective ones (Sutanto and Simanjuntak, 2015). In the college learning process, a lecturer usually gives a collective task to have students accustom themselves and adapt to teamwork as they work with others in groups (Ramadhani, 2019). Doing the assignment collectively is a combination of amounts of effort from the individuals within the group in order to achieve the goals they have set so that the process of fulfilling the given assignment is more effective and leads to a more optimal result (Aulia and Saloom, 2013). According to Santrock (2011), group work offers such benefits as the achievement of good interaction and relation among group members, which increase learning motivation. The reality is working in a group can also decrease the determination and effort of the individuals in the group (Ying, Li, Jiang, Peng, and Lin, 2014).

The effort intensity of individuals in a group is different. Not every group member puts maximum effort in. In a group, there is constant interaction among members involved in certain work (Faturachman, 2009). The fact is there are still members making too little endeavor. This potentially causes group work to be ineffective as not all the members are keen on making contributions to the given task (Ramadhani, 2019). The problematic phenomenon is known as social loafing.

According to Myers (2012), social loafing is usually done by someone who makes a little endeavor in a group compared to themselves when working individually. This idea is in line with the research finding of Marlina (2019) in terms of the student social loafing phenomenon in group work, that someone lessens their effort for group work or unwillingly makes contributions to it. It is because they assume that they do not have to try their best to finish the task when other members are more capable of handling it.

Myers (2012) infers that there are five aspects of social loafing. The first aspect is the decrease of the individual's motivation for the group work, meaning they are not motivated enough to involve themselves in it. Second, the passive attitude, which makes them prefer being silent in their group. The third one is responsibility dilution, where an individual thinks that they have contributed enough to the group so that they decide to stop making any more contributions till the end of the work and keep waiting for their groupmates to finish the work as the manifestation of their responsibility. The fourth aspect is free ride. As the name suggests, it refers to being a group parasite by making use of their groupmates to have the work finished. They get their fellow group members to spoon-feed them without making any attempts to help them with the task. The last is the shrinkage of the

awareness of others' evaluation of themselves.

Not only does social loafing negatively affect an individual, it also has negative impacts on the outcome of the group work and the groupmates due to the existence of injustice from the lack of the loafer's initiative (Hall and Buzwell, 2013). The presence of a loafer can decrease collective productivity so that the work produced by the group is of low quality (Teng and Luo, 2014). In another case, a loafer's presence causes desperation, or even envy, since the other group members do the task as well as possible, while the loafer does not actively participate in the process and hardly attempts to contribute, yet they all share the same score at the end (Krisnasari and Purnomo, 2017).

Referring to the previous studies discussing social loafing, certain factors affect this phenomenon. The factors are both internal and external factors. They are collective cohesiveness (Aulia and Saloom, 2013), the level of self-esteem (Putri, Iswinarti, and Istiqomah, 2020), personality (Ramadhani, 2019), self-efficacy (Narotama and Rustika, 2019), and deficiency of the motivation for achievement (Paksi, Okfrima, and Mariana, 2020). One of the external factors is collective cohesiveness.

In reference to Carron, Widmeyer, and Brawley (1985), collective cohesiveness is the bond between an individual and their group. This bond is a reflection of closeness, similarity, and ties keeping the members in the group. Hoigaard, Tofteland, and Ommundsen (2006) believe collective cohesiveness causes group members to unite, working together and supporting each other, so social loafing stands no chance to come into existence within the group.

In Carron, Widmeyer, and Brawley's (1985) view, the aspects of collective cohesiveness are the group integration task, group integration society, individual attraction to the group task, and individual attraction to the group society. The group integration task is the individual attraction to the similarity and closeness of the group in finishing the task. The group integration society is the reflection of the individual attraction to the closeness and fellowship of the group in social activity. Individual attraction to the group task is the individual attraction to the engagement in group work. Individual attraction to the group society is the individual attraction to the engagement in group social interaction.

High collective cohesiveness causes group members to be bound to make contributions together so as to achieve the goal of the group, which results in the decline of social loafing (Krisnasari and Purnomo, 2017).

Rasyid, Natsir, and Anwar (2021) argue that collective cohesiveness can improve productivity and performance of a group. Cohesiveness can also heighten the motivation and work satisfaction of each group member. In addition, high collective cohesiveness also makes communication better, diminishes adversity, and raises group members' self-esteem. Besides collective cohesiveness as the external factor, there is also such an internal factor of social loafing as self-esteem.

Coopersmith (as cited in Putri, Iswinarti, and Istiqomah, 2020) holds the view that self-esteem is a result of individual self-evaluation. Coopersmith (as cited in Hidayat and Bashori, 2016) puts forward that self-esteem covering four aspects, i.e. power, significance, virtue, and competence. Power is the individual ability to control one's behavior or others'. Significance is appreciation or attention from others. Virtue is the individual obedience and compliance to certain regulations. Competence is the individual ability to carry out one's responsibility.

In reference to Salmela-Aro and Nurmi (2007), someone with low self-esteem is prone to problems in life. They tend to be more emotionally vulnerable to having negative attitudes towards themselves. They do not interact well with others either when working on a task. These result in the decline of the individual's achievement ability. On the contrary, high individual self-esteem provides one with effort, endurance, and pleasure (Baumeister, Jennifer, Campbell, Krueger, and Vosh, 2003). Someone of high self-esteem presents positive attitudes and self-evaluation, which are beneficial to the preparedness to participate in society in order to lessen the emergence of social loafing (Putri, Iswinarti, and Istiqomah, 2020).

From the preliminary research on eight college students who often got group tasks, it was known that they had often faced the phenomenon of social loafing when they were in groups. Two of them admitted that they were social-loafing individuals, meaning they reduced their effort and contribution when dealing with group work. Then, three of them said that they often got social-loafing groupmates, meaning the groupmates were not willing to contribute enough, so the effectiveness of group work shrunk. Then, the other three said that they sometimes became loafers when they shared a group with those they did not quite like.

The social-loafing phenomenon is harmful to every group member. Social-loafing individuals are just idle, waiting for others, and count on them as they are considered to be more capable in the group. It of course impacts the performance of the social-loafing individuals and their lives (Salahuddin, Khairani, and Rahmawati, 2019). Individuals of high self-esteem have positive impacts on their surroundings, including on collective activities.

High-self-esteem individuals are accepted in society and can also optimize their capabilities so as to make contributions to the achievement of collective goals (Wulansari, Hardjajani, and Nugroho, 2013). It means that high self-esteem produces high collective cohesiveness (Ahabba, Widjanarko, and Khasan, 2019), so it lessens the emergence of social loafing in the individuals for optimal group work.

Taking into account the findings of the aforementioned previous studies, self-esteem and collective cohesiveness play an important role in social loafing. The recent study of Rahayu and Rahman (2019), concerning the phenomenon of social loafing, put to the test self-efficacy as a moderating variable in the correlation between collective cohesiveness and social loafing. In this research, the moderating variable is a factor of social loafing, self-esteem, serving as a variable strengthening the correlation between collective cohesiveness and social loafing. Recent studies on social loafing mostly center on one of the factors only, while this research focuses on both an external factor and an internal factor of college students' social loafing, which are collective cohesiveness and self-esteem.

## METHODS

**Research Respondents.** The population of this research was the active students of Raden Intan Lampung Islamic State University. The sampling was done with the accidental sampling technique, done by choosing anyone accidentally met, meaning anyone fulfilling the required criteria for being a research respondent was eligible to be one (Fauzy, 2019).

**Research Design.** This research employed the correlational quantitative method. A correlational study is one that has the goal of finding out a correlation between two variables or more to discover how strong the correlation between the researched variables is (Ibrahim, Alam, Madi, Bharuddin, Ahmad, and Darmawati, 2018). This research comprises three variables, i.e. social loafing as the dependent variable, collective cohesiveness as the independent variable, and self-esteem as the moderating variable. A dependent variable serves as a variable affected by an independent variable, so in other words, an independent variable serves as a variable affecting an independent variable, positively or negatively. A moderating variable serves to weaken or strengthen the correlation between a dependent variable and an independent variable (Paramita, Rizal, and Sulistyan, 2021).

**Research Instruments.** The research data collection technique involved Likert Scale. Likert Scale is a scaling method for knowing people's attitudes towards, views of, or feelings about certain situations through scored



responses (Kurniawan, 2021). The applied scale in this research covered four responses, i.e. SS (*Sangat Setuju*, meaning “completely agree”), S (*Setuju*, meaning “agree”), TS (*Tidak Setuju*, meaning “disagree”), STS (*Sangat Tidak Setuju*, meaning “completely disagree”). The scale for the respondents had two statements, i.e. favorable and unfavorable. This research employed three instruments, i.e. social loafing scale, Group Environment Questionnaire (GEQ), and Coopersmith Self-Esteem Inventory (CSEI). The social loafing was measured with the social loafing scale adapted from Frisye (2020). This social loafing scale consists of 18 items and refers to the social loafing aspects put forward by Myers (2012). The collective cohesiveness was measured with the Group Environment Questionnaire (GEQ) scale modified by Saidah (2016). The Group Environment Questionnaire (GEQ) scale is comprised of 12 items and refers to the aspects of collective cohesiveness proposed by Carron, Widmeyer, and Brawley (1985). The self-esteem was measured with the scale adapted from Coopersmith Self-Esteem Inventory (CSEI), which was developed by Coopersmith and comprises 36 items based on the self-esteem aspects crystallized by Coopersmith. According to Saiffudin (2020), a reliability score ranges from 0 to 1. The closer it is to 1, the better the accuracy it has. The recommended reliability score is 0.900. A score of 0.800 is considered to be good, while a score of 0.700 is regarded satisfactory. The criterion for item selection, based on the correlation of the total items, is a score of 0.300 at the minimum, but the criterion limit can be lowered to 0.250 (Azwar, 2012). The validity and reliability scores of the three scales in this research indicated that the scales were eligible to be the instruments. The results of the validity and reliability can be seen in Table 1.

**(Tabel 1. The Results of the Instrument Validity and Reliability)**

**Research Procedure.** This research was conducted in September 2022. It was done in two phases. The distribution of the scales was done online and onsite through Google Form. The scales were distributed to the active students of Raden Intan Lampung Islamic State University. The distribution took eight days and resulted in 403 respondents. The Google Form results were then processed by scoring each item chosen by the respondents. Then, scoring results served as the data of this research.

**Data Analysis Techniques.** A parametric statistic-based data analysis requires assumption testing. In this research, the set of assumption tests was limited to the normality, linearity, multicollinearity, and heteroscedasticity tests (Malay, 2021). After that, the hypothesis testing was performed. In this test, the simple regression analysis was involved to answer the first and second hypotheses and the multiple regression analysis was employed to answer

the third hypothesis. Next, to answer the fourth hypothesis, the moderated regression analysis (MRA) was performed. It is a special linear multiple regression analysis to test the effects of two or more independent variables on a dependent variable, where the regression equation bears an interaction element or a multiply of two or more independent variables (Liana, 2009).

## RESULTS

**Descriptive Analysis.** The results of the descriptive analysis, which categorized the scores on the social loafing, collective cohesiveness, and self-esteem variables, can be seen in the following tables.

### (Table 2. The Categorization of Social Loafing Scores)

The results of the analysis and categorization of the scores on social loafing in Table 2 show that 72% of 290 respondents from Raden Intan Lampung Islamic State University had a medium level of social loafing.

### (Table 3. The Categorization of Collective Cohesiveness Scores)

The results of the analysis and categorization of the scores on collective cohesiveness in Table 3 demonstrate that 79% of 318 respondents from Raden Intan Lampung Islamic State University had a medium level of collective cohesiveness.

### (Table 4. The Categorization of Self-Esteem Scores)

The results of the analysis and categorization of the scores on self-esteem in Table 4 present the information that 74% of 297 respondents from Raden Intan Lampung Islamic State University had a medium level of self-esteem.

**Assumption Testing.** The assumption testing was conducted to fulfill the required linear regression analyses. The results of the assumption testing can be seen in the following graphs and tables.

### (Graph 1. The Histogram of the Normality Test) (Graph 2. Q-Q Standardized Residual Plot)

In reference to Graph 1, representing the normality test in the form of a histogram, it is inferable that the histogram is normally distributed with the residual following a dispersion pattern shaped like a bell (Priyono, 2021). Then, as seen in Graph 2, the Q-Q plot has dots close to the diagonal line, so it can be said that the data were normally distributed (Malay, 2021).

### (Graph 3. The Linearity Test of Social Loafing vs. Collective Cohesiveness) (Graph 4. The Linearity Test of Social Loafing vs. Self-Esteem)



In Graphs 3 and 4, it is obvious that the dots form a pattern shaped like a straight line, so it is safe to infer that the correlation between the dependent variable and the independent variable was linear.

#### **(Table 5. The Multicollinearity Test)**

Based on Table 5, the T value was  $0.827 > 0.10$  and the VIF value was  $1.209 < 10.00$ , so it can be concluded that the two variables were free of multicollinearity.

#### **(Graph 5. The Heteroscedasticity Test)**

As seen in Graph 5, the dots disperse irregularly without forming any particular shapes. For this reason, it is reasonable to say that there was no indication of heteroscedasticity. The data analysis in this research also involved the statistical analysis software called JASP 16.0 for Windows.

**Hypothesis Tests.** The results of the hypotheses of the simple regression and multiple regression tests and the moderated regression analysis (MRA) are as follows.

#### **(Table 6. The First Hypothesis Test of the Simple Regression Analysis) (Table 7. The Equation of the X<sub>1</sub> and Y Regression)**

The hypothesis testing represented by Table 6 resulted in a correlation coefficient value of  $-0.392$  ( $r$ ) with a significance value of  $0.001$  ( $p < 0.05$ ), so the first hypothesis is accepted. It means that there was a significant negative correlation between the collective cohesiveness and social loafing variables. For this reason, it can be interpreted that the higher the collective cohesiveness, the lower the social loafing of the students of Raden Intan Lampung Islamic State University. The results of the first hypothesis test also show a determination coefficient value of  $0.154$  ( $r^2$ ). This indicates that the amounts of contribution of the collective cohesiveness to social loafing were  $15.4\%$  and  $84.6\%$ . The rest was affected by other factors. From Table 7, it is known that the regression equation  $Y = a + bX_1$  was  $Y = 54.869 + -0.697 X_1$ , so it is logical to interpret that without the increase or addition of the collective cohesiveness value, the value of the social loafing would be  $54.869$ . The  $X_1$  regression coefficient value was  $-0.679$ , indicating that every increase or addition of a collective cohesiveness value lowered the rate of social loafing as much as  $-0.679$ .

#### **(Table 8. The Second Hypothesis Test of the Simple Regression Analysis) (Table 9. The Equation of the X<sub>2</sub> and Y Regression)**

The hypothesis testing represented by Table 8 resulted in a correlation coefficient value of  $-0.325$  ( $r$ ) with a significance value of  $0.001$  ( $p < 0.05$ ). For this reason, the second hypothesis is accepted. It means that there was a

significant negative correlation between the self-esteem and social loafing variables. With this in mind, it can be interpreted that the higher the self-esteem, the lower the social loafing of the students of Raden Intan Lampung Islamic State University. The results of the second hypothesis test also show a determination coefficient value of 0.106 ( $r^2$ ). This indicates that the amounts of contribution of the self-esteem to social loafing were 10.6% and 89.4%. The rest was affected by other factors. From Table 9, it is known that the regression equation  $Y = a + bX_2$  was  $Y = 43.831 + -0.126 X_2$  so it is logical to interpret that without the increase or addition of the self-esteem value, the value of the social loafing would be 43.831. The  $X_2$  regression coefficient was -0.126, indicating that every increase or addition of a self-esteem value lowered the rate of social loafing as much as -0.126.

**(Table 10. The Third Hypothesis Test (Multiple Regression Analysis)) (Table 11. The Equation of the  $X_1 X_2 Y$  Regression)**

As represented by Table 10, the third hypothesis test resulted in a correlation coefficient value of 0.431 ( $r$ ) with an F value of 45.550 and a significance value of 0.001 ( $p < 0.05$ ), meaning the collective cohesiveness and self-esteem were both correlated with social loafing. Taking these results into account, the third hypothesis is accepted. The results of the third hypothesis test also show a determination coefficient value of 0.186 ( $r$ ). This indicates that the amounts of contribution of the collective cohesiveness and self-esteem to social loafing were 18.6% and 81.4%. The rest was affected by other factors. From Table 11, it is known that the regression equation  $Y = a + b_1X_1 + b_2X_2$  was  $Y = 57.329 + -0.552 X_1 + -0.076 X_2$ , so it is logical to interpret that without the increases or additions of the collective cohesiveness and self-esteem values, the value of the social loafing would be 57.329. The regression coefficient value of the collective cohesiveness was -0.552, indicating that every increase or addition of a collective cohesiveness value lowered the rate of social loafing as much as -0.552. The regression coefficient value of the self-esteem was -0.076, indicating that every increase or addition of a self-esteem value lowered the rate of social loafing as much as -0.076.

**(Table 12. The Fourth Hypothesis Test (Moderated Regression Analysis))**

As represented by Table 12, the fourth hypothesis test resulted in a regression coefficient value of -0.003, which was the value of the interaction between the collective cohesiveness and the self-esteem. The significance value was 0.427 ( $p > 0.05$ ). Considering these results, it can be interpreted that the self-esteem did not moderate the correlation between the collective cohesiveness and the social loafing of the college students. It means that the fourth hypothesis is rejected.

## DISCUSSION

On the whole, the answers to the hypotheses of this research support the findings of the related previous studies, but the fourth hypothesis is rejected, so the answer is self-esteem does not have any effects on the moderation of <sup>1</sup>the correlation between collective cohesiveness and social loafing. The first hypothesis, <sup>1</sup>that there is a significant negative correlation between collective cohesiveness and social loafing, is accepted. It is in line with the previous research by Wahyuni (2022), that there is a significant negative correlation between collective cohesiveness and social loafing, where the higher the collective cohesiveness, the lower the social loafing, and vice versa.

The presence of a group consisting of people constantly interacting with each other also brings out <sup>1</sup>the awareness of each individual as a group member of the essence of the group existence and the role of mutualism in achieving the goals and satisfaction produced by good relations among them as fellow group members (Gerungan, 2010). It will definitely lessen the social loafing of each group member because good collective cohesiveness will come into existence within the group. However, in a group, various forms of interaction take place, so it is possible that there will be a solid and a loose sub-group of individuals (Walgito, 2011). The presence of this loose sub-group potentially underlies the emergence of social loafing within the group.

The second hypothesis is also accepted as <sup>1</sup>there was also a significant negative correlation between self-esteem and social loafing. It is in accordance with the study of Pramono (2019), which concerns social loafing and resulted in the finding that someone of high self-esteem does a little social loafing, while someone of low self-esteem does a lot of social loafing. According to Meinarno and Sarwono (2017), one's behavior in social life is affected by self-judgment or self-evaluation one gives to oneself. Someone with positive self-evaluation has good confidence, which leads to positive actions, but on the contrary, someone with negative self-evaluation has bad confidence, which leads to the inability to solve problems in good ways. Either positive or negative self-evaluation has impacts on the individual's level of social loafing.

The accepted third hypothesis confirms that collective <sup>1</sup>cohesiveness and self-esteem combined are significantly correlated with social loafing. Someone with good collective cohesiveness and self-esteem will have an increase in their performance in a group. A good group raises the <sup>1</sup>self-esteem of its members. This is fueled by the individuals' pride when they are in the group of good collective cohesiveness (Harmaini, Anatassia, Agung,

and Munthe, 2016). Given that, it is of paramount importance for a group member to have decent collective cohesiveness and self-esteem since such qualities of collective cohesiveness and self-esteem drive the individual to live their life in a more positive fashion.

Another finding of this research is that self-esteem does not have any significant effects on the moderation of the correlation between collective cohesiveness and social loafing. It is attributable to the direct adaptation of the employed self-esteem measuring instrument to Coopersmith Self-Esteem Inventory (CSEI), which was designed by Coopersmith in 1978, so that the set of contexts in the inventory still included those of 1978. This possibly generated the drawback of the measuring instrument in revealing the self-esteem of the students of Raden Intan Lampung Islamic State University.

Despite the rejection of one of the hypotheses of this research, i.e. the fourth hypothesis, this research still has the implication that the predictor variable of this research was used to look into the effects of the correlation between collective cohesiveness and self-esteem partially and to figure out the effects of collective cohesiveness and self-esteem combined on social loafing. Previous studies relating collective cohesiveness and self-esteem to social loafing looked into the effects of the two variables on social loafing separately. With the effects of collective cohesiveness and self-esteem on social loafing, we should be more aware of the urgency to maintain positive collective cohesiveness and self-esteem so as to avoid social loafing, which without a shade of doubt, influences life in negative manners.

## CONCLUSION

From the results of the performed analyses, it is known that there was a significant negative correlation between the collective cohesiveness and the social loafing of the students of Raden Intan Lampung Islamic State University. As for the correlation between the self-esteem and the social loafing of the students of Raden Intan Lampung Islamic State University, it was significant and negative as well. There was also a significant correlation between the collective cohesiveness and self-esteem and the social loafing of the students of Raden Intan Lampung Islamic State University. Apart from those, the data analysis results also indicate that the self-esteem did not have any moderating effects on the correlation between the collective cohesiveness and the social loafing of the students of Raden Intan Lampung Islamic State University.

## SUGGESTIONS

The first two suggestions to the students are they should increase collective cohesiveness in order to achieve the desired group goals and raise the solidarity among groupmates. It is important to do them as human life is never free of social interaction. Apart from collective cohesiveness, positive self-evaluation needs to be increased as well since positive self-esteem has positive effects on us. With the enhancement of collective cohesiveness and self-esteem, it is expected that the potential for the emergence of social loafing in us will shrink.

This study is not limitation-free. It still has some potential limitations. Therefore, it is hoped that the next researchers interested in this field will use instruments containing questions more suitable for the current conditions. In addition, it is also hoped that the next researchers will conduct the research to figure out the other factors of social loafing as well. Last but not least, the next researchers should also choose another type of sample, not college students, in order to find out broader information pertaining to this phenomenon of social loafing.



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