

***Motivation to Continue Higher Education: Turning LPDP Scholarship Awardees' Views Into Multi-item Education Policy Recommendations***

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**Abstract**

This study investigates the psycho-social dimensions of motivation among LPDP scholarship recipients in Indonesia, aiming to identify key factors influencing their decision to pursue higher education and provide insights for education policymakers. A mixed-methods approach was employed, including surveys and qualitative interviews with 143 LPDP scholarship recipients. Factor analysis was used to identify factors influencing motivation, and scale development techniques were applied to refine measurement items. The study identified five key factors influencing motivation: social pressures, cultural values, economic considerations, geographic challenges, and academic enthusiasm. While some variables exhibited acceptable reliability and validity, others require further refinement. The findings underscore the importance of considering psycho-social factors in understanding and fostering motivation for higher education. This research provides valuable insights for policymakers and education stakeholders in Indonesia, highlighting the complexities of motivation among LPDP scholarship recipients. By addressing socio-cultural, economic, and geographic barriers, policymakers can develop targeted interventions to enhance educational access and attainment. This study contributes to the limited literature on psycho-social dimensions of motivation for higher education, particularly among LPDP scholarship recipients in Indonesia. By integrating qualitative and quantitative methods, the research offers a comprehensive understanding of motivational factors. The findings emphasize the need for tailored policy interventions, including the establishment of community education centers, career counseling services, and infrastructure development. These recommendations aim to promote educational equity and support the academic aspirations of diverse student populations in Indonesia. Future studies should address limitations such as sample size constraints and measurement refinement, while exploring the effectiveness of proposed policy interventions to inform evidence-based policymaking in the education sector.

Keywords: LPDP Scholarship, Higher Education, Motivation, Psycho-Social

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## Introduction

Education is a long-term investment that provides benefits in various aspects. Kooli et al, (2022) suggests that education is able to improve thinking skills and problem solving so that it affects the improvement of the quality of human resources (Kooli et al, 2022), on the other hand, education also influences the increase in community employment opportunities (O'Higgins & Ivanov , 2006 ) Economic Development (Reza & Widodo, 2013), and Increasing Social Welfare (McMahon, 2000). However, in the case of Indonesia, public interest in continuing higher education is still very low, so that positive benefits from educational integration cannot be obtained. Based on statistical data released by the Directorate General of Population and Civil Registration (Dukcapil), the total population of Indonesia in June 2022 will reach 275.36 million people, of the total population, only 6% are interested in continuing their studies in higher education. In detail, the percentage of continuation of lectures is greater at the Masters to Doctoral levels (13.86%) than the continuation at the Undergraduate to Masters levels (4.46%). The percentage of sustainability that is not large enough, either from undergraduate to master or from master to doctoral level, shows that it is still necessary to continue to encourage the improvement of human resource education qualifications in Indonesia to continue their studies after completing the undergraduate level. If a comparison is made of the number of students at the Doctoral level and Undergraduate level, the number is 0.62 (less than 1%). At a glance, it can be concluded that only around 1% of undergraduate students progress to doctoral level. This has a negative impact on Indonesia's human development index. According to the 2022 List of Countries Report , Indonesia is still ranked 114th in terms of the human development index. Low interest in continuing education is one of the factors that contributes to this position.

As a solution to this problem, since 2012 the Indonesian Government has carried out the mandate of the 1945 Constitution to allocate a budget of at least 20% of the State Revenue and Expenditure Budget (APBN) for educational functions. The Minister of Finance through the Minister of Finance Regulation (PMK) in December 2011 determined the Organization and Governance of the Education Fund Management Institution as a non-echelon institution responsible to the Minister of Finance. Then the 20% APBN budget is managed by the Ministry of Finance as an endowment fund through the LPDP scholarship program for financing studies continue on to Masters programs and Doctoral programs at the best universities at home and abroad. During the 2013-2022 period the number of LPDP scholarship recipients has reached 35,536 students. Around 55.7% studied at domestic universities, while 44.3% studied abroad. However, this solution has not shown significant changes to the human growth index in accordance with the data presented above, so scholarship recipients' views on motivation for continuing higher education are needed as a recommendation for future education policy.

Social cognitive theories about motivation in recent years have emphasized the importance of goals and goal orientation in explaining achievement behavior patterns, but rarely have examined the psycho-social side of a student in obtaining motivation to continue higher education. Especially in Indonesia, LPDP scholarship recipients come from 1,340 different tribes spread across 416 regencies and 98 cities gathered in 34 provinces with a total of 17,001 islands. Of course this is the cause of Indonesia having unique social, cultural, economic, geographical values that are different, so this affects students themselves. There is ample evidence that people from different cultural backgrounds can be motivated by different forces and achieve their goals in different ways (Maehr & Braskamp, 1986; Salili, 1994; Salili & Mak, 1988; Triandis, 1980). Berkel et al's (2010) study of Latino students found that

experiences of discrimination related to ethnicity have been associated with poor grades, lower academic self-efficacy, and more symptoms of internalization (Berkel et al., 2010). Some students face additional stress due to family obligations and responsibilities which can influence academic decisions (Flook & Fuligni, 2008). Not infrequently motivation also arises in students due to pressure, economic conditions, bad experiences and cultural restrictions, but some are motivated because they receive positive support. Furthermore, among students whose mothers have low levels of education, kinship is positively related to grades (Esparza & Sanchez, 2008).

The views of LPDP scholarship recipients are analyzed in depth through their psycho-social experience based on enthusiastic social, cultural, economic, geographical and academic experiences which motivate them to continue higher education, this is necessary to see the uniqueness that occurs in students in each region in Indonesia. The gap between what is culturally appropriate, access to education, socially, economically, cannot be bridged without involving all stakeholders: policy makers and LPDP awardees. While there are limitations to previous studies in generating useful theoretical and conceptual insights into the behavior of scholarship recipients in self-motivation to continue higher education. To our knowledge, there is almost no research contribution to developing constructs related to scholarship recipient students' psycho-social beliefs for motivation in continuing higher education.

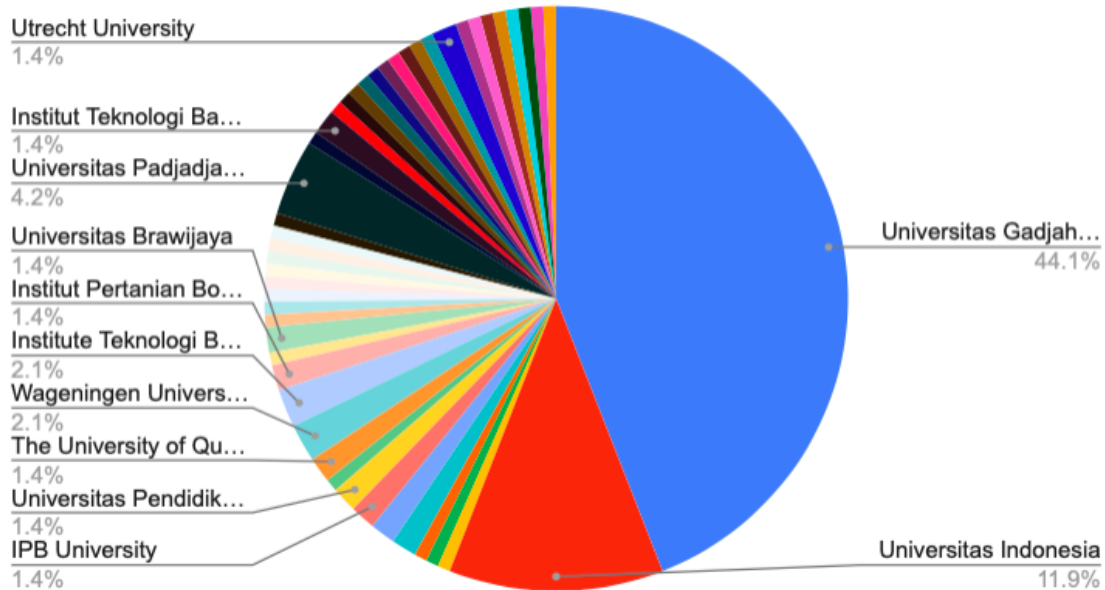
Recognizing the above deficiencies, in the extant literature, we seek to gain an in-depth understanding of the perceptual views and attitudes of scholarship recipients. We made a significant contribution from a theoretical perspective by taking an empirical approach to developing various measures of the views of Indonesian LPDP scholarship recipients. In addition, our evidence-based and empirically tested findings inform educators, managers and policy makers about the needs and concerns of scholarship recipients based on their experiences in pursuing higher education. This will certainly assist practitioners in using the information as input for developing more developed education policies.

### **Research Methodology and Discussion**

To fulfill our research, we designed and distributed a survey consisting of 17 questions. Students who received LPDP scholarships were taken as the target population for our research so that screening questions at the start of the survey identified and excluded respondents who were not LPDP scholarship recipients. The sample was not limited to a particular age group, although the majority of our respondents were millennials and Gen Z. This sample was suitable for our research, because the millennial generation and Gen Z are expected to increase higher education rates in Indonesia.

An online survey via Google Form was used to manage response collection. A total of 143 survey respondents came from various provinces with different ethnicities.

## Count of Destination University



Of the 143 respondents, 18 respondents were LPDP scholarship recipients who studied abroad at universities, while the other 125 respondents were domestic LPDP scholarship recipients.

Then to develop a scale to measure the psychological, perceptual and social beliefs of LPDP scholarship recipients, we followed the scale development stages. An exploratory approach was adopted to address the various research questions identified by this research. These findings are used to identify dimensions related to the motivation of LPDP scholarship recipients to continue higher education. We pursued the approach taken by previous researchers to carry out item generation, scale refinement, factor identification and validation (Churchill, 1979; Hollebeek, Glynn, & Brodie, 2014). Exploratory factor analysis was performed to find the initial factor structure, followed by confirmatory factor analysis to validate it through a structural equation model (Arbuckle, 2006) by replicating and confirming using independent samples.

The Likert scale has four or more questions that are combined to form a score or value that represents individual characteristics, for example knowledge, attitudes and behavior. (Setyawan & Atapukan, 2018) This research uses a Likert scale for data measurement. The Likert scale is used to determine the respondent's opinion in the questionnaire, namely 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree. From the data measurements carried out using Smart-Pls 4, each respondent will be analyzed, the variables used get points from the Likert scale interval answers from each respondent.

### ***Phase 1. Item Creation***

We generated the initial item pool following the inductive and deductive approaches suggested by Padmavathy et al. (2019). Taking an inductive approach, two focus group discussions were conducted with academic enthusiasm, at this point asking questions including:

“What motivates you to continue higher education?”

"Have you ever had a bitter experience in your life related to education?"

“What do you want in the future after becoming an LPDP scholarship recipient?”

Next, a literature review on motivation to pursue education was conducted to find further items deductively. Following the above process, the author developed a collection of 17 questions regarding the motivation of LPDP scholarship recipients to pursue higher education.

### ***Phase 2. Evaluate the Reflective Measurement Model***

The online survey was conducted by posting and distributing the questionnaire link to domestic and overseas LPDP groups for 3 weeks. No incentives are offered for providing information. 143 usable cases were considered for analysis.

The next step is to evaluate the measurement model. The measurement model in this research consists of a reflective measurement model where social variables are measured reflectively. In Hair et al (2021), the evaluation of the reflective measurement model consisted of a loading factor  $\geq 0.70$ , composite reliability  $\geq 0.70$ , cronbach's alpha, and average variance extracted ( $AVE \geq 0.50$ ) as well as discriminant evaluations.

**Table 1. Outer Loading, Composite Reability and Avarage Variance Extracted**

<b>Variable</b>	<b>Measurement Items</b>	<b>Indicator</b>	<b>Outer Loading</b>	<b>Cronbach's alpha</b>	<b>Composite Reliability</b>	<b>AVE</b>
<b>Social (xi)</b>	X1	Social pressure	0.004	0.309	0.575	0.323
	X2	Opinions and positive views of the social environment	0.504			
	X3	Opinions and negative views of the social environment	0.865			
	X4	The role of social support	0.541			
<b>Culture (X2)</b>	X1	Customary cultural values	0.172	0.161	0.577	0.369
	X2	The issue of injustice to cultural values	0.565			
	X3	Efforts to maintain and enrich cultural heritage	0.870			
<b>Economy (X3)</b>	X1	Higher education will provide higher income	0.405	0.275	0.627	0.313
	X2	Family financial condition	0.708			
	X3	Independent desire	0.357			
	X4	Has no further decision to acquire economy after Strata 1	0.677			
<b>Geographic (X4)</b>	X1	Geographical conditions of lack of access to education, such as long distances, access to technology	0.889	0.491	0.790	0.656
	X2	Desire to advance remote areas of birth	0.722			
<b>Academic Enthusiasm (Y)</b>	Y1	Achievement Ambition	0.563	0.236	0.623	0.321
	Y2	Field of Study Interest	0.190			
	Y3	Competitive Spirit	0.695			
	Y4	Bitter experiences trigger motivation	0.671			

The social variable (X1) is measured by 4 measurement items with outer loading between 0.004-0.865, which means that the four measurement items do not reflect the measurement of social motivation. The level of variable reliability has not been acceptable as shown by Cronbach's alpha and composite reliability below 0.70. The level of convergent validity

indicated by the AVE value of 0.323 <0.50 does not meet the requirements for good convergent validity. Among the four measurement items, measurement item X3 has the highest outer loading (0.865). So that the social motivation of students receiving LPDP scholarships in continuing their higher education is highly reflected in terms of negative opinions and views from their social environment. This was also supported by interviews with informants who stated that much of their social environment gave these students a negative view, which became a motivation to prove that they were able to achieve higher education;

"Being seen as a person with a mediocre economy has motivated me to continue my Masters degree to show them that economic status is not an obstacle in realizing big dreams."

The cultural variable (X2) is measured by 3 measurement items with outer loading between 0.172-0.870, which means that the three measurement items do not reflect the measurement of cultural motivation. The level of variable reliability is not yet acceptable as indicated by Cronbach's alpha and composite reliability below 0.70. The level of convergent validity indicated by the AVE value of 0.369 <0.50 does not meet the requirements for good convergent validity. Among the three measurement items, measurement item X4 has the highest outer loading (0.870). So the cultural motivation of students receiving LPDP scholarships in continuing higher education is strongly reflected in efforts to maintain and enrich cultural heritage. The results of interviews with informants show that there are differences in cultural values and customs, which also influence their motivation and increase academic enthusiasm, such as the custom of the Minang tribe "*Adat Basandi Syarak, Syarak Basandi Kitabullah*" where the philosophy of life held is the only basis or guideline for pattern planning. life following Islamic teachings. Apart from that, the Bugis custom is "*resopantemangingngi malomoi na lettei pammasena Dewata*" which means "only with hard work and perseverance, it will be easy to get God's blessing."

The economic variable (X3) is measured by 4 measurement items with outer loading between 0.357-0.708, which means that these four items do not reflect the measurement of economic motivation. The level of variable reliability shown by Cronbach's alpha is below 0.70 while composite reliability is above 0.70. The level of convergent validity indicated by the AVE value of 0.313 > 0.50 does not meet the requirements for good convergent validity. Among the four measurement items, measurement item X2 has the highest outer loading (0.708). So the economic motivation of LPDP scholarship recipient students in continuing higher education is greatly reflected in the family's financial condition.

The geographic variable (X4) is measured by 2 measurement items with an outer loading between 0.722-0.889 which means that the four items already reflect geographic motivation measurements. However, the variable reliability level is acceptable as indicated by Cronbach's alpha and composite reliability above 0.70. The level of convergent validity indicated by the AVE value of 0.656 <0.50 already meets the requirements for good convergent validity. The validity of the X4 variable is seen from the 2 measurement items, and the results of interviews with informants from remote areas strengthen this variable;

"Most people in my village drop out of school at the junior and senior high school levels."

"Access to technology is difficult."

“Uneven internet network and inadequate accessibility of land transportation routes.”

“Geographical conditions cause unequal access to health so I need further knowledge and knowledge to be able to determine the right strategy so that all people receive health services.”

Meanwhile, the academic enthusiasm variable is measured by 4 measurement items with outer loading between 0.190-0.695, which means that the four measurement items do not reflect the measurement of academic enthusiasm. The level of variable reliability has not been acceptable as shown by Cronbach's alpha and composite reliability below 0.70. The level of convergent validity indicated by the AVE value of 0.321 <0.50 does not meet the requirements for good convergent validity. If seen from the results of interviews with informants, students who received LPDP scholarships had bitter experiences that influenced their decisions and increased their academic enthusiasm;

“Always stopped going to school during elementary and high school, so it spurred me to catch up with science.”

“Financial constraints and a mother who is seriously ill forced me to become a sandwich generation to solve problems in the family and support my future which I have to bear alone since I am also an only child.”

“I felt like I failed to be the best during my bachelor's degree, so I wanted to continue my master's studies and make achievements.”

“My mother did not have the opportunity to experience higher education when she was young. So I hope to make his dream of success come true.”

### ***Phase 3. Discriminant Validity***

Next, we checked the discriminant validity of the constructs by comparing the square root of the AVE with the correlations between the constructs.

**Table 2. Discriminant Validity**

<b>Culture (X2)</b>	0.607				
<b>Economy (X3)</b>	0.321	0.559			
<b>Geographic (X4)</b>	0.258	0.326	0.810		
<b>Social (X1)</b>	0.136	0.291	0.255	0.569	
<b>Academic Enthusiasm (Y)</b>	0.202	0.409	0.278	0.371	0.567

The diagonal value is the root of the AVE and the other values are the correlation

The results presented in table 2 confirm that the root of the AVE variable is greater than the correlation between variables. Cultural, economic and social variables show variable discriminant validity that has not been fulfilled because it is <0.70. While the geographical variable has a root AVE (0.810) which has a greater correlation with social (0.255) and academic enthusiasm (0.278). These results indicate that the discriminant validity of the

geographical variable has been met. The results related to the model fit indices and the reliability and validity of the scale strengthen its replication and use in future studies in the field.

Our research is based on the low enthusiasm of the Indonesian generation to continue their education. The gap between what is culturally appropriate, educational access, social, economic, researchers took a sample of LPDP scholarship recipient students to see and gain an in-depth understanding of the perceptual views and attitudes of scholarship recipient students. Factor analysis was used in this research to analyze the survey results, and identify 5 factors/variables to be taken into account in the research; social, cultural, economic, geographical motivation and academic enthusiasm.

The above outline of the five factors revealed by this research provides a useful basis for further comment, particularly on geographic student conditions. Even though the other variables do not show good validity, the results of interviews with informants and specific questions about each variable are very important. In the next three paragraphs we present several key implications, as well as important contributions to our research.

### **Theoretical/Research Contributions**

This study is one of the earliest attempts to a) conceptualize and operate on the perceptual and psycho-social dimensions of end-users associated with enthusiasm for pursuing higher education, and b) provide new insights into student concerns across a wide range of environmental, economic, cultural and social characteristics. geographic area, has made a significant contribution to relatively new research exploring the relationship between motivation and academic enthusiasm.

The combination of qualitative and quantitative approaches adopted by this study confirmed the reliability and validity of the scale and increased confidence among future researchers.

The five factors uncovered in this study put forward issues that are more subtle than motivational continuing education research. In an era when education should be easy for all groups to obtain, it is still difficult to enjoy and requires extra effort to get a scholarship. Improving education for the Indonesian people will spur the achievement of other goals and targets in the 17 SDGs points, especially increasing Indonesia's human development index. So it is hoped that the role of education will be able to increase Indonesia's competitiveness in supporting the 2030 SDGs.

### **Practical Implications for Policy Makers (Policy Recommendations)**

The five factors presented in the section above have direct implications for education policy makers, especially LPDP scholarship managers. It is very important for scholarship providers to pay more attention to students from social, cultural, economic and geographical conditions who have challenges in continuing higher education. Policy makers need to understand that not all Indonesian children are mentally and psychologically strong and want to continue higher education, and this of course has an impact on Indonesia's human development index and will also have an impact on the future.

The current policy framework for academic enthusiasts requires special attention to geographical variables which are the main problems faced by LPDP scholarship recipients



and at the same time become a motivation for them to be able to continue higher education due to regional limitations. There are various possible directions. From our research, some interesting avenues for further investigation are:

### **Limitations and implications for Future Research**

Despite the contributions of this study, its limitations must be acknowledged. Since the current topic is a new research area, relevant literature is sparse. The sample size ( $N = 143$ ) may not present a strong picture of the phenomenon under study. Then the measurement results are still very unreliable, so it is hoped that further research can formulate more credible question measurement items for this research. Furthermore, the results of the factor analysis carried out depend on the researcher's decisions and interpretations. Our top priority for future research remains an integrated framework.

- ***Establishment of a Community Education Center***

This community is managed by students who have received LPDP scholarships in each region and serve as regional LPDP ambassadors under the auspices of the LPDP, the Ministry of Finance and the Ministry of Education and Culture as well as Regional Governments, both remote areas and areas in the metropolitan category. It aims to provide;

- a. Socialization and assistance in the registration process*

The socialization aims to provide understanding to every community regarding the conveniences provided by the LPDP for students in remote areas. Then the LPDP ambassador provides private assistance to the student to register for the LPDP until he is declared to have graduated as an LPDP scholarship recipient.

- b. Providing incentives to prospective applicants by facilitating all costs required in a series of LPDP selection processes*

The application process to become an LPDP awardee often involves significant costs, such as registration fees, entrance test fees, document delivery fees, and other administrative costs. For some prospective applicants, especially those from low economic backgrounds and domiciled in areas with isolated geographical conditions, the cost burden as described above can be a significant obstacle that discourages potential applicants from continuing their education at a higher level.

- c. Career counseling*

LPDP provides career counseling services to people who are constrained by access to information as a result of geographic factors. The establishment of such career services can help people better plan their future. Counselors can provide guidance to people in choosing a major or career path that suits their interests and potential with the help of the LPDP scholarship.

- ***Policy on Special Educational Infrastructure***

Indonesia does not yet have a priority policy regarding educational infrastructure that can overcome the problem of educational disparities in each different region, especially as Indonesia is a country where each region is separated by 16,771 islands. This is why education is still centered in cities close to the center of the capital city (Java Island). The education gap can also be seen from the Education Fund Management Institute (LPDP) report, the number of LPDP scholarship recipients from 2013 to 2021 who came from West Java was 18.6% of the total. This number is the highest among other provinces in Indonesia. The second largest number of LPDP scholarship recipients came from East Java, namely 13.8%. Then, in third place the most came from DKI Jakarta, namely

11.6%. Still on the island of Java, Central Java and DI Yogyakarta in next place with 10.6% of LPDP scholarship recipients.

Meanwhile, the least number of LPDP scholarship recipients are from North Kalimantan, which is only 0.1%. Above it are Central Kalimantan and the Bangka Belitung Islands with 0.2% and 0.3% respectively. The data shows that LPDP scholarship recipients are still concentrated in Java. This is evident from the top 5 provinces on this list originating from the island of Java.

## **Conclusion**

Motivated by the dynamic field of motivation to continue higher education, the current study represents a step towards a better understanding of the psycho-social gaps felt by LPDP scholarship recipients stemming from real problems in their respective regions. This understanding is very important not only for designing educational programs but also for the sustainability of Indonesia's superior community development index in 2030. In this view, following the research results, it is very important to see the geographical dimension as the main factor in the occurrence of educational disparities in Indonesia which are also indirectly influenced by factors social, economic and cultural.

Given this, in this study we were involved in the process of developing a scientific scale by integrating student motivation in continuing education. by identifying five dimensions/factors: social, cultural, economic, geographical and academic enthusiasm. Moreover, our identification of the five factors has significant implications for education experts and policy makers. This study will draw their attention to the side of the scholarship recipients as the generation that will be the key to the country's future. The contribution of this research is to provide at least two policy recommendations for the establishment of community centers and policies regarding special education infrastructure.

## **Acknowledgments**

This research has produced a number of multi-item policy recommendations and is expected to contribute to improving education policy in Indonesia, especially in the graduation implementation mechanism. In the journey to achieve these results, close collaboration with LPDP as the funder and sponsor has provided an invaluable contribution. We would like to express our sincere thanks to LPDP for its ongoing commitment and support throughout the research process.

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