



## The effect of distance learning and learning motivation on student learning satisfaction

Dinaria br Sembiring<sup>1</sup>, Bena br Ginting<sup>2</sup>, Pesta Gultom<sup>3</sup>, Hermelina Ekasari br Tarigan<sup>4</sup>

<sup>1,2,4</sup>Komputerisasi Akuntansi, Akademi Informatika Dan Komputer Medicom, Medan, Indonesia

<sup>3</sup>Management, Eka Prasetya College of Economics, Medan, Indonesia

### ARTICLE INFO

#### Article history:

Received Nov 15, 2022

Revised Nov 30, 2022

Accepted Des 16, 2022

#### Keywords:

Distance Learning  
Motivation to learn  
Student learning satisfaction

### ABSTRACT

This research was conducted to find out how the Effect of Distance Learning and Learning Motivation on the learning satisfaction of semester V students majoring in computerized Accounting. AMIK Medicom. This study used three variables consisting of bound variables, namely student learning satisfaction (Y), while the free variables were distance learning (X1) and learning motivation (X2). The type of research used is explanatory research through associative research, which is research that aims to explain the influence between two or more variables. The population in this study was students in semester V of the computerized accounting department of AMIK Medicom totaling 51 people. The data collection method is carried out with a questionnaire of literature studies, and observation. Data analysis carried out in this study is a hypothesis test with a t-test (partial test) and an F-test (simultaneous test). The results of this study were obtained that: (1) based on the partial test of Distance Learning Affects the learning satisfaction of students in semester V majoring in computerized Accounting with a t-test of 4,147. (2) Based on the partial test, learning motivation affects the learning satisfaction of students of AMIK Medicom with a t-test of 3,285. (3) Based on the Simultaneous test of the Effect of Distance Learning and Learning Motivation on the Learning Satisfaction of AMIK Medicom Students with an F test of 7,814.

This is an open-access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



#### Corresponding Author:

Dinaria br Sembiring,  
Komputerisasi Akuntansi,  
Akademi Informatika Dan Komputer Medicom,  
Jl. Darat No.74, Petisah Hulu, Kec. Medan Baru, Kota Medan, Sumatera Utara 20152, Indonesia,  
Email: [dinarias16@gmail.com](mailto:dinarias16@gmail.com)

## INTRODUCTION

2020 was a year that might arguably be a very tough year for everyone. Like any uninvited guest, that's the fact about the deadly virus that has spread in this world very quickly, namely SARS-COV-2 which causes the Covid-19 disease. Covid-19 has thrown the world into chaos. As a result, the plan that had been prepared was not implemented and was even canceled. All work is also hampered. Many employees are laid off because companies or employers cannot afford to pay their employees due to the economic crisis.

The COVID-19 pandemic has resulted in almost all activities being temporarily suspended,

including the world of education which is forced to carry out online or online learning, especially in universities, this is done to reduce the spread of covid-19 in Indonesia. COVID-19 is a virus that attacks human breathing (Ministry of Health, 2020). The risks posed by the Covid-19 Pandemic not only affect health aspects but also affect various lines of life. McKibbin & Fernando (2020) stated that the evolution of the Corona Virus and its impact on the economy is very difficult to predict, making it difficult for the authorities to formulate economic policies in the face of the impact of the Covid-19 pandemic. assessing that the disruption of transportation services due to Covid-19 can affect the supply chain of agricultural products.

The spread of the Covid-19 virus in Indonesia not only has an impact on the health sector, but also has an impact on all lines, both educational, economic, social, security, and also cultural. This very complex community order causes the end of Covid-19 in Indonesia to be unpredictable. In addition to the economic, transportation, and agricultural sectors, the Covid-19 Pandemic has also had a huge impact on the world of education. According to [4] the impact of the spread of Covid-19 is now starting to enter the world of education. Educational institutions are expected not to carry out activities as usual; this is expected to reduce the spread of Covid-19.

Obedying the instructions of the Ministry of Education and Culture, the lectures at AMIK Medicom were carried out online during the COVID-19 pandemic. These instructions are ready to be implemented to prevent the transmission of the covid19 virus.

"Education is any learning experience that takes place in any environment and throughout life. Education is any life situation that affects the growth of the individual" (Mudyahharjo, 2001:3) From this definition, it is clear that education is very important for life, this is why students and students must continue to carry out education even in any circumstances including the pandemic as it is today, students, especially students, must continue to carry out learning that is carried out online or online even though it is not done face-to-face.

Distance Education Lecture is a lecture system whose media utilizes internet access as a means to carry out learning. The online lecture system is not only enforced in Indonesia but is widely enforced in other countries, this is done to reduce the spread of the coronavirus which is now being experienced by almost all countries in the world.

The application of distance learning certainly has many obstacles in its implementation, especially in accounting learning which is quite difficult to understand when using distance learning. Because the backgrounds of the graduates are different and the material is very continuous with other materials, so to be able to understand the accounting material well, it is hoped that students can learn well and of course have a high motivation to learn to account. Therefore, based on this, the task of the educator as a guide in student learning is really large, so it takes a high level of patience for creativity from the educator.

Based on the background of the problems described above, researchers are interested in conducting a study entitled "The Effect of Distance Learning and Learning Motivation on Student Learning Satisfaction".

This study aims to analyze the effect of distance learning and learning motivation on the learning satisfaction of AMIK Medicom Medan students. The limitation of the problem in this study is the analysis. The formulation of the problem from this study is to obtain answers to the question of whether there is an influence of distance learning and learning motivation on student learning satisfaction. The purpose of this study was to determine whether or not there is an influence of distance learning and learning motivation on the learning satisfaction of AMIK Medicom Medan students.

## RESEARCH METHOD

This research was carried out at the AMIK Medicom campus which is located at Jl. Darat no. 74 Medan. According to Manullang and Pakpahan (2014: 9) defining a research method is the process

of finding a solution to a problem after conducting an in-depth study and analyzing the factors of the situation. The method used in this study is a survey research method with inferential statistical analysis techniques. This method can provide an idea of the variables found, while also investigating the influence between the variables. Therefore, this method reveals factual data based on the information found.

### Population

A population is a whole object that has one common characteristic that is determined by the researcher to be studied and then draws conclusions (Sugiyono 2014: 80). In this study, the population is Medicom Informatics and Computer Academy Students with the Accounting Communication Study Program Level 3 (three) semester 5 who study on Jl. Darat No. 74 Medan totaling 204.

A population is a generalized area consisting of objects or subjects that have certain qualities and characteristics that the researcher sets out to study and then concludes.

A population is a cognate or group of objects that are subjected to research. Therefore, the research population is the entire object of research which can be humans, animals, symptoms, values, events, life attitudes, and so on, so these objects can be a source of research data. The population in this study was 204 students majoring in computerized Accounting in semester 3

### Sample

The sample is part of the number of characteristics possessed by that population. According to Arikunto (2012:131) that if the subject is less than 100 it is better to take all of them so that the research is a population study. If the number of subjects is large, it can be taken for 10 - 15 % or 20 - 25 % or more. So based on the above opinion, the sampling in the study was 30% of the population, which amounted to 51 people.

According to Manullang and Pakpahan (2014:71), "the sample is the representatives of the population. " Meanwhile, according to Sugiyono (2010: 118" the sample is part of the number and characteristics possessed by the population." It can be concluded that the sample is a part of the population that has characteristics and traits that represent the entire existing population. Based on the definition above, the number of samples in this study was 51 employees.

### Data Sources

What is meant by the data source in this study is "the subject from which it can be obtained". As for the data sources in this study, they are grouped into: a) Primary Data is data obtained directly from the data source studied by systematically observing and recording the problem at hand. b) Secondary data is data that supports discussion and is obtained from others in the form of the internet, reports, books, and newspapers.

### Variable

A research variable is something in the form of anything that is set by the researcher to be studied so that information is obtained about it, then conclusions are drawn. a). A free variable is a variable that affects or that is the cause of its change or the onset of a dependent (bound) variable. In this study, the free variables are "Distance Learning" which is given the symbol X1, and " Learning Motivation " which is given the symbol X2. b). Bound variables are variables that are influenced or that become a result, due to the presence of free variables. In this study, the bound variable is "Student Learning Satisfaction" which is given the symbol Y.

### Data Collection Methods

The data collection method is a tool at the time of research using method. In conducting research, there must be a data collection process using certain techniques that are adapted to the characteristics

of the research carried out. To collect as much data as possible, researchers use the following data collection methods: a). Observation Techniques, Observation is commonly referred to as observation. An observation technique is "a technique that is carried out by conducting observations carefully and recording systematically". In another statement, it is stated that observation is "systematic observation and recording of the phenomena investigated". b) Questionnaire Method, Questionnaire is a data collection technique that is carried out by giving a set of written questions to the respondent for him to answer. Questionnaires are an efficient data collection technique when researchers know exactly the variables to be measured and know what can be expected from respondents. A questionnaire is an effort to collect information by submitting several written questions to be answered in writing by respondents.

### Research Instruments

The research instrument used in this study is a Likert model scale made by the researcher himself based on theories related to research variables. The Likert model scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. With the Likert scale, the variables to be measured become variable indicators. Then the indicator is used as a starting point for compiling instrument items that can be statements or questions. The scale was chosen as a research instrument because it can easily reveal the attributes to be measured for the answers given by respondents. The way of measurement is by facing the respondent to a question and then the respondent is asked to answer.

### Data Analysis

#### Multiple Linear Regression Analysis

Multiple regression analysis aims to forecast the value of the influence of two or more free variables on one bound variable by using the regression equation as follows:

$$Y' = a + b_1X_1 + b_2X_2 + e \text{ Gujarat deep Ghazali (2006:145)}$$

Information:

$Y'$  = Dependent variables (predicted values)

$X_1$  = Independent Variable

$X_2$  = Independent variable

$a$  = Constant (value of  $Y$  when  $X_1, X_2, \dots, X_n = 0$ )

$b$  = Regression coefficient (value of increase or decrease)

$e$  = error sampling

### Hypothesis Test

Hypothesis proving is carried out using statistical tests supported by econometric tests as follows:

#### T-test (t-test)

This t-test is used to prove a significant influence between independent variables on dependent variables, where if the calculated t value is greater than t the table indicates the acceptance of the proposed hypothesis. To test the significance of the correlation between Distance Learning variables and Learning Motivation individually or partially, a t-test is used. To test the significance of the influence, it is necessary to test the signification with the t-test formula (Sugiono, 2005: 97) as follows:

$e: t \text{ count} = \text{value } t$

$r$  = Value of the corella's coefficient

$n$  = Number of samples

The calculated t value can be seen in the regression results and the table t value is obtained through the sig.  $\alpha = 0.05$  with  $df = n - k$ .

Criteria:

- a). If  $t_{count} < t_{table}$ , then  $H_0$  is accepted and  $H_a$  is rejected, meaning there is no partial influence.
- b). If  $t_{count} > t_{table}$ , then  $H_a$  is accepted and  $H_0$  is rejected, meaning that there is a partial influence.

The calculated  $t$  value can be seen in the regression results and the table  $t$  value is obtained through the sig.  $\alpha = 0.05$  with  $df = n - k$ .

**F -test**

To test the significance of the correlation for two free variables together linked to bound variables used the F test (Sudjana, 2005:385)

$$f = \frac{R^2/K/K}{(1 - R^2) / \left( \frac{n - 1 - k}{R^2} \right)}$$

Where:

$R^2$  = Koefisien korelasi berganda dikuadratkan

$n$  = Jumlah sampel

$k$  = Jumlah variabel bebas

Uji F digunakan untuk mengetahui apakah regresi yang digunakan cukup baik atau tidak. Uji F dapat dilihat dari nilai F hitung dengan kriteria sebagai berikut :

- a.) Jika  $F_{test} \geq F_{tabel}$  dan nilai signifikansi  $< 0.05$  maka ada pengaruh antara variabel bebas terhadap variabel terikat, dengan demikian pengujian model tersebut dikatakan baik.
- b.) Jika  $F_{test} \leq F_{tabel}$  dan nilai signifikansi  $> 0.05$  maka tidak ada pengaruh antara variabel bebas terhadap variabel terikat. Dengan demikian pengujian model tersebut dikatakan tidak baik

## RESULTS AND DISCUSSIONS

**Correlation Analysis and Multiple Regression**

Multiple Regression Analysis is used to determine how much influence free variables have on bound variables. Here's the regression equation:

**Table 1** Multiple Linear Regression

| Model |                     | Coefficients                |            |                           |       |      |
|-------|---------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                     | Unstandardized Coefficients |            | Standardized Coefficients | T     | Sig. |
|       |                     | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)          | 29.650                      | 5.767      |                           | 5.141 | .000 |
|       | Distance Learning   | .454                        | .534       | .467                      | 4.147 | .026 |
|       | Learning Motivation | .440                        | .340       | .442                      | 3.285 | .038 |

The table above shows that the Multiple Regression Equation Model ( $Y = A + B_1X_1 + B_2X_2 + e$ ) in this study is  $Y = 29.650 + 0.454 X_1 + 0.440 X_2$ , where the interpretation of the regression above is as follows:

- a. Constant (a), This means that if all free variables have a value of zero (0) then the value of the bound variable is 29.650.
- b) Distance Learning ( $X_1$ ) to Learning Satisfaction ( $Y$ ), The value of the Distance Learning coefficient for the variable  $X_1$  is 0.454. This means that every time the distance learning increases by one unit then the Beta variable ( $Y$ ) will increase by 0.454 assuming that the other free variables of the regression model are fixed.
- c). Learning Motivation ( $X_2$ ) to Learning

Satisfaction (Y), The coefficient value for the variable X2 is 0.440. This means that for every increase in the Learning Motivation of one unit then the Beta variable (Y) will increase by 0.440 assuming that the other free variables of the regression model are fixed.

### T-Test (Partial Test)

The t-test in this study was conducted to determine whether there was a significant influence of the free variable (X) on the bound variable (Y). The t-test is carried out with the following hypothesis:

a.  $H_0: b_i = 0$ ; (Meaning that the independent variable partially affects the Dependent).

b.  $H_1: b_i \neq 0$ ; (Meaning that the independent variable has no partial effect on the).

The t-count value will be compared with the  $t_{table}$  with criteria namely:

a.  $H_0$  accepted if  $t_{table} \leq t_{count} \leq t_{table}$  at  $\alpha = 5\%$

b.  $H_0$  rejected ( $H_1$  accepted) if  $t_{count} < t_{table}$  or  $t_{count} > t_{table}$  at  $\alpha = 5\%$

$t_{table}$  obtained by free degree =  $n - k$

$k$  = number of variables used,  $k = 3$

$n - k = 51 - 3 = 48$

The t-test used is a one-way test with  $\alpha = 5\%$  then the  $t_{table}$  of 5% (48) is 1.677

The output of the t-test can be seen in the table below:

**Table 2. T Test Output**

| Model |                     | Coefficients <sup>a</sup>   |            |                           | T     | Sig. |
|-------|---------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                     | Unstandardized Coefficients |            | Standardized Coefficients |       |      |
|       |                     | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)          | 29.650                      | 5.767      |                           | 5.141 | .000 |
|       | Distance Learning   | .454                        | .534       | .467                      | 4.147 | .026 |
|       | Learning Motivation | .440                        | .340       | .442                      | 3.285 | .038 |

*Dependent Variable: Student Learning Satisfaction*

*Source: SPSS Version 17 Multiple Regression Results*

The table above shows that:

- The calculation value of the Distance Learning variable is worth 4.147 while the  $t_{tabel}$  is worth 1.677. This means that the calculation of the  $t_{tabel} > 4.147 > 1.677$  with a significant value of more than  $< 0.05$ . Based on these data, it can be concluded that the Distance Learning variable in the t-test (partial test) is positive as indicated by a unidirectional relationship with the Student Learning Satisfaction variable and has a significant effect so that  $H_0$  is rejected and  $H_1$  is accepted, which means it has a significant effect on Student Learning Satisfaction.
- The calculated value of the variable Learning motivation is worth 3,285 while the  $t_{tabel}$  is worth 1,677. This means that the calculation of the  $t_{tabel} > 3,285 > 1.677$  with a significant value of more than  $< 0.05$ . Based on these data, it can be concluded that the variable Motivation to learn in the t-test (partial test) is positive which is indicated by a unidirectional relationship with the learning satisfaction variable and has a significant effect so that  $H_0$  is rejected and  $H_1$  is accepted, which means it has a significant effect on Student Learning Satisfaction.

### F Test (Simultaneous Test)

The F test was conducted to determine whether the free variables of Distance Learning and Learning Motivation ( $X_1$  and  $X_2$ ) together had a significant influence on the bound variable (Y), namely Student Learning Satisfaction. The models of this hypothesis are:

- $H_0: b_1, b_2 = 0$  (This means that the variables of Distance Learning and Learning Motivation simultaneously affect student learning satisfaction).
- $H_1: b_1, b_2, \neq 0$  (This means that the Variables of Distance Learning and Learning Motivation simultaneously do not affect Student Learning Satisfaction).

The test tool used to accept or reject the hypothesis, that is, the value of F-count is compared with the value of F-table with the criteria namely:

- a.  $H_0$  accepted if  $F_{\text{count}} < F_{\text{table}}$  at  $\alpha = 5\%$
- b.  $H_0$  is rejected ( $H_1$  is accepted) if  $F_{\text{count}} > F_{\text{table}}$  at  $\alpha = 5\%$
- $F_{\text{table}}$  Obtained by free degrees ( $df_1 = k - 1$ )
- $n$  = Number of samples i.e., 51 data
- $k$  = Number of variables used,  $k = 3$
- $df_1 = k - 1 = 3 - 1 = 2$
- $df_2 = n - k = 51 - 3 = 48$

The F test used is a one-way test with  $\alpha = 5\%$  then  $F_{\text{table } 5\% (2; 48)}$  is 3.27. The F test output can be seen in the Table below:

Table 1. F Test Results (Simultaneous)

| ANOVA <sup>b</sup> |            |                |    |             |       |       |
|--------------------|------------|----------------|----|-------------|-------|-------|
|                    | Model      | Sum of Squares | df | Mean Square | F     | Sig.  |
| 1                  | Regression | 23.162         | 2  | 11.581      | 7.814 | .015a |
|                    | Residual   | 682.995        | 48 | 14.229      |       |       |
|                    | Total      | 706.157        | 50 |             |       |       |

a. Predictors: (Constant), Learning Motivation, Distance Learning

b. Dependent Variable: Student Learning Satisfaction

Source: SPSS F Test Results

The Table shows that the F value of the distance learning and learning motivation variables is worth 7,814 while the  $F_{\text{table}}$  is 3.19. This means that  $F_{\text{count}} > F_{\text{table}}$  is  $7,814 > 3.19$ . Based on these data, it can be concluded that the variables of Distance Learning and Learning Motivation in the F test (simultaneous test) are positive values indicated by a unidirectional relationship with the Student Learning Satisfaction variables and have a significant effect so that  $H_0$  is rejected and  $H_1$  is accepted.

## CONCLUSION

The results of a study on the impact of distance learning (X1) and learning motivation (X2) on student learning satisfaction (Y) showed that both variables partially have a positive effect on Y. Specifically, the distance learning variable (X1) was found to partially have a positive value and a significant impact on student learning satisfaction, while the learning motivation variable (X2) also had a partial positive value and a significant impact on student learning satisfaction. Additionally, when both variables (X1 and X2) were considered simultaneously, they were found to have a positive and significant impact on student learning satisfaction (Y). These findings suggest that both distance learning and learning motivation play important roles in determining student satisfaction with their learning experiences.

## References

Astria, R., Di Jalan, P. T. K. P., Bandung, B. U., Chairul, M., Studi, I. T. K. P. K., Raya-Arjuna, J. K., Damia, F. N.,

- Nugrahaini, F. T., Di, K. D. K. J. P., & Erline, P. M. (n.d.). *Arikunto, S.(2002). Prosedur Penelitian Suatu Pendekatan Praktek. Edisi V. Jakarta: Rineka Cipta.*
- Aziz, F. (2020). The Impact of Covid-19 on Learning in College. *Bioma*, 2(1), 14–20.
- Cahyani, I. (2021). Pengaruh Pembelajaran Jarak Jauh dan Motivasi Belajar Peserta Didik Terhadap Hasil Belajar Seni Budaya di Kelas IX SMP Negeri 1 Ciampea Kabupaten Bogor". *Educate: Jurnal Teknologi Pendidikan*, 6(1), 91–98.
- Fitriyani, Y., Fauzi, I., & Sari, M. Z. (2020). Motivasi belajar mahasiswa pada pembelajaran daring selama pandemik covid-19. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(2), 165–175.
- Ghozali, I. (2018). *Aplikasi analisis multivariate dengan program IBM SPSS 25.*
- Gresik, R. I. S. K. (n.d.). Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktek.* Rineka Cipta: Jakarta Bertawati. 2013. *Profil Pelayanan Kefarmasian dan Kepuasan Konsumen Apotik di Kecamatan Adiwerna Kota Tegal.* *Jurnal Ilmiah Mahasiswa Universitas Surabaya Vol. 2 No. 2: Surabaya. Jurnal Penelitian Universitas Jambi Seri Humaniora*, 17(2), 1–8.
- Kemdikbud, R. I. (2020). *Edaran Tentang Pencegahan Wabah COVID-19 di Lingkungan Satuan Pendidikan Seluruh Indonesia.* *Indonesia: Kemdikbud RI.*
- Kurikulum, B. (n.d.). Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek* Jakarta: Bina Aksara.. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta. Darmansyah. 2012. *Strategi Pembelajaran Menyenangkan dengan Humor.* *Jurnal Seminar Internasional Riska Bahasa*, 2(1), 13–14.
- Manullang, M., & Pakpahan, M. (2014). *Metodologi Penelitian Proses Penelitian Praktis.* Bandung: Citapustaka Media.
- Marihot, M. (2013). *Dasar-Dasar Manajemen.* Bandung: Cipta Pustaka Media Perintis.
- Napitupulu, R. M. (2020). Dampak pandemi Covid-19 terhadap kepuasan pembelajaran jarak jauh. *Jurnal Inovasi Teknologi Pendidikan*, 7(1), 23–33.
- Ningsih, R. S. (2021). *Pengaruh Pembelajaran Jarak Jauh dan Motivasi Belajar Terhadap Kepuasan Belajar Mahasiswa.*
- Septiani, I., & Samputra, P. L. (2021). Analisis Pengaruh Kebijakan Pembelajaran Jarak Jauh (PJJ) Akibat Dampak Pandemi Covid-19 Terhadap Motivasi Belajar Peserta Didik. *Jurnal Sains Sosio Humaniora*, 5(1), 240–249.
- Sudjana, N. (2005). *Metode statistika.* Bandung: Tarsito, 168.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.*
- Suharso, A. R. (2005). *Kamus besar bahasa indonesia.* Widya Karya.
- Sukanti, S. (2009). Analisis Kepuasan Mahasiswa Program Studi Pendidikan Akuntansi Fise Uny. *Jurnal Pendidikan Akuntansi Indonesia*, 8(1).
- Sunarti, S., & Mitrohardjono, M. (2021). Analisis Dampak Pandemi Covid 19 Terhadap Pembelajaran Jarak Jauh Pada Dunia Pendidikan Di Fakultas Ekonomi Dan Bisnis Universitas Muhammadiyah Jakarta. *Jurnal Tahdzibi: Manajemen Pendidikan Islam*, 6(1), 47–56.
- Supranto, J. (2011). *Pengukuran Tingkat Kepuasan Pelanggan untuk. Menaikkan Pangsa Pasar (Cetakan Keempat).* Jakarta: PT. Rineka Cipta.
- Surianti, S., Mattalatta, M., & Tamsah, H. (2020). Pengaruh Kualitas Pelayanan Akademik terhadap Kepuasan Mahasiswa Sekolah Tinggi Ilmu Ekonomi (STIE) Lamappapoleonro Soppeng. *YUME: Journal of Management*, 3(2).
- Zahra, R., & Rina, N. (2018). Pengaruh celebrity endorser Hamidah Rachmayanti terhadap keputusan pembelian produk online shop mayoufit di Kota Bandung. *LONTAR: Jurnal Ilmu Komunikasi*, 6(1), 43–55.