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Study of Phenomenon on Consumption Behavior of Medan City Students During Pandemic: Financial Literacy on E-Commerce

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Abstract

This study identified and classify the phenomenon of student purchasing behavior during the pandemic, which falls into the category of excessive consumption due to their lack of financial literacy and the presence of e-commerce, which offers numerous attractive offers, giving them the opportunity to become uncontrollable consumers without proper financial planning. This study used a phenomenological approach and determines students from five private universities in Medan City as key informants capable of providing concrete information in response to this research question. The study's results revealed students become more consumptive during pandemics, and that learning conditions at home with technology increase their likelihood of accessing social media, which leads to e-commerce, which offers many online shopping promotions. They spend irresponsibly, to the point where they can't even keep count of how much money they spent in a single month during the pandemic. Some even claimed to be in debt as a result of the payment deferral feature offered by e-commerce, which allows them to continue purchasing the desired product. They lack financial preparation and are unaware of the dangers associated with the presence of e-commerce if not accompanied by common sense while making a purchase. We require further attention and assistance from the government and educational institutions, as well as

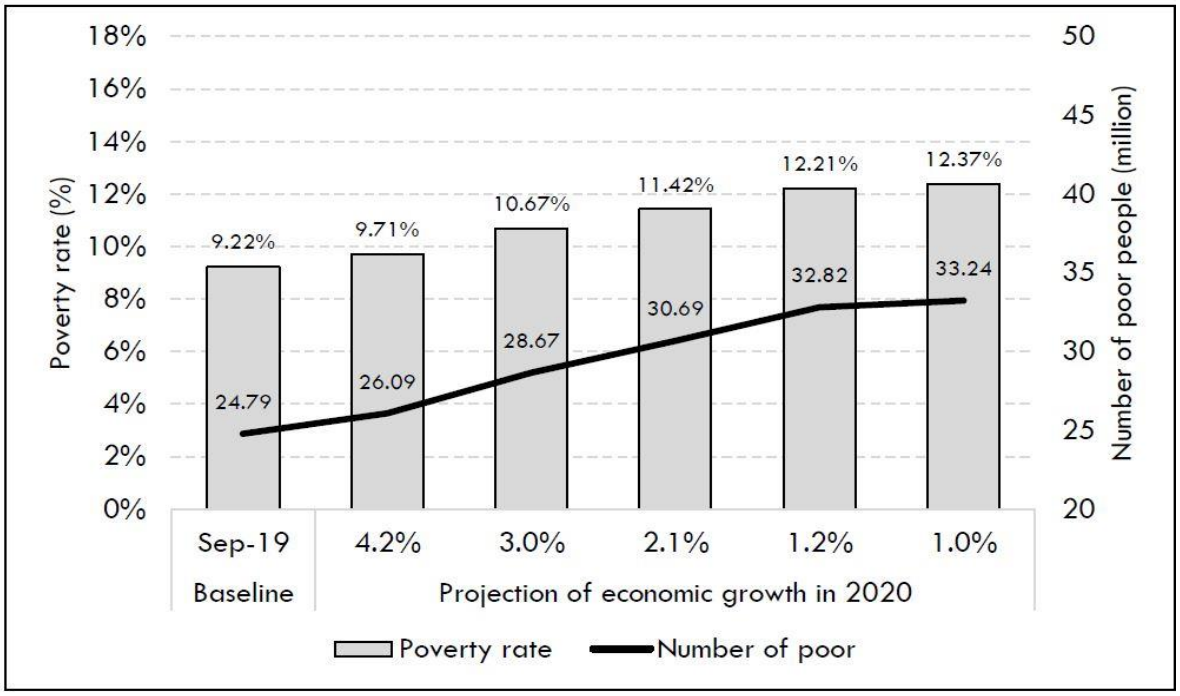
parental support, in order to educate pupils about financial literacy in order to attain a prosperous future life.

Keywords

Consumption Behavior, Financial Literacy, e-commerce, Pandemic.

Introduction

According to the WHO, the COVID-19 outbreak has been classified as a pandemic starting March 11, 2020. Indonesia has become one country worldwide to be infected with the COVID-19 virus, with the maximum mortality rate of 8.9% predicted for the end of March 2020. COVID-19 has a significant impact on life and society, particularly through government-issued rules or guidelines influencing all aspects of life. This has a significant impact on the economy, and education (Rohmah & Syari, 2020). Individuals that are unwilling to confront these economic issues incur financial losses. Increased stress associated with financial difficulties does not alleviate this condition. The government adopted PSSB measures to restrict human activity, beginning with the closure of schools, offices, and other activities, except for shops providing necessities, on the condition that these businesses restrict customer movement.



Source: smeru.or.id (2020)

Figure 1 Projected Impact of Covid-19 Outbreak on Poverty Rate and Number of Poor People

As for the moderate scenario, Indonesia's economy will grow at 2.1% and the poverty rate will go up to 11.4%, meaning that there will be 6 million new poor people. In the severe scenario, Indonesia's economy will grow at 1% and the poverty rate will climb to 12.4%, which means that there will be an additional 8.5 million people living below the poverty line.

Regulations governing work, school, worship, and household activities in the interest of public health and safety have resulted in changes in consumer purchasing behavior (Laato, Islam, Farooq, & Dhir, 2021). Community activities are limited, and shopping can easily be done from home, which results in more online shopping (Permana, Reyhan, Rafli, & Aini, 2021). Survey by Populix., (2020) that most people who purchase online are between the ages of 18 and 28, accounting for 68% of respondents' votes. Where the average expenditure of online shopping is between IDR 50 and 500 thousand rupiah.

While the ease and convenience of online shopping benefits customers by allowing them to meet their needs without leaving the house, consumers are easily lured to purchase items in excess, increasing their consumption. Consumer behavior that is excessive in the sense that demands are prioritized and emphasized. Consumptive behavior happens when individuals have a strong desire to acquire something without regard for their needs (A.N. Fauzia & Nurdin, 2019) Students are a group of people that are prone to consumerism; because they love new things and are familiar with branded goods, they will emulate new fashion trends. The presence of online merchants, particularly those selling fashion products, will progressively encourage students to conduct transactions via online shopping to meet their needs (Hamdani & Fatah, 2018). Dominant consumptive behavior occurs at the student level, especially female students. Parma, (2007), stated that adolescent females' consumptive behavior is influenced by both cognitive and emotional factors. Students' irrationality in making purchasing decisions traps them in impulsive purchasing behavior.

According to the findings of researchers' interviews with several students (as informants), it is known that during the COVID-19 pandemic, learning activities conducted at home and more frequently at home increased their use of the internet via their gadgets, accessing social media, and shopping online. Without understanding it, this shows that students' consumptive behavior is rising during the pandemic. Various advances in communication technology have been demonstrated to have an impact on lifestyles and the environment. Additionally, it will affect how individuals consume (Fernando & Guspa, 2021).

The pandemic that brings the social media revolution created new avenues for locating and obtaining information about the many products and services. This enables consumers to connect fast and effortlessly (Powers, Advincula, Austin, Graiko, & Snyder, 2012). According toOrdun, (2015) Millennials make purchasing decisions based on the information they obtain via their smartphones. Due to millennials' heavy reliance on smartphones, they have a proclivity for internet shopping. This condition, however, is not associated with an increase in student financial literacy. According toGunawan, Pirari, & Sari, (2020) stated that student financial literacy is still at a low level and greatly affects their behavior in managing finances. In line withPulungan & Febriaty, (2018) that students exhibit hedonic behavior, content to shop, as a result of poor financial literacy and environmental influences. Due to the pandemic's impact on their ability to manage their finances, people finally prefer to shop online regardless of their financial condition. Human economic activity or behavior are a reflection of the economic knowledge and understanding acquired via the learning process (Rahmatullah, 2018; Rahmatullah & Inanna., 2017). Thus, economic literacy is very important in making decisions to meet daily needs.

In addition, it is known that lifestyle has an influence on a person's consumptive behavior (Nofriansyah & Marwan, 2019; Zahra & Anoraga, 2021). This is supported by Halimatussakdiyah, Martono, & Sudarma, (2019). The pandemic that bring the social media revolution created new avenues for locating and obtaining information that lifestyle has a beneficial and significant effect on students' consumptive behavior, such that when students live a healthy and supportive lifestyle, their consumptive behavior likewise increases. According to the findings of 15 informants (students), although classes are conducted online, the student lifestyle remains high. As evidenced by student statements, activities outside the home are extremely infrequent during the pandemic, and lectures are also held at home. However, they continue to monitor the evolution of the existing lifestyle in their immediate environment, particularly in terms of fashion. This indicates that during a pandemic, students admit their consumptive behavior grows more out of control since they spend more time at home, aside from the fact that online learning is relatively brief, and they spend their time on their gadgets and social media and e-commerce. And they are unaware.

The existence of e-commerce contributes to the promotion of student consumption. The pandemic also serves as a catalyst for online retailers to provide many discounts in order to keep their businesses afloat. During the pandemic period, there is a tendency for sales to decline as a result of limits on people's space. Advertisements and promotional offers like discounts, free delivery, and convenience of distribution are all tempting to

consumers, particularly students, who are frequently influenced by their lack of financial literacy. Students become consumptive when their purchases are neither rational, spontaneous, or emotional, and they become locked in impulsive purchasing. This study examines the phenomenon and, more precisely, the consumptive behavior of students in the city of Medan, which appears to have increased in response to their low level of financial literacy, particularly in understanding their financial planning, and how their understanding of the presence of e-commerce with various offers during the pandemic influenced their decision to make.

Theory

Consumptive Behaviour

Several advancements in communication technology have shown the occurrence that is felt and affects many people, as well as their lifestyles and the environment. Additionally, it will influence how individuals consume. Consumption necessary to meet required demand. Consumption motivated by desire will cause consumptive behavior.

Wildiyani, (2016) Consumptive behavior is defined as excessive behavior without regard for reasonable consideration while purchasing anything that is not a necessity. Consumptive behavior can occur at any age group and refers to the increasing intensity of consuming goods or services in to get something new, obtain ownership satisfaction, or to improve one's social status. Consumptive behavior indicators can be used to determine a person's consumptive behavior. Sumartono, (2002) Consumptive behavior has several indicators, namely 1) Buying a product because of a gift offer. 2) Buy the product because the packaging is attractive. 3) Buying products to maintain self-appearance and prestige. 4) Buying products based on price considerations (not on the basis of benefits or uses). 5) Buying a product is just keeping a status symbol. 6) Using the product because of the element of conformity to the advertised model. 7) The emergence of an assessment that buying products at high prices will lead to high self-confidence. 8) Tried more than two similar products (different brands).

Conformity refers to the act of adapting one’s habits to conform to environmental norms. As a result, the consumptive social environment’s interaction with individuals might change them to become more consumptive. Another consequence of consumptive behavior is that the perpetrator will purchase any item in order to maintain a good image among their acquaintances. This shows that consumptive actors are reliant on the items they consume and own in order to increase their social status. This influences purchase

priorities that should be used to meet necessities but are instead used to meet social status needs.

Financial Literacy

Atkinson & Messy, (2010) stated generally "financial literacy is the knowledge, skills, attitudes and behaviors needed to make sound financial decisions and ultimately achieve individual financial well-being". Shim, Xiao, Barber, & Lyons, (2009) there are several factors influence financial literacy, including the following: (1) social environment (2) parental behavior (3) parental education (4) individual financial experience. Financial literacy is a comprehensive term that encompasses practice in social relations involving knowledge, language, and culture, as well as how an individual communicates in society. Financial literacy requires the development of financial skills and the ability to use financial tools. Financial expertise is a technique for financial management decision-making. Financial tools are chart types that are used to assist in financial management decision-making. Financial literacy can be acquired through formal education, seminars, or informal sources such as parents, friends, or the news (Atkinson & Messy, 2010).

If applied to student life, financial problem can arise as a result of mismanagement of monthly money received from parents, such as errors in purchasing items that are not necessarily due to a lack of financial planning in advance, resulting in money that was supposed to last one month but running out prematurely.

Methods

This is a qualitative study designed to gain a holistic understanding of the phenomena encountered by the research subjects, such as behavior, perception, motivation, and others. The findings are then presented as descriptions in words and natural language, using a variety of natural methods.

This research uses a phenomenological paradigm, which is a study of humans and their situations that acknowledges ethical empirical realities that require reason to track, explain, and argue (I.Y. Fauzia, 2020). The phenomenological approach used is the Schutz phenomenological paradigm. In *the Phenomenology of Social World* 1967 states that people actively interpret their experiences by associating them with signs and meanings. Additionally, human behavior and attitudes in daily life are based on subjective experience.

Students in Medan City are considered research subjects because they are also human beings capable of deciding what to do with themselves or others. Because we, as humans, have certain desires, we strive to fulfill certain needs orientations. The researchers employ reason to track and detect how students' consumptive behavior change in response to the pandemic's online college circumstances, paying particular attention to their financial literacy regarding e-commerce. Students in Medan City are considered research subjects because they are also human beings capable of deciding what to do with themselves or others. Because we, as humans, have certain desires we strive to fulfill in terms of fulfilling certain needs orientations. The researchers employ reason to track and detect how students' consumptive behavior change in response to the pandemic's online college circumstances, paying particular attention to their financial literacy regarding e-commerce.

The authors chose 50 students from five prominent private institutions in Medan City as informants for their study. Qualitative research, on the other hand, typically uses a smaller sample size and favors purposive sampling (not done randomly). More, Creswell & Clark, (2011) explained that the number of informants was not determined by the size of the participants using statistics. So, this qualitative research with a phenomenological approach was carried out, in fact only collected information from 40 informants.

Data of Informants

The informants for this study were chosen based on the number of purchases made over a 12-month period during lectures conducted online, usually from the comfort of their own homes, the most prevalent type of e-commerce, and the amount of money spent on shopping in a month. The informants, comes from:

Table 1 Data of Informants

No.	University	Amount
1	UMSU	15 students
2	STKIP AL-MAKSUM	10 students
3	STIP-AP	10 students
4	UNPRI	5 students
	Total	40 students

Source: Processed data (2021).

Data Collection Procedure

The process of collecting data in this study used several methods that were considered the most appropriate and helped the authors to obtain data, namely: (1) being directly

involved in the community or student organization they did outside the campus (looking for alternative locations for gathering and discussion) in addition to informing the existence of the researcher. and the purpose of this study (2) in-depth interviews accompanying the questionnaire given to explore in depth about their consumptive behavior, the types of goods purchased, their perception of the pandemic, and their preferred e-commerce (Tambunan et al., 2018), their motivation to buy goods from e-commerce. what they like, to their opinion or assessment of their behavior whether it is considered ordinary, extravagant, or does not understand its meaning. (3) field observations collect information from information sources by looking directly at the form of e-commerce that students prefer (4) recording all the information obtained and making notes of the phenomena that accompany the information.

Data Analysis Technique

This study analysis technique focuses on the process in the field, both while and after data collecting is complete.

The researcher analyzed the interviewees' responses. The researcher continued the question until the researcher acquired data that was deemed reliable. The following stages were used to analyze the data:

a. Data reduction, namely collecting important information related to the consumer behavior of students during the pandemic and their financial literacy towards e-commerce. Then the data obtained are grouped according to the problem.
b. Data collection, data grouping is arranged systematically as a narrative so that it takes the form of a series of meaningful information according to the purpose of the study.
c. Data interpretation, namely interpreting and explaining the data arranged as a narrative under the intent and interpretation of the informant on the research problem.
d. Drawing conclusions, this is verification as a conclusion that is based on the structure of the narrative answer compiled in the third stage so that it can answer the research problem.

Each stage of data analysis is related to the previous one, so that each stage is related to the previous one. This analysis is conducted continually during the duration of the study.

Data Analysis and Results

Findings

The information was obtained from 40 informants, dominated by female students (30 female students and 10 male students). As a result of this condition, female students were more open and willing to explain themselves, but male students either did not respond or responded modestly to interviews and questionnaire surveys administered to them. Its know that overwhelmingly female students, implying that consumptive behaviour was really primarily carried out by female students. Their lifestyles encourage them to engage in excessive consumption, and pandemic conditions not only require them to conduct online lectures from home but also to access social media considerably more frequently. Female student informants claimed that they made >5 transactions via social media in a month, implying that they may acquire consumer products more than once a week.

According to the researcher's demographic criteria, the informants in this study were identified:

Table 2 Demographic Criteria

No.	Criteria	Percentage
Gender		
1	Female	30
2	Male	10
	Criteria	Percentage
Transaction via social media		
No.		
1	>5	25
2	<5	15
	Criteria	Percentage
Social Medan		
1	Instagram	70
2	Facebook	20
3	Others	10
	Criteria	Percentage
E-commerce		
1	Shopee	65
2	Tokopedia	25
3	Lazada	10
	Criteria	Percentage
Amount of Money		
1	< Rp. 500.000,-	20
2	> Rp. 500.000,-	70
3	> Rp. 1.000.000,-	10

Source: Processed data (2021)

Not only that, their proclivity for social media, particularly Instagram and Tik-Tok, frequently directs them to e-commerce platforms (online buying and selling websites). They can spend an average of >5 hours per day on social media, or even 24 hours per day. It is because the online learning method used on campus is ineffective; even when it does function, it only works for a maximum of 1 hour.

In terms of e-commerce, people prefer to shop online through Shopee because it offers more promotions and discounts and, in certain cases, purchases are even free that provide by Shopee. Most products purchased by female students are fashion and cosmetics, which are not necessities but rather reflect a desire for a certain lifestyle. Even more than 65% stated that they purchase things in order to promote their content on social media. Additionally, this female student stated that the money spent in a month for nearly two years during the pandemic cannot be quantified since they lack a budget and do not record their costs, implying that they have little financial literacy and are becoming increasingly unmeasurable. And they were unaware of this, believing that their consumptive behaviour resulted from spending more time at home. Worse, they have no idea how much money was spent in a month and hence estimate the amount spent on shopping is >Rp.500.000,- in a month (there are even those who are in debt using the payment delay facility from e-commerce).

Male student informants responded differently, although they were not very receptive to talk, but it was known that, in addition to clothing/shoes, they were happy to purchase electronic equipment. When asked why they purchased, almost 65% responded that they did so because their friends did, not because of their lifestyle. And it is also known that this 65% choose Shopee over other online purchasing and selling platforms since Shopee is perceived to offer promos, discounts, and even free goods. In terms of how frequently they access social media, it turns out that 70% of them still meet with their friends to socialize whether they have completed or are not taking online programs. Access to social media is still available, but at a lower rate than it is for female students, and over 70% of students use Instagram exclusively for socializing with friends. The same is true for female student informants; it turns out that these male students, like female students, do not have a financial budget, particularly for their monthly spending; in fact, they have no record of how much money they spend in a month. However, they assess and recognize that they spend significantly more during the pandemic than they did before to the pandemic (the learning period from home causes them to be more consumptive and wasteful in using their money).

Discussion

According to 2018 Statista data, Indonesia has 95.2 million Internet users, up 13.3% from 84 million in 2017. Additionally, statistics indicate that social media, mobile messaging, and online markets are all prevalent in Indonesia (Hamdani & Fatah, 2018). The social media revolution has created new ways for discovering and obtaining information about the many products and services available. This enables consumers to connect fast and effortlessly (Powers et al., 2012). The pandemic has caused the social media revolution to be increasingly attached to the community, especially students who use technology in the learning process. Based on research Ordun, (2015). As a result of technology advances, millennials' consumptive behaviour is more reliant on information obtained via smartphones. With a high number of internet users shopping online in this setting, this situation will influence the pattern of a person's consumptive behaviour. This situation deteriorates further when consumer behaviour is observed not only among adults but also among teenagers.

Another factor, financial behaviour, is an issue that is currently being discussed (Brüggen, Hogreve, Holmlund, Kabadayi, & Löfgren., 2017). This relates to the consumption behaviours of the Indonesian people. The consumptive nature of the Indonesian people results in a variety of irresponsible financial behaviours, including a lack of savings, investment, emergency fund preparation, and future budgeting. This is like the practice of impulsive shopping, which occurs when persons with sufficient income continue to face financial problems (Cole, Sampson, & Zia, 2009). Previous research found the effect of financial behaviour on financial literacy (Mudzingiri, Muteba Mwamba, & Keyser, 2018; Rai, Dua, & Yadav, 2019; Sabri, Fazli, & Zakaria, 2015) which reveals that financial behaviour has a positive effect on financial literacy. Increasing financial literacy in various generations is also related to the development of people's financial attitudes (Bhushan & Medury, 2014). Thus, the financial education program's benefit is the individual's ability to handle their finances in the future. Financial literacy is necessary for the community to succeed financially. Financial well-being is a significant aspect in influencing a person's quality of life. Individuals who experience a high level of financial well-being feel financially liberated to make choices about how to live their lives. Apart from happiness, financial well-being refers to an individual's material well-being in terms of income, savings, opportunities, and a sense of material security.

The Covid-19 pandemic, which is currently hitting Indonesia, has had a major impact on various sectors, especially the economy, which also disrupts the education process for students. Many people, especially parents of university students, suffer from layoffs, the

decline in sales and purchasing power of the community has resulted in a decline in global economic activity. As a result, students also have difficulty continuing their education in higher education, let alone having to carry out online lectures at home which causes additional expenses by purchasing data packages for studying. This situation requires good financial management skills that are needed by everyone, including students.

The monthly money they have is not enough, they have even been very wasteful since the pandemic period, the need is more dominant on lifestyle consumptives, not focusing on supporting their learning activities. The reduced monthly money in the midst of the Covid-19 pandemic requires students to manage their finances properly and optimally so that all needs can be met. Even during this pandemic, impulsive and obsessive buying behaviour even falls into the consumptive category. The results of data collection and interpretation, it was found that out of 40 students, 5 students were in the low category, 10 students were in the medium category, and 25 students were in the high category. During the COVID-19 pandemic, the activities that students do at home are very limited, so the activities that are often carried out during the pandemic are shopping online and when buying an item is not based on a priority scale. This shows that the consumptive behaviour of students during the pandemic is increasing.

Consumptive behaviour is no longer motivated by rational considerations, materialistic tendencies, a strong desire to possess luxurious and excessive objects, and the use of all things considered to be the most expensive, and who is motivated solely by the desire for pleasure. Many students unable to regulate their consumption thinking patterns, a lack of student intelligence in managing their personal assets, and inadequate application of basic economic knowledge are all factors that can influence student consumption behaviour, as well as students who continue to behave in modern times, resulting in very high consumption patterns. As one of the informants mentioned:

“I spend more of my pocket money on clothes and cosmetics for my lifestyle in order to take great pictures for Instagram”.

Not only that, some even stated that:

“in terms of financial expenditures I don't have a budget; I saw an Instagram post that included a direct buy link to Shopee”.

The behaviour of consumptive students with a history of low financial literacy is supported by the pandemic, which increases access to social media (e-commerce) as a

result of the widespread use of the internet. Environmental factors influence their behaviours, causing them to become consumptive. This is supported by research.Susanti, (2016) that individual thought is context-dependent. Additionally, the study's findings indicated that female subjects engaged in more online purchasing than male students categorized as moderate.

Students rarely create monthly budgets because they lack the ability, are lazy, and waste time, although it is critical to avoid spending rising. Increased expenses can develop because of an error in purchasing items that are not on target since they are not the goods that are required but the things that are sought. Many people lack a financial plan for achieving their financial goals; they either hope for the best or give up. According to Manurung, (2009) Financial literacy is a set of skills and knowledge that enables an individual to make sound financial decisions and manage their financial resources effectively. Economic knowledge can also influence consumptive behaviour; for example, low economic knowledge can influence students' consumptive attitudes. Another phenomenon is students' low incentive to save and their excessive spending habits, which make it difficult to develop into a wise consumer. By becoming a compulsive shopper, the life cycle will be further removed from the goal achievement.

There is evidence that consumptive behaviour results from students in Medan City's low financial literacy. The pandemic condition keeps people at home, limits their schooling, and wastes a lot of time on social media, all of which contributes to their excessive consumption of things, demonstrates their low financial literacy. Students' irrationality in making purchasing decisions traps them in impulsive purchasing behaviour. The term "impulse buying" refers to a purchase done without prior planning. Students must develop financial literacy in order to prevent financial troubles. These financial issues are exacerbated not only by low income, but also by a lack of financial education (Risa, 2018).

Students who have a high level of financial literacy can be more prudent in their consumption activities, emphasizing the necessities they truly require over wants, because they understand that choosing wants over requirements exposes them to a variety of risks. However, it is well established that financial literacy can have a negative impact on consumptive behaviour because it can be influenced by a variety of other circumstances (Pulungan & Febriaty, 2018).

In terms of lifestyle, it comes out they account for most of the reasons for excessive consumption behaviour, which explains their low literacy. Modernization is a type of

social change that exhibits certain characteristics and is comprehensive in nature, resulting in psychological changes such as attitudes, values, and individual behavioural patterns, to the point that the term “modernization” is defined in terms of individual behaviour. (Duaja, 2017) Consumers' motivations for purchasing a product can be influenced by their present lifestyle. Adolescents in a social environment regard their peers as attractive, believe themselves to be indestructible, and strive to exceed their peers. As a result, this motivates adolescents, particularly students, to engage in consumptive behaviour. Given that consumptive conduct affects the lives of many students, the consumptive behaviour of students is quite fascinating.

This modernization is further facilitated by the adoption of financial technology through online purchasing and selling platforms such as Shopee. Due to the availability of direct transfer payment facilities and even the convenience of paying later (indebted), the "pay later" method enables students to go into debt unknowingly to purchase goods and continue to accumulate debts. In line with (Rifani & Sadikin, 2020) stated that financial technology is a part of people's behaviour in using financial transactions that provide convenience and become a culture.

Consumptive behaviour is also a phenomenon that occurs during a pandemic because there is a shift in purchases through offline and online stores (Safira & Yuhertiana, 2021). Pandemics with an impact on change are unavoidable because of the strong external impulses accompanied by internal needs. Additionally, the pandemic period needs technological change. Human access is restricted to the home, necessitating the use of technology for everything, including purchases. Essentially, shopping activities exist to meet people’s lives. However, a recent fact is that people, particularly students, increasingly engage in buying activities just to satisfy wishes or desires, rather than in response to actual necessities. Shopping has evolved from a necessity of existence to a way of life. COVID-19’s existence contributes to increased consumer spending, which is characterized by the growth of different markets and the creation of business opportunities for the community in general and students.

The pandemic period has changed people’s habits, from which consumers usually like to shop physically, turning to shopping online or by using e-money or what is called electronic payment, which is a payment model that makes it easy and offers convenience to its users in making payment transactions. E-commerce facilitates the ease of payment with various discounts so that it greatly affects the desire of students to shop online from home, which is considered boring without realizing it makes them make repeated purchases even the items purchased are useless. Based on data from Analytics Data

Advertising (ADA), “at the end of February 2020 until the third week of March, activity in the central business district of Jakarta decreased by 53%”. Of course, this also impacts the use of transactions, which previously used cash, now it is common to use e-wallet. Using e-wallet is currently increasing along with the increase in internet usage. (Fatoni, Susilawati, Yulianti, & Iskandar, 2020).

Rosita, (2020), the factors that cause panic buying behaviour are factors from consumer behaviour (the emergence of the perception of scarcity of goods), anxiety, fear, feelings of insecurity, stress, perception of uncertainty, and media exposure. According toWidyastuti, (2020), during the Covid-19 pandemic, customer purchasing decisions were highly influenced by anticipatory anxiety, herds or groups, and social media exposure.

Instagram is a social media platform that frequently influences people to purchase consumer goods and unwittingly leads them to become compulsive purchasers. Even throughout the pandemic, informants claimed that their purchasing behaviour was correlated with their use of social media, particularly Instagram.

In accordance with the following informant's statement:

“Instagram is a social media platform that I frequently use to pass the time at home during the pandemic because it is more interesting and offers a wider variety of goods and presentations than other social media platforms”.

“Instagram is the social media platform that I use, and it appears as though "tag" Shopee more frequently, so that if I'm interested in what is presented, I can just "click" and navigate directly to the Shopee application”

Consumptive behaviour of students toward online shopping applications cannot be prevented without a heightened awareness of the importance of using online shopping applications responsibly. Purchases made through online purchasing are made without regard for time or needs. Additionally, when buying online, it is impossible to predict the purchase intensity in terms of how many months and how many products will be purchased. Consumptive behaviour in students is also influenced by the convenience offered by online shops in the form of goods or services that fit the students' needs and desires. This corresponds to research conducted by Septiansari & Handayani, (2021), 25.8% of the variables that influence consumptive behaviour among students are online shopping, while 74.2% is because of the environment and this is involved in the role of

pandemic conditions which causes students to use the internet more often to access social media including e-commerce because of the online learning process using their gadgets.

In accordance with the following informant statement that:

“Since the pandemic, I've been shopping for fashion on Shopee more frequently; sometimes I'm unaware because I'm too busy checking social media and am interested in searching and purchasing the items I see. Shopee's ease of payment and discounts encourage me to keep adding items to my virtual shopping cart”.

In fact, it is even quite bad; it is known that the informants’ comments show that the purchased goods are often considered less useful after purchase. In the most extreme cases, items are not even taken out of the package or brought into the house. In this case, it seems that the purchased object is no longer important after being purchased.

“I can't tell, what I bought or where I bought it. It just happened automatically”.

“At first, I assumed it was a necessary expense. Not because I want it; sometimes I simply purchase it and think, "T-shirt with a different style.”

Although most of the responses showed a low level of interest in the products purchased, there was still a systematic variation in the types of goods purchased. The items that are most often purchased are clothes, cosmetics, and gifts for significant others. There seems to be a utility aspect here. However, it may not be the utility of the object itself, but the social utility derived from its purchase. The results of data interpretation show that there is a lot of agreement that the buying process is very important for the consumption experience for compulsive buyers. Take part in positive social interactions and increase self-esteem. Even in situations where the purchased item seems important, because it contributes to one of the other factors, such as prestige and lifestyle.

The informants also stated that they felt that their financial education on campus was very lacking. Over 70% of informants stated that having better financial literacy would help them manage their finances better amidst the coronavirus pandemic. In addition, 30% of informants said that the financial subjects they least understand are debt management, lagging in investments, insurance policies and coverage, and making financial plans (related to their budget).

Financial attitude is closely related to state of mind. When an individual thinks of managing his finances as something valuable and must be accounted for, it makes the

individual have healthy finances to improve the quality of life-related to his financial well-being.

The relationship between financial attitudes and financial well-being can be illustrated in a variety of ways, for example, by demonstrating how maintaining consumption behaviour can help individuals achieve their desired living standards and quality of life. Additionally, positive financial planning has a minimal impact on consumption. This demonstrates that the value placed on saving and investing is increasing in order to fulfill future financial needs. Several other studies have established a relationship between financial literacy and financial well-being, including Sabri et al., (2015) and (Zulfiqar & Bilal, 2016), who claim that financial literacy has a positive effect on financial well-being. As well as (Gunawan et al., (2020) that financial literacy and student lifestyle have an impact on the way they manage their finances, determining whether they become consumptive or not.

Financial literacy is critical in every part of life for anyone who is a financial actor. Financial literacy lays the groundwork for a prosperous financial life. This is relevant for everyone, because regardless of a person's income, money can be spent and financial goals are difficult to fulfil without sound financial management.

Conclusion

Consumer behaviour, particularly that of students, has shifted in response to the COVID-19 pandemic situation. Purchasing online, as part of the social media and technology revolution, is an attractive option that enables people to move more freely during a pandemic. This forces many e-commerce businesses to give several attractive offers, including discounts and ease of payment, to attract customers, including students in the city of Medan, who are increasingly purchasing products without hesitation to become consumptive. It turns out that Medan City students are compulsive buyers; 25% of 40 informants engaged in online shopping throughout the pandemic. This shows that students in the city of Medan have a high level of consumptive behaviour. Online learning from home encourages students to use their gadgets, which leads in increased internet interaction. Not only are they studying, but they are frequently on social media, which offers a variety of interesting and reasonably priced products to support their lifestyle. Thereby, it is critical to instil financial literacy in students for them to practice sound financial planning and thus improve their future welfare.

Suggestion

The government can collaborate with universities to educate and socialize students about digital investment, increasing their financial literacy and awareness that saving (investment) is better and more profitable than consuming. Not only that, but students also require increased supervision to assist them in exercising self-control in living their lives, not just according to their tastes, changing times to lifestyles that reduce consumptive behaviour. A well-planned budget is one approach to prosper human life and allow it to evolve in its use of money.

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2. Bukti Konfirmasi Review dan Hasil Review Pertama (7 Okt 2018)

Gmail

Journal of Psychoeducational Assessment - Decision on Manuscript ID JPA-18-0139

Journal of Psychoeducational Assessment <onbehalfof@manuscriptcentral.com> Sun, Oct 7, 2018 at 2:08 AM
Reply-To:
To:
Cc:

06-Oct-2018

Dear Dr. :

Manuscript ID JPA-18-0139 entitled : " Study of Phenomenon on Consumption Behavior of Medan City Students During Pandemic: Financial Literacy on E-Commerce" which you submitted to Journal of Psychoeducational Assessment, has been reviewed. The comments of the reviewer(s) are included at the bottom of this letter. I appreciate your patience with the review process.

The reviewers noted strengths in the manuscript, particularly its methods and execution; however, the reviewers also expressed concerns about it. Based on the reviewers' responses, I ask that you revise your manuscript to address their comments in a revision. The reviewers were helpful in detailing ways to think about these issues and adjust the manuscript accordingly, so I encourage you to examine their comments carefully as you revise. It is likely I will send your revised manuscript to one of these initial reviewers. As with any manuscript, I cannot guarantee that these efforts will translate to acceptance in JPA.

To revise your manuscript, log into https://www.webology.org/ and enter your Author Center, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision.

You may also click the below link to start the revision process (or continue the process if you have already started your revision) for your manuscript. If you use the below link you will not be required to login to ScholarOne Manuscripts.

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https://www.webology.org/data-cms/articles/20220123080227amWEB19190.pdf

You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer.

Once the revised manuscript is prepared, you can upload it and submit it through your Author Center.

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to Journal of Psychoeducational Assessment, your revised manuscript should be submitted within 30 days from receipt of this letter. If it is not possible for you to submit your revision in this amount of time, please advise the Associate Editor before the 30 day period as the link to you article will expire and you will not be able to re-submit your paper without making a specific request.

Once again, thank you for submitting your manuscript to Journal of Psychoeducational Assessment and I look forward to receiving your revision.

Sincerely,
Dr. Renée Tobin
Associate Editor, Journal of Psychoeducational Assessment
tobin@temple.edu

Don Saklofske
Editor

Reviewer(s)' Comments to Author:

Reviewer: 1

Comments to the Author
Thank you for the opportunity to review this manuscript (JPA-18-0139). This article described the development and validation of the Perceived Research Environment Scale (PRES), a faculty-report measure for use in higher education institutions. I hope the following comments will assist the authors in revising their manuscript.

1.) This study seems to lack of a cohesive, unifying theoretical framework. The authors vaguely reference potential applications of Bronfenbrenner's ecological theory, but it is unclear how this theory guided instrument development and the analyses. The authors also reference several studies exploring various aspects of research environments, but these variables do not seem to be united in any particular framework. It would have been more compelling for the authors to apply a specific theoretical framework to guide the development of the measure.

2.) On page 7, the authors describe a method for randomly assigning participants to Samples A and B. They contend that the groups were comparable with respect to several demographic variables; however, I am most interested in knowing whether the groups were comparable with respect to institution. Participants came from only four institutions, and it is likely that participants from the same university would rate their research environments similarly (given that they are likely experiencing similar pressures). Is it possible that either Samples A or B consisted of a disproportionately large or small number of faculty from any one of the four institutions? This might impact the results. Ideally, the sample would have comprised faculty from a variety of different institutions.

On a related note, it might be interesting to see whether faculty from the same institution had similar ratings of their research environments. I suppose the ratings might be similar for some items (availability of funding) but less similar for items that vary more across individuals (e.g., access to informal mentoring).

3.) The authors note that there were no significant differences between Sample A and Sample B with respect to age. I'm not sure how meaningful this assertion is, given that approximately 50% of participants in both samples did not report their ages. This constitutes a fairly large amount of missing data.

In general, how were missing data handled in this study? This is important to discuss in the manuscript.

4.) I would have liked to have had some more information about the 42 academics included in the focus groups as well as the four independent reviewers who rated the suitability of the items (p. 6). For example, who were the reviewers and what qualified them for this task?

5.) The authors administered a measure of research involvement (i.e., the Research Involvement Scale). I would be curious to know if Samples A and B differed with respect to scores on this measure. If one group were more involved in research than the other, the two samples would not be comparable on a very important dimension (especially given the nature of the instrument the authors are developing).

6.) The authors sampled participants with a wide range of academic roles, including professors and lecturers. I can imagine that some of these positions are not inherently or contractually research roles. Would respondents with positions that were non-research oriented be the best respondents for this type of measure?

7.) The sample included very few full professors (i.e., approximately 1% of each subsample), which seems problematic for a couple of reasons. First, how might this have impacted the authors attempts to determine whether items were responded to differently by faculty in various positions? Were subsamples for each position (e.g., full professor, associate professor, assistant professor) large enough (and comparable enough in size) to detect response differences across groups? Second, full professors may have more institutional knowledge and research experience than associate and assistant professors. To have so few in the sample appears to be a notable limitation of this study.

8.) I would have also recommended that the authors collect data regarding the length of time participants had been at their respective institutions. Newer faculty might not have had enough time to form opinions about their respective research environments.

9.) I would have been interested to see the internal consistency values for the PRES total score and subscale scores in Sample B. I would recommend the authors report these values.

10.) For the CFA, the authors suggest that three of the four models (i.e., 2nd order model, 5-factor model, and bifactor model) had satisfactory fit statistics. However, CFI values for the 5-factor and 2nd order models were below .95. Some research has suggested that a more appropriate criterion for CFI values is .95 or greater (rather than .90

or greater). The authors may wish to revise their language accordingly. (Please see Hu and Bentler, 1999; reference provided below.)

11.) Minor comments:
a. On page 3, the authors write, “Duffy et al. (2013) interview 17 of the most research-productive counselling psychologists within the American Psychological Association accredited counselling program.” Did the authors mean 17 faculty across a variety of APA-accredited programs?
b. In the implications section, I would further emphasize the potential value of the PRES for informing organizational change. This point is a good one and should be further developed. For example, more detail about the specific uses of the instrument for facilitating organizational improvement would be interesting (and would ultimately make the paper more compelling).

Reference

Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis. Conventional criteria versus new alternatives. Structural Equation Modeling, 6, 1-55.

Reviewer: 2

Comments to the Author
This manuscript reports on the development and psychometric evolution of a measure of perceived research environment. Specifically, the measure is designed to tap into a construct comprised of a number of dimensions related to an individual’s perception of the availability of resources, support, and appreciation of research efforts within the institution in which the individual is employed. I found the manuscript to be clear and well-written. The authors did a nice job explaining the concept of the perceived research environment and why it is important, as well as the previous attempts to at psychometric instruments to capture the construct. As illustrated in the introduction, previous measures have been quite specific to either certain fields (e.g., nursing), or populations (e.g., graduate students). Thus, the authors make a good case for a general perceived research environment scale that could be applicable to Universities or other research institutions, regardless of the specific discipline. However, I would recommend the authors add a paragraph at the end of the introduction, before the “Present Study” section, summarizing this and making this rationale more explicit.

There are other strengths of this paper, including conducting item analyses, evaluation of the internal structure with EFA followed by a CFA in a random hold-out sample to confirm the factor structure. The factor analytic methods were appropriate and fit the theoretical conception of the construct, including use of principal axis factoring, direct oblimin rotation, which allows for correlations among the rotated factors, and the use of Velicer’s MAP and parallel analysis to inform the decision on the number of factors to retain. With that said, there are also some areas that should be addressed to improve the paper and the contribution of the study.

I appreciate the fact that the authors conducted focus groups as one of the methods for identifying the important domains of the construct. It would probably be useful if the authors provided a bit more detail about how the information from the focus groups was analyzed, and what dimensions they identified, independent of the dimensions that the identified from the literature review.

The conduct of the item analyses, including evaluation of item response distributions, item-total correlations, and inter-item correlations was appropriate, and an often over-looked step in the process of test development. Although the authors indicated that none of the items were eliminated based upon the item analyses, it would still be useful information to present the results of the item analyses in a table, including mean, standard deviation, skewness, kurtosis, and item-total correlation of each item, as well as the mean item-total correlation, if not for the original set of items, at least for the final set of items after eliminating items due to factor loading issues.

For the EFA, the authors indicate that both the minimum average partial (MAP) and parallel analysis procedures indicated 5 factors, but they do not present the results of the analysis. It is good practice to provide the numbers generated from these procedures that lead to the conclusion. So, for the parallel analysis, the first 6 actual and random eigenvalues can be presented.

Regarding the CFA, the procedures were reasonable, and the fit statistics were appropriate. The computation of Omega’s was also useful. My one suggestion here would be to present a table or figure showing the loadings of the bifactor model, which was determined to be the best fitting model.

The validity analyses were fairly limited in scope, but the measures used were reasonable and the correlations found were supportive of construct validity.

The Discussion section was a bit lacking in content. Given that construct validation requires a multitude of evidence from different methods and perspectives, what is especially needed in the discussion section is suggestions for further developments, such as other constructs, measures, and criterion variables would be useful to further establish the nomological network and construct validity of scores from this measure. I found the statement that the measure

would be useful for “early stages of career counseling” to be perplexing. Perhaps I am missing something, but it seems this measure would only be applicable to someone who is already working in an institution with some kind of research focus. Otherwise, what “research environment” are they reporting on. In addition, it is premature to recommend a measure for applied use after one development study.

3. Bukti Konfirmasi Submit Revisi Pertama, Respon kepada Reviewer, dan Artikel yang Diresubmit (3 Nov 2018)

Gmail

Journal of Psychoeducational Assessment - Manuscript ID JPA-18-0139.R1

Journal of Psychoeducational Assessment <onbehalfof@manuscriptcentral.com> Sat, Nov 3, 2018 at 8:08 PM
Reply-To: JPA@sagepub.com
To:

03-Nov-2018

Dear Dr. :

Your manuscript entitled "Study of Phenomenon on Consumption Behavior of Medan City Students During Pandemic: Financial Literacy on E-Commerce" has been successfully submitted online and is presently being given full consideration for publication in Journal of Webology

Your manuscript ID is JPA-18-0139.R1.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to ScholarOne Manuscripts at https://www.webology.org/ and edit your user information as appropriate.

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As part of our commitment to ensuring an ethical, transparent and fair peer review process SAGE is a supporting member of ORCID, the Open Researcher and Contributor ID (https://orcid.org/). We encourage all authors and co-authors to use ORCID iDs during the peer review process. If you already have an ORCID iD you can link this to your account in ScholarOne just by logging in and editing your account information. If you do not already have an ORCID iD you may login to your ScholarOne account to create your unique identifier and automatically add it to your profile.

Thank you for submitting your manuscript to Journal of Psychoeducational Assessment.

Sincerely,
Journal of Psychoeducational Assessment Editorial Office

RESPONSE TO THE REVIEWERS
OF THE JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT

MANUSCRIPT ID: JPA – 18 – 0139

Reviewer: 1

Comments to the Author
Thank you for the opportunity to review this manuscript (JPA-18-0139). This article described the development and validation of the Perceived Research Environment Scale (PRES), a faculty-report measure for use in higher education institutions. I hope the following comments will assist the authors in revising their manuscript.

1.) This study seems to lack of a cohesive, unifying theoretical framework. The authors vaguely reference potential applications of Bronfenbrenner's ecological theory, but it is unclear how this theory guided instrument development and the analyses. The authors also reference several studies exploring various aspects of research environments, but these variables do not seem to be united in any particular framework. It would have been more compelling for the authors to apply a specific theoretical framework to guide the development of the measure.

Response:
We updated our previous explanations regarding Bronfenbrenner's theory and this section on pages 2-3:

The important role of the research environment for academics is consistent with Bronfenbrenner's (1979, 1986) ecological systems theory. This perspective emphasises that, compared to the objective environment, perceptions of the environment are of primary significance, because it is these that affect and guide behaviour. Bronfenbrenner argued that developing individuals are surrounded by interrelated systems. The inner circle, or microsystem, is where academics have direct, face-to-face contact with significant others, primarily their colleagues. Clusters of microsystems are called mesosystems (e.g., academics talking to colleagues from other departments constitutes a linkage between two systems). Beyond this are settings (i.e., exosystems) that are not experienced directly by the academics, but nonetheless influence their microsystem through links such as communications from management. Bronfenbrenner also described a macrosystem, which incorporated the wider society and culture. The influences here come via policy and reward systems in the university. Bronfenbrenner further proposed a chronosystem, which captures change over time in the characteristics of the individual (e.g., career-related transitions) and environmental change (e.g., national pressure to increase scientific publications and social conditions).

For the individual academic in the research-focused environment, a relational viewpoint, which focuses on the developing individual in a changing context, is considered a useful perspective from which to comprehensively understand occupational and career behaviours (Vondracek, Lerner, & Schulenberg, 1986). These theorists argued that due to the continually changing nature of the individual and the context, a dynamic interactional approach, or a developmental contextual perspective, should be applied to understand occupational and career development. A developmental contextual point of view proposes that the context is not only continually changing, but also that the changes are influenced by the individuals and their characteristics. When considered from this perspective, occupation and career development reflect an interactive process where individuals both affect and are

affected by the features of their environment, including social, cultural, and physical conditions.

In line with Bronfenbrenner's (1979, 1986) ecological systems theory and Vondracek et al.'s (1986) person-context relationships proposition, individuals will function better, demonstrate adapted outcomes, and be more satisfied when their characteristics fit the demands of the environment. Individuals with a good person-environment fit are also likely to receive favourable feedback and input from the surroundings. Conversely, mismatched individuals will tend to demonstrate poorer outcomes and receive less positive feedback.

Person factors (e.g., personality) and background contextual variables (e.g., socio-economic status) also shape learning experiences and thus affect occupational and career behaviours. From a social cognitive perspective (Bandura, 1991; Lent, Brown, & Hackett, 1994), individual interpretations of these experiences shape the development of self-efficacy (beliefs about one's ability to successfully manage and perform courses of action) and outcome expectations (beliefs about the consequences of given actions). Further, self-efficacy fosters favourable outcome expectations, and both self-efficacy and outcome expectations, independently and jointly, foster interests (e.g., research interests and activity) and the development of goals (e.g., intentions to engage in research activities), which, in turn, motivate research-related actions (e.g., research involvement). The success or failure that follows these actions promotes further learning, which then prompts individuals to revise their self-efficacy and outcome expectations, and, in turn, leads to a change in interests and goals. Thus, providing direct and vicarious research-related experiences, giving the opportunity to engage in various research tasks, and opening up research possibilities, should lead to differentiated beliefs about the academic's own capabilities and consequences of performing a particular behaviour, which, in turn, should cultivate research-focused interests and goals that will become more crystallised over time.

2.) On page 7, the authors describe a method for randomly assigning participants to Samples A and B. They contend that the groups were comparable with respect to several demographic variables; however, I am most interested in knowing whether the groups were comparable with respect to institution. Participants came from only four institutions, and it is likely that participants from the same university would rate their research environments similarly (given that they are likely experiencing similar pressures). Is it possible that either Samples A or B consisted of a disproportionately large or small number of faculty from any one of the four institutions? This might impact the results. Ideally, the sample would have comprised faculty from a variety of different institutions.

On a related note, it might be interesting to see whether faculty from the same institution had similar ratings of their research environments. I suppose the ratings might be similar for some items (availability of funding) but less similar for items that vary more across individuals (e.g., access to informal mentoring).

Response:

The composition of academics from the four institutions did not differ significantly across Sample A and Sample B, $\chi^2(3) = 6.31$, $p = .10$. *We added information regarding this on pages 10 and 17.*

With respect to the related note on whether academics from the same university reported similar ratings of their research environment, we did not calculate this, for while it might be interesting, we considered it more relevant for future studies, for example, related to whether different research environments were related to different levels of research output.

3.) The authors note that there were no significant differences between Sample A and Sample B with respect to age. I'm not sure how meaningful this assertion is, given that approximately 50% of participants in both samples did not report their ages. This constitutes a fairly large amount of missing data.

In general, how were missing data handled in this study? This is important to discuss in the manuscript.

Response:

We retained all cases from participants who completed all of the questionnaire items, as all participants were academics. Only a small number of responses (24 survey booklets) had missing scale data, and these were omitted from the analyses.

Some participants did not complete some of their demographic variables. We did not delete these cases or estimate any of the demographic data, as these data were used primarily to describe the sample. We added a statement to this effect in the Limitations section:

"We showed that the scale was unrelated to several demographic variables (e.g., age, gender, tenure, level of education, and institutions), suggesting no inherent bias based on these characteristics; however, we had missing demographic data, and future studies need to confirm this, and examine structural invariance on these and other variables to support the usefulness of the scale."

4.) I would have liked to have had some more information about the 42 academics included in the focus groups as well as the four independent reviewers who rated the suitability of the items (p. 6). For example, who were the reviewers and what qualified them for this task?

Response:

We added these statements on page 6: "The independent reviewers who rated the suitability of the items consisted of 1 professor in psychology who had expertise in career development and test development and 3 doctoral-level psychology academics who had expertise in test development."

We also added these statements on page 7: "The 42 academics included in the focus groups consisted of 6 professors, 12 associate professors, 12 assistant professor, 6 lecturers, and 6 junior lecturers….."

5.) The authors administered a measure of research involvement (i.e., the Research Involvement Scale). I would be curious to know if Samples A and B differed with respect to scores on this measure. If one group were more involved in research than the other, the two samples would not be comparable on a very important dimension (especially given the nature of the instrument the authors are developing).

Response:

The scores of the Research Involvement Scale for Sample A and Sample B did not differ significantly, $t(596) = -.33$ ($p = .74$). We added this information on page 10.

6.) The authors sampled participants with a wide range of academic roles, including professors and lecturers. I can imagine that some of these positions are not inherently or contractually research roles. Would respondents with positions that were non-research oriented be the best respondents for this type of measure?

Response:

All academics sampled had a research component to their role. The practice of employing academics who are teaching-only or administration-only is rarely employed in Indonesia, unlike in some Western countries.

7.) The sample included very few full professors (i.e., approximately 1% of each subsample), which seems problematic for a couple of reasons. First, how might this have impacted the authors attempts to determine whether items were responded to differently by faculty in various positions? Were subsamples for each position (e.g., full professor, associate professor, assistant professor) large enough (and comparable enough in size) to detect response differences across groups? Second, full professors may have more institutional knowledge and research experience than associate and assistant professors. To have so few in the sample appears to be a notable limitation of this study.

Response:

We added this comment to the Limitation section on page 16:

"We only had a very small number of professors in the samples, and the number of associate professors, assistant professors, and lecturers were not proportional. Future studies need to consider the proportion of their sample when collecting data in academics, as this will affect the response regarding perceived research environment."

8.) I would have also recommended that the authors collect data regarding the length of time participants had been at their respective institutions. Newer faculty might not have had enough time to form opinions about their respective research environments.

Response:

We did have these data, but originally did not consider it as a way to describe the sample. We have now reported these details in the Participants section on page 9-10.

9.) I would have been interested to see the internal consistency values for the PRES total score and subscale scores in Sample B. I would recommend the authors report these values.

Response:

We added this ~~ese~~ statement~~s~~ on page 13: "In Sample B, Alpha for the full scale was .93 (M = 112, SD = 16.65), Factor 1 (α = .90, M = 22.87, SD = 4.29), Factor 2 (α = .94, M = 20.36, SD = 6.22), Factor 3 (α = .87, M = 24.44, SD = 3.70), Factor 4 (α = .91, M = 22.53, SD = 4.80), and Factor 5 (α = .89, M = 21.79, SD = 4.59)."

10.) For the CFA, the authors suggest that three of the four models (i.e., 2nd order model, 5-factor model, and bifactor model) had satisfactory fit statistics. However, CFI values for the 5-factor and 2nd order models were below .95. Some research has suggested that a more appropriate criterion for CFI values is .95 or greater (rather than .90 or greater). The authors may wish to revise their language accordingly. (Please see Hu and Bentler, 1999; reference provided below.)

Response:

Hair, Black, Babin, and Anderson (2010) provide fit statistics recommendations that are sensitive to sample size and the number of observed variables to be estimated. For example, a significant χ^2, $\chi^2/df < 3.0$, CFI and TLI values > .92, and RMSEA < .08 indicate satisfactory fit when sample size > 250 and observed variables number between 12 and 30. The CFI

values should be greater than .95 when sample size > 250 and observed variables number below 12.
Our sample size was 292 and the number of observed variables were 15.

11.) Minor comments:
a. On page 3, the authors write, "Duffy et al. (2013) interview 17 of the most research-productive counselling psychologists within the American Psychological Association accredited counselling program." Did the authors mean 17 faculty across a variety of APA-accredited programs?

Response:
The sample was comprised of counseling psychology faculty who were the most cumulatively productive. Duffy et al.'s (2013) study focused on a very specific group of psychologists within one subfield of psychology, i.e., counseling psychology. We clarified this statement in the text on page 4.

b. In the implications section, I would further emphasize the potential value of the PRES for informing organizational change. This point is a good one and should be further developed. For example, more detail about the specific uses of the instrument for facilitating organizational improvement would be interesting (and would ultimately make the paper more compelling).

Response:
We accepted your advice. We added the uses of the instrument for facilitating organizational improvement in the implication section.

Reference

Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis. Conventional criteria versus new alternatives. Structural Equation Modeling, 6, 1-55.

References:
Duffy, R. D., Torrey, C. L., Bott, E. M., Allan, B. A., & Schlosser, L. Z. (2013). Time management, passion, and collaboration: A qualitative study of highly research productive counseling psychologists. *The Counseling Psychologist, 41,* 881-917. doi: 10.1177/0011000012457994

Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E. (2010). *Multivariate data analysis. A global perspective.* (7th ed.). New Jersey, NJ: Prentice Hall.

Reviewer: 2

Comments to the Author
This manuscript reports on the development and psychometric evolution of a measure of perceived research environment. Specifically, the measure is designed to tap into a construct comprised of a number of dimensions related to an individual's perception of the availability of resources, support, and appreciation of research efforts within the institution in which the individual is employed. I found the manuscript to be clear and well-written. The authors did a nice job explaining the concept of the perceived research environment and why it is important, as well as the previous attempts to at psychometric instruments to capture the

construct. As illustrated in the introduction, previous measures have been quite specific to either certain fields (e.g., nursing), or populations (e.g., graduate students). Thus, the authors make a good case for a general perceived research environment scale that could be applicable to Universities or other research institutions, regardless of the specific discipline. However, I would recommend the authors add a paragraph at the end of the introduction, before the "Present Study" section, summarizing this and making this rationale more explicit.

Response:
We accepted your suggestion. We added these statements on page 6: "It is obvious that there is no general perceived research environment scale suitable for academics. We address this gap by designing a brief, multidimensional, and psychometrically sound instrument that could be applicable to universities and other research institutions regardless of specific disciplines."

There are other strengths of this paper, including conducting item analyses, evaluation of the internal structure with EFA followed by a CFA in a random hold-out sample to confirm the factor structure. The factor analytic methods were appropriate and fit the theoretical conception of the construct, including use of principal axis factoring, direct oblimin rotation, which allows for correlations among the rotated factors, and the use of Velicer's MAP and parallel analysis to inform the decision on the number of factors to retain. With that said, there are also some areas that should be addressed to improve the paper and the contribution of the study.

I appreciate the fact that the authors conducted focus groups as one of the methods for identifying the important domains of the construct. It would probably be useful if the authors provided a bit more detail about how the information from the focus groups was analyzed, and what dimensions they identified, independent of the dimensions that the identified from the literature review.

Response:
We accepted your suggestion. We added these statements on page 7: "The independent reviewers who rated the suitability of the items consisted of 1 professor in psychology who had expertise in career development and test development and 3 doctoral-level psychology academics who had expertise in test development. They independently reviewed the discussions and determined the core ideas, and the team met to synthesise the results. The team identified five salient aspects: of beneficial social relationships, positive reinforcement, support, encouragement, and role modelling."

The conduct of the item analyses, including evaluation of item response distributions, item-total correlations, and inter-item correlations was appropriate, and an often over-looked step in the process of test development. Although the authors indicated that none of the items were eliminated based upon the item analyses, it would still be useful information to present the results of the item analyses in a table, including mean, standard deviation, skewness, kurtosis, and item-total correlation of each item, as well as the mean item-total correlation, if not for the original set of items, at least for the final set of items after eliminating items due to factor loading issues.

Responses:
We accepted your suggestion and added this table:

Table 2
Results of the item analyses

Item	Skewness	Kurtosis	Mean	SD	Item-total correlation
1.	-1.18	2.00	4.57	.93	.62
2.	-1.20	2.43	4.61	.97	.64
3.	-1.05	1.48	4.56	.97	.51
4.	-.73	1.17	4.61	.83	.63
5.	-.97	1.16	4.66	.97	.62
6.	-.90	.14	4.2	1.35	.63
7.	-.81	.10	4.05	1.36	.55
8.	-1.17	.63	4.28	1.32	.56
9.	-.99	.29	4.21	1.34	.52
10.	-.55	-.43	3.88	1.34	.65
11.	-.69	.93	4.96	.78	.41
12.	-.80	1.17	5.15	.73	.37
13.	-.78	.38	4.96	.92	.39
14.	-.68	.70	4.90	.83	.50
15.	-.58	.79	4.87	.76	.39
16.	-1.08	1.32	4.52	1.03	.73
17.	-.83	1.10	4.44	1.02	.72
18.	-1.08	1.38	4.67	1.08	.65
19.	-.81	.71	4.41	1.03	.69
20.	-1.08	1.14	4.53	1.08	.74
21.	-.34	.03	4.08	1.02	.41
22.	-.35	-.46	4.20	1.20	.33
23.	-.55	.15	4.35	1.06	.56
24.	-.61	.22	4.52	1.01	.58
25.	-.69	.91	4.66	.92	.51

For the EFA, the authors indicate that both the minimum average partial (MAP) and parallel analysis procedures indicated 5 factors, but they do not present the results of the analysis. It is good practice to provide the numbers generated from these procedures that lead to the conclusion. So, for the parallel analysis, the first actual and random eigenvalues can be presented.

Responses:
We added this statement on page 11: "The first eigenvalues are: 14.93, 5.20, 2.38, 1.83, and 1.61."

Regarding the CFA, the procedures were reasonable, and the fit statistics were appropriate. The computation of Omega's was also useful. My one suggestion here would be to present a table or figure showing the loadings of the bifactor model, which was determined to be the best fitting model.

Response:
We added these statements on page 14: "Item loadings for factor 1 ranged from .28 to .62, factor 2 from .80 to .89, factor 3 from .30 to .80, factor 4 from .53 to .80, factor 5 from .32 to .55. Item loading for perceived research environment ranged from .35 to 77."

The validity analyses were fairly limited in scope, but the measures used were reasonable and the correlations found were supportive of construct validity.

The Discussion section was a bit lacking in content. Given that construct validation requires a multitude of evidence from different methods and perspectives, what is especially needed in

the discussion section is suggestions for further developments, such as other constructs, measures, and criterion variables would be useful to further establish the nomological network and construct validity of scores from this measure. I found the statement that the measure would be useful for "early stages of career counseling" to be perplexing. Perhaps I am missing something, but it seems this measure would only be applicable to someone who is already working in an institution with some kind of research focus. Otherwise, what "research environment" are they reporting on. In addition, it is premature to recommend a measure for applied use after one development study.

Response:

We accepted your suggestions and revised our statements on page 17:

"Practitioners can use the scale as a diagnostic tool at an early stage of individual's career stage as academics, as well as an evaluation instrument in the next career stages."

And also added these statements on page 17:

"Finally, further developments, such as testing the relationships with other constructs, measures, and criterion variables would be useful to establish the nomological network and construct validity of scores from this measure."

***

Journal of Psychoeducational Assessment

Study of Phenomenon on Consumption Behavior of Medan City Students During Pandemic: Financial Literacy on E-Commerce

Journal:	Webology
Manuscript ID	JPA-18-0139.R1
Manuscript Type:	Regular Article
Keywords:	perceived research environment, scale development, academics, university, higher education
Abstract:	There is a growing interest in the perceived research environment for higher education academics. As there is no existing, psychometrically sound scale that directly measures perceived research environment for higher education academics, we designed and validated the Perceived Research Environment Scale for use with this population. In Phase 1, items were developed based on a review of literature, six focus groups, and expert judgment. In Phase 2, the items were then administered to a sample of Indonesian academics (N = 306, M age = 42.29 years). Item analysis and exploratory factor analysis were used to reduce the number of items and determine the factor structure. In Phase 3, confirmatory factor analyses were used on a hold-out sample (N = 292, M age = 43.39) to confirm this structure. In Phase 4, we provided evidence for construct validity. The practical uses of this newly-developed scale are discussed.

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Manuscripts

Study of Phenomenon on Consumption Behavior of Medan City Students During Pandemic: Financial Literacy on E-Commerce

Introduction

Education, research, and services are the three key functions characterizing the academic profession in modern-day, higher education systems (Eam, 2015), although academic research and publications have been increasingly emphasised at most universities around the world, as involvement in research-related activities is recognised as an effective means to upgrade a university's profile (Nguyen, Klopper, & Smith, 2016). Previous studies have demonstrated that engagement in research potentially improves teaching quality and enhances knowledge and competence, and this contributes to high quality research supervision, which is critical for developing graduate students as independent researchers (Lindsay, Breen, & Jenkins, 2002).

Reflecting this, there has been a continuing trend for universities in developed countries to increase their focus on research, and this tendency has spread to developing countries, where research is increasingly viewed as a high priority (Nguyen et al., 2016). Consequently, research has become an important function for academics everywhere, as research productivity is now a primary consideration in several important organisational decisions, such as hiring, maintenance of tenure, promotions, and salary increases for academics (Chen, Gupta, & Hoshower, 2006). As academics are required to publish their research results nationally and internationally in high quality, peer-refereed journals (Nguyen et al., 2016), researchers have been interested in identifying the predictors of research involvement and performance in academics (e.g., Whelan & Markless, 2013).

This research has shown that, among the factors that influence research productivity, environmental factors are some of the most powerful ones (Bland & Ruffin, 1992), which has led researchers to identify the elements that characterise a good research environment

For Peer Review

PERCEIVED RESEARCH ENVIRONMENT SCALE

Table 4

Summary Data for Sample B (N = 292; correlations above diagonal)

	Indonesian											
Scale	*M*	*SD*	Range	α	1	2	3	4	5	6	7	8
1. Full scale	112.00	16.65	28-145	.93	-	.81***	.65***	.63***	.80***	.64***	.47***	.49***
2. Subscale 1 (beneficial social relationship)	22.87	4.29	5-30	.90		-	.40***	.48***	.52***	.54***	.30***	.35***
3. Subscale 2 (positive reinforcement)	20.36	6.22	5-30	.94			-	.12*	.49***	.10*	.14*	.24**
4. Subscale 3 (support and expectations)	24.44	3.70	6-30	.87				-	.38***	.49***	.38***	.32***
5. Subscale 4 (focus on research)	22.53	4.80	5-30	.91					-	.39***	.54***	.58***
6. Subscale 5 (positive role models)	21.79	4.59	5-30	.89						-	.35***	.27**
7. Organisational culture/ support for research	67.24	15.40	24-144	.93							-	.54***
8. Research involvement	100.82	21.12	18-108	.97								-

Note. * $p < .05$; ** $p < .01$; *** $p < .001$

For Peer Review

4. Bukti Konfirmasi Review dan Hasil Review Kedua (29 Des 2018)

Gmail

Journal of Psychoeducational Assessment - Decision on Manuscript ID JPA-18-0139.R1

Journal of Psychoeducational Assessment <onbehalfof@manuscriptcentral.com> Sat, Dec 29, 2018 at 12:51 AM
Reply-To: tobin@temple.edu
To:
Cc: dsaklofs@uwo.ca

28-Dec-2018

Dear Dr. :

Thank you for submitting a revision of the Manuscript ID JPA-18-0139.R1 entitled "Study of Phenomenon on Consumption Behavior of Medan City Students During Pandemic: Financial Literacy on E-Commerce" to Journal of Psychoeducational Assessment (JPA). I have now received a review from one of the experts in the field who reviewed your initial submission and has examined your revised manuscript and cover letter. This review is included below for your reference. I have also carefully read the manuscript and your cover letter in response to reviewers' comments.
After reviewing these materials, the reviewer and I noted significant improvement over the last version. As you will see in the review, the reviewer identifies several minor issues. Rather than restating the reviewers' comments here, I will simply ask that you carefully read these comments and adjust the manuscript to address them. Once you do so, I would be pleased to recommend to the Editor, Don Saklofske, that the manuscript be published in JPA.

To revise your manuscript, log into https://www.webology.org/ and enter your Author Center, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision.

You may also click the below link to start the revision process (or continue the process if you have already started your revision) for your manuscript. If you use the below link you will not be required to login to ScholarOne Manuscripts.

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https://www.webology.org/data-cms/articles/20220123080227amWEB19190.pdf

You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer.

Once the revised manuscript is prepared, you can upload it and submit it through your Author Center.

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to Journal of Psychoeducational Assessment, your revised manuscript should be submitted within 30 days from receipt of this letter. If it is not possible for you to submit your revision in this amount of time, please advise the Associate Editor before the 30 day period as the link to you article will expire and you will not be able to re-submit your paper without making a specific request.

Once again, thank you for submitting your manuscript to Journal of Psychoeducational Assessment and I look forward to receiving your revision.

Sincerely,
Dr. Renée Tobin

Associate Editor, Journal of Psychoeducational Assessment
tobin@temple.edu

Don Saklofske
Editor

Reviewer(s)' Comments to Author:

Reviewer: 1

Comments to the Author
Thank you for the opportunity to review this revised manuscript (JPA-18-0139.R1). Overall, I appreciate the authors' responsiveness to reviewer feedback and believe their edits have much improved the manuscript. I hope the authors will find the following comments helpful as they continue to revise their manuscript.

1. I greatly appreciated the authors' expansion of their theoretical rationale in the introduction. However, I would recommend removing the paragraph on the social cognitive perspective (p. 3-4). The study is already situated in the work of Bronfenbrenner (1979) and Vondracek et al. (1986), and applying too many theoretical perspectives makes it hard to distill the study's rationale. Moreover, the social cognitive perspective's emphasis on self-efficacy and other specific individual variables seems less relevant to this study, given that the PRE is intended to measure characteristics of the research environment (and not of the individual academic).
2. In their response to reviewers, the authors noted that all academics in this setting had research components to their roles. I would recommend stating this in the manuscript.
3. I appreciated your analysis of potential differences in institutional affiliation between Samples A and B. I also appreciated your reporting internal consistency values in Sample B.
4. On page 16, the authors state that practitioners can use the PRE as a diagnostic tool for individuals. I am unclear as to why and how this would be useful. Many academics have little control over their research environments. It seems to me that this scale would be much more useful for conducting systems-level needs assessments and planning for departmental/organizational change. I would emphasize these potential applications (rather than emphasizing potential applications for individual academics).
5. Minor comments

a. While the manuscript is generally well-written, its first two sentences are "run-on" sentences. I would recommend revising them.
b. On page 6 (line 43), the sentence beginning with "it is obvious that" could be revised as follows: "To the authors' knowledge, a perceived research environment scale suitable for academics has yet to be published in the peer-reviewed literature."
c. When referring to internal consistency values, please write "Cronbach's alpha" rather than just "alpha."
d. On page 4 (line 52), the phrase "or at hobbies" should read "or engaged in hobbies."
e. In describing the OCSR and the RI measures (p. 10), please use complete sentences (e.g., "A sample item from this measure is…")

5. Bukti Konfirmasi Submit Revisi Kedua, Respon kepada Reviewer, dan Artikel yang Diresubmit (2 Jan 2019)

Gmail

Journal of Psychoeducational Assessment - Manuscript ID JPA-18-0139.R2

Journal of Psychoeducational Assessment <onbehalfof@manuscriptcentral.com> Wed, Jan 2, 2019 at 3:24 PM
Reply-To: JPA@sagepub.com
To:

02-Jan-2019

Dear Dr. :

Your manuscript entitled "Study of Phenomenon on Consumption Behavior of Medan City Students During Pandemic: Financial Literacy on E-Commerce" has been successfully submitted online and is presently being given full consideration for publication in Journal of Psychoeducational Assessment.

Your manuscript ID is JPA-18-0139.R2.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to ScholarOne Manuscripts at https://mc.manuscriptcentral.com/jopa and edit your user information as appropriate.

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Thank you for submitting your manuscript to Journal of Psychoeducational Assessment.

Sincerely,
Journal of Psychoeducational Assessment Editorial Office

RESPONSE TO THE REVIEWER
OF THE JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT

MANUSCRIPT ID: JPA – 18 – 0139. R1

Reviewer: 1

Comments to the Author
Thank you for the opportunity to review this revised manuscript (JPA-18-0139.R1). Overall, I appreciate the authors' responsiveness to reviewer feedback and believe their edits have much improved the manuscript. I hope the authors will find the following comments helpful as they continue to revise their manuscript.

1. I greatly appreciated the authors' expansion of their theoretical rationale in the introduction. However, I would recommend removing the paragraph on the social cognitive perspective (p. 3-4). The study is already situated in the work of Bronfenbrenner (1979) and Vondracek et al. (1986), and applying too many theoretical perspectives makes it hard to distill the study's rationale. Moreover, the social cognitive perspective's emphasis on self-efficacy and other specific individual variables seems less relevant to this study, given that the PRE is intended to measure characteristics of the research environment (and not of the individual academic).

Response:
We accepted your suggestion. We removed the paragraph on the social cognitive perspective (p. 3-4)

2. In their response to reviewers, the authors noted that all academics in this setting had research components to their roles. I would recommend stating this in the manuscript.

Response:
We accepted your suggestion. We stated it in the Participants section on page 9.

3. I appreciated your analysis of potential differences in institutional affiliation between Samples A and B. I also appreciated your reporting internal consistency values in Sample B.

Response:
Thank you for your previous suggestion.

4. On page 16, the authors state that practitioners can use the PRE as a diagnostic tool for individuals. I am unclear as to why and how this would be useful. Many academics have little control over their research environments. It seems to me that this scale would be much more useful for conducting systems-level needs assessments and planning for departmental/organizational change. I would emphasize these potential applications (rather than emphasizing potential applications for individual academics).

Response:

*We accepted your suggestion. On page 16, we revised our statement: "*Practitioners can use the scale for conducting systems-level needs assessments and planning for departmental/organisational change."

5. Minor comments

a. While the manuscript is generally well-written, its first two sentences are "run-on" sentences. I would recommend revising them.

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Response:

We accepted your suggestions.

a. We revised the first two sentences: "Education, research, and services are the three key functions characterising the academic profession in modern-day, higher education systems (Eam, 2015). However, academic research and publications have been increasingly emphasised at most universities around the world, as involvement in research-related activities is recognised as an effective means to upgrade a university's profile (Nguyen, Klopper, & Smith, 2016)."

b. We revised the sentence on page 6 (line 43): "To the authors' knowledge, a perceived research environment scale suitable for academics has yet to be published in the peer-reviewed literature."

c. We revised "alpha" to "Cronbach's alpha" when referring to internal consistency values on page 10, 12, and 13.

d. On page 4 (line 52), we revised "or at hobbies" to "or engaged in hobbies."

e. In describing the OCSR and the RI measures on page 10, we revised our previous sentences to complete sentences: "A sample item from this measure is…"

***

Journal of Psychoeducational Assessment

Study of Phenomenon on Consumption Behavior of Medan City Students During Pandemic: Financial Literacy on E-Commerce

Journal:	https://www.webology.org/
Manuscript ID	JPA-18-0139.R2
Manuscript Type:	Regular Article
Keywords:	perceived research environment, scale development, academics, university, higher education
Abstract:	There is a growing interest in the perceived research environment for higher education academics. As there is no existing, psychometrically sound scale that directly measures perceived research environment for higher education academics, we designed and validated the Perceived Research Environment Scale for use with this population. In Phase 1, items were developed based on a review of literature, six focus groups, and expert judgment. In Phase 2, the items were then administered to a sample of Indonesian academics (N = 306, M age = 42.29 years). Item analysis and exploratory factor analysis were used to reduce the number of items and determine the factor structure. In Phase 3, confirmatory factor analyses were used on a hold-out sample (N = 292, M age = 43.39) to confirm this structure. In Phase 4, we provided evidence for construct validity. The practical uses of this newly-developed scale are discussed.

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Study of Phenomenon on Consumption Behavior of Medan City Students During Pandemic: Financial Literacy on E-Commerce

Introduction

Education, research, and service are the three key functions characterising the academic profession in modern-day, higher education systems (Eam, 2015). However, academic research and publications have been increasingly emphasised at most universities around the world, as involvement in research-related activities is recognised as an effective means to upgrade a university's profile (Nguyen, Klopper, & Smith, 2016). Previous studies have demonstrated that engagement in research potentially improves teaching quality and enhances knowledge and competence, and this contributes to high quality research supervision, which is critical for developing graduate students as independent researchers (Lindsay, Breen, & Jenkins, 2002).

Reflecting this, there has been a continuing trend for universities in developed countries to increase their focus on research, and this tendency has spread to developing countries, where research is increasingly viewed as a high priority (Nguyen et al., 2016). Consequently, research has become an important function for academics everywhere, as research productivity is now a primary consideration in several important organisational decisions, such as hiring, maintenance of tenure, promotions, and salary increases for academics (Chen, Gupta, & Hoshower, 2006). As academics are required to publish their research results nationally and internationally in high quality, peer-refereed journals (Nguyen et al., 2016), researchers and administrators have been interested in identifying the predictors of research involvement and performance in academics (e.g., Whelan & Markless, 2013).

This research has shown that, among the factors that influence research productivity, environmental factors are some of the most powerful ones (Bland & Ruffin, 1992), which has led researchers to identify the elements that characterise a good research environment

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PERCEIVED RESEARCH ENVIRONMENT SCALE

Table 4

Summary Data for Sample B (N = 292; correlations above diagonal)

	Indonesian											
Scale	*M*	*SD*	Range	α	1	2	3	4	5	6	7	8
1. Full scale	112.00	16.65	28-145	.93	-	.81***	.65***	.63***	.80***	.64***	.47***	.49***
2. Subscale 1 (beneficial social relationship)	22.87	4.29	5-30	.90		-	.40***	.48***	.52***	.54***	.30***	.35***
3. Subscale 2 (positive reinforcement)	20.36	6.22	5-30	.94			-	.12*	.49***	.10*	.14*	.24**
4. Subscale 3 (support and expectations)	24.44	3.70	6-30	.87				-	.38***	.49***	.38***	.32***
5. Subscale 4 (focus on research)	22.53	4.80	5-30	.91					-	.39***	.54***	.58***
6. Subscale 5 (positive role models)	21.79	4.59	5-30	.89						-	.35***	.27**
7. Organisational culture/ support for research	67.24	15.40	24-144	.93							-	.54***
8. Research involvement	100.82	21.12	18-108	.97								-

Note. * $p < .05$; ** $p < .01$; *** $p < .001$

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6. Bukti Konfirmasi Artikel Accepted (16 Jan 2019)

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Dear Dr. :

I have now carefully read the revised manuscript and your cover letter in response to reviewer comments. After reviewing these materials, I noted that you addressed all issues raised in the last round of reviews. Thus, it is a pleasure to accept your manuscript entitled "Development and Initial Validation of Perceived Research Environment Scale for Higher Education Academics" in its current form for publication in Journal of Psychoeducational Assessment.

Thank you for your fine contribution. On behalf of the Editors of Journal of Psychoeducational Assessment, we look forward to your continued contributions to the Journal.

Sincerely,
Dr. Renée Tobin
Associate Editor, Journal of Psychoeducational Assessment
tobin@temple.edu

Don Saklofske
Editor

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7. Bukti Konfirmasi Artikel Published Online (11 Feb 2019)

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