

Socialization and Training on the Use of E-learning for Teachers at the Advent Education Foundation in Sausapor District

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Article Info

Article history:

Received: October 7, 2024
Accepted: December 11, 2024
Published: March 14, 2025

Keywords:

E-learning
Merdeka Belajar curriculum
Teachers' competencies
Technology

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Jurnal Pengabdian
Masyarakat

Abstract

Through socialization and training, this community service activity aimed to enhance teachers' competencies in utilizing e-learning platforms at the Advent Education Foundation in the Sausapor District. The initiative responded to challenges in adopting digital technology, minimal technological infrastructure, and teachers' lack of proficiency in digital tools, further exacerbated by the COVID-19 pandemic. The activity aligned with the *Merdeka Belajar* Curriculum, which emphasizes flexibility and personalization in learning. We employed a participatory action research (PAR) method, engaging participants directly in the training process. The stages of the activity included planning, preparation, execution, and reporting. Results indicated a high level of enthusiasm among teachers, with many demonstrating an improved understanding of key e-learning tools and their integration into the *Merdeka Belajar* Curriculum. However, challenges remain, particularly in technological infrastructure and teachers' adaptation to online learning formats. Despite these obstacles, this activity successfully enhanced teachers' knowledge and skills about e-learning. Recommendations for continuous training and establishing internal working groups are proposed to support the effective and sustainable implementation of e-learning in the Sausapor District. This initiative highlights the importance of targeted efforts to improve digital competencies in education, particularly in remote areas.

To cite this article: Setyawan, M. R., Kahar, M. S., Sangadji, Z., Febriadi, I., & Aronggear, K. P. (2025). Socialization and training on the use of e-learning for teachers at the advent education foundation in sausapor district. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 7 (2), 285-294.

INTRODUCTION

In the rapidly evolving digital era, information technology has become highly influential in various aspects of life, including education. As technology advances, educators are expected to master various applications and technological tools that support effective and efficient learning processes, especially in online classroom management. However, this challenge is not limited to teachers' technological skills; it also relates to the availability of

adequate technological infrastructure in different regions ([Purba et al., 2024](#); [Septiana et al., 2022](#); [Sukono, 2020](#)).

In addressing these challenges, the Indonesian government introduced the *Merdeka Belajar* Curriculum, a response to the educational disparities exacerbated by the COVID-19 pandemic. This curriculum emphasizes flexibility and customization in learning, enabling teachers to adapt their methods to students' needs while fostering a more student-centered educational environment. This initiative highlights the need for a learning system that responds to emergencies and ensures broader, more flexible, and inclusive access to education for all groups. Amid these efforts, e-learning has emerged as a vital innovation in modern education. As a teaching method through digital platforms, e-learning offers flexibility and interactivity in delivering learning materials. Students can learn independently and access diverse, high-quality educational resources. Furthermore, e-learning complements the *Merdeka Belajar* Curriculum by providing teachers with tools to implement student-focused teaching methods more effectively ([Ajiatmojo, 2021](#); [Hardianto, 2021](#); [Hasanah & Qomariyah, 2023](#); [Hi. Posi & Yunus, 2023](#); [Nurfatwa et al., 2022](#)).

In Sausapor District, the Adventist Education Foundation oversees educational institutions ranging from elementary to vocational schools. These schools face challenges in adopting e-learning due to inadequate technological infrastructure and the need to improve teacher competency. However, the potential of e-learning to support flexible and relevant education is aligned with curriculum objectives ([Putri, 2019](#); [Saitya et al., 2021](#); [Sari et al., 2024](#); [Sari, 2024](#)). Despite its benefits, the adoption of e-learning encounters several obstacles. Limited technological infrastructure in underdeveloped regions and the lack of teacher readiness to effectively utilize digital tools remain significant barriers. The COVID-19 pandemic underscored the importance of preparedness in adapting teaching methods to sudden changes, especially through digital technology ([Muzdalifah, 2022](#); [Septiana et al., 2022](#)).

To address these challenges, a community service team collaborated with the Advent Education Foundation in the Sausapor District to conduct socialization and training programs. These activities aim not only to enhance teachers' technical skills but also to strengthen their capacity to support the implementation of the *Merdeka Belajar* Curriculum. By equipping teachers with improved competencies, the program seeks to foster a learning environment where students can learn at their own pace while teachers deliver education more aligned with students' needs and interests.

This study aims to evaluate the impact of socialization and training activities on teachers' competencies in using e-learning to support the *Merdeka Belajar* Curriculum. By examining this, we hope to contribute insights into how technology can bridge educational gaps and advance the quality of education in Indonesia.

METHODS

This community service activity aims to socialize and introduce e-learning to teachers at the Advent Education Foundation in the Sausapor District, covering elementary, junior high, and high school levels. The program is designed to ensure teachers can understand and apply e-learning within the principles of the *Merdeka Belajar* Curriculum.

The participatory action research (PAR) method was applied in this activity, as it emphasizes collaborative and active participation by teachers throughout the training. This approach is particularly suitable for introducing and socializing e-learning since it allows participants to receive information and engage in practical application and problem-solving. The involvement of teachers in the process ensures that the training is relevant, directly applicable, and tailored to their teaching contexts.

Planning Stage

The community service team identified technological knowledge and skill gaps among the Advent Education Foundation's teachers so that the training material could be effectively focused. Meetings with the foundation's management were held to present the plan, secure permission, and garner support. Based on a needs analysis and coordination, the team developed a schedule, compiled a list of participants, and prepared the training materials.

This stage also ensured alignment with the principles of the *Merdeka Belajar* Curriculum, which emphasizes flexibility, creativity, and the use of digital tools to foster student-centered learning. The training materials and approach were structured to help teachers integrate e-learning into their classroom practices to meet these curriculum goals.

Preparation Stage

The team developed training materials focusing on introducing and implementing e-learning platforms. This included demonstrations of platform functionalities, resource accessibility guidelines, and strategies for integrating digital tools into teaching processes.

Technical preparations were also a priority, including securing internet access, equipment, and other logistical needs. Recognizing potential challenges such as limited internet connectivity and varying technical skills, the team prepared simplified, hands-on materials and organized onsite technical support to ensure accessibility for all participants. Invitations were then distributed to the participating teachers.

Implementation Stage

The activities began with an opening ceremony and welcoming remarks, followed by a pre-test to assess participants' initial knowledge of e-learning. Training sessions were conducted to introduce the platform, demonstrate its use, and explore its application in teaching. The session concluded with a group discussion and a post-test to evaluate participants' knowledge improvement.

The training emphasized hands-on practice, enabling teachers to explore e-learning platforms, understand their functionalities, and learn strategies for integrating them into their lessons. The discussion session allowed participants to share experiences, discuss challenges, and collaborate on solutions for effective e-learning implementation.

Evaluation Stage

Evaluation was integrated into each stage of the activity. Throughout the sessions, the team collected data through pre-tests and post-tests to measure knowledge improvement, complemented by qualitative feedback during discussions.

Data from the pre-tests and post-tests were analyzed using statistical methods, specifically paired t-tests, to determine whether the improvement in test scores was statistically significant. This analysis allowed for a more robust understanding of the effectiveness of the training and the extent to which teachers' knowledge increased. In addition to the quantitative analysis, participant feedback was collected through open-ended survey questions and group discussions.

This feedback was analyzed thematically, focusing on key areas such as teachers' confidence in using e-learning tools, their understanding of how these tools align with the *Merdeka Belajar* Curriculum, and their perceived challenges in implementing e-learning. A final report detailing the activity, outcomes, and recommendations for follow-up actions was compiled.

The report emphasized participants' knowledge improvement, quantified through the percentage increase in test scores and supported by qualitative feedback. These findings informed future community service activities, ensuring continued alignment with teachers'

needs and curriculum goals, and highlighted the importance of ongoing support and training for effective e-learning integration.

RESULTS AND DISCUSSION

The e-learning socialization and introduction activity at the Advent Education Foundation in Sausapor District was successfully carried out as planned. The event was attended by 21 teachers from various education levels, including elementary, junior high, and vocational schools. Below is a summary of the results for each stage of the activity:

Opening Remarks

The activity began with welcoming remarks from a foundation representative, who expressed full support for this activity and emphasized the importance of technology in education. This statement is in line with research that shows that integrating technology into education can enhance the effectiveness and efficiency of the learning process ([Siringoringo & Alfaridzi, 2024](#)). The remarks were followed by the community service team leader, who outlined the purpose of this socialization activity: to enhance teachers' understanding and skills in utilizing e-learning as part of the *Merdeka Belajar* Curriculum. Figure 1 shows the opening remarks from the chairman of the foundation and the community service team.



Figure 1 Opening remarks

Figure 1 represents the opening remarks delivered by the chairman of the Foundation and the leader of the community service team. The chairman emphasized integrating technology into education to enhance teaching effectiveness and align with modern educational demands. The community service team leader outlined the activity's objectives: to enhance teachers' skills in utilizing e-learning tools and to support the implementation of the *Merdeka Belajar* Curriculum. This figure highlights the foundation's and organizing team's strong support and commitment, setting a positive tone for the training sessions.

E-learning Socialization and Training

The 20-minute discussion session revealed high enthusiasm from the participants, as evidenced by their active engagement and probing questions. Before the session, a pre-test was conducted to assess the participants' initial knowledge of e-learning platforms and their application in teaching. This baseline evaluation helped the team tailor the training materials to the teachers' needs. During the discussion, the teachers explored potential challenges of e-learning implementation, including students' adaptation to technology, online classroom management, and strategies to measure learning effectiveness. The community service team addressed these concerns by providing detailed answers and practical solutions. The process of socialization and training can be seen in Figure 2.



Figure 2 Socialization and training session

Figure 2 represents the e-learning socialization and training session the community service team conducted. During this session, teachers were introduced to e-learning platforms and trained to integrate these tools into their teaching practices. The session focused on practical, hands-on demonstrations to ensure participants could effectively apply what they learned in alignment with the *Merdeka Belajar* Curriculum.

Discussion Session

The teachers' engagement in the discussion session was highly active. Significant concerns raised included challenges in implementing e-learning, such as adapting students to digital learning methods, maintaining effective online classroom management, and ensuring the learning process remains meaningful. The team offered practical strategies to address these hurdles, including tips on creating a more interactive online classroom and utilizing digital tools effectively. This discussion and other insights helped shape the teachers' perspectives on integrating e-learning. The session can be seen in Figure 3.



Figure 3 Discussion session

Figure 3 illustrates the discussion session conducted following the training. This session allowed teachers to pose questions and share their views on the challenges and opportunities associated with e-learning implementation. Significant topics addressed included strategies for managing online classes, methods for acclimating students to digital tools, and approaches to evaluating learning effectiveness.

Through these discussions, the teachers recognized that their readiness to operate e-learning platforms required improvement. They emphasized the need for further training and stronger school infrastructure support for successful e-learning integration. The teachers acknowledged that e-learning, aligned with the *Merdeka Belajar* Curriculum, offers flexibility and allows for personalized learning, improving time management and educational quality (Abdul et al., 2023). However, concerns about adapting to digital methods and motivating students persisted.

These challenges resonate with research findings, such as those from Saumantri (2022), who emphasized that teachers' readiness for online learning is critical, especially when adapting to sudden changes like those brought on by the COVID-19 pandemic. The research shows that while many teachers are familiar with online learning, abrupt transitions necessitate comprehensive training programs to enhance their competencies. Additionally, Ajiatmojo (2021) highlighted the importance of technical training and

emotional support for teachers during the shift to online education, which was also addressed in the training.

This training directly contributes to overcoming barriers to e-learning implementation by addressing the issues raised in prior research. It provided actionable solutions that aligned with recommendations in the literature, such as fostering active engagement in online classrooms and creating a sustainable framework for digital integration in schools.

Closing Remarks

The activity ended with closing remarks delivered by the community service team leader. In the closing speech, the leader emphasized the importance of teachers' commitment to continue learning and adapting to technological developments while also expressing gratitude for the active participation and support from all participants and the foundation. The closing session was held with a group photo, as seen in Figure 5.



Figure 5 Closing session

Overall, this activity enhanced teachers' understanding and skills in e-learning. The success of this socialization is expected to encourage broader and more effective implementation of e-learning in Advent Education Foundation schools, especially in meeting the demands of the *Merdeka Belajar* Curriculum.

The evaluation used pre-test and post-test assessments, focusing on e-learning understanding, confidence, content creation, and implementation readiness. Results from the pre-test and post-test shown in Table 1 highlight notable improvements in all regions, suggesting the effectiveness of the training in enhancing teachers' skills and confidence.

Table 1 Pre-test and post-test results

No	Question	Pre-test	Post-test
1	I understand the basic concept of e-learning before this training.	3.0	4.0
2	I am confident in using e-learning for teaching.	2.8	3.8
3	I am able to create and manage learning materials using e-learning.	2.7	3.7
4	I believe e-learning will improve learning quality.	3.1	4.2
5	I am ready to implement e-learning in daily teaching practices.	2.9	4.0

For question 1, the pre-test average of 3.0 indicated a moderate understanding of e-learning, while the post-test average increased to 4.0, reflecting a significant improvement in understanding. Similarly, confidence in using e-learning, assessed in question 2, showed a clear boost, with the average score rising from 2.8 to 3.8. This demonstrates that the training enhanced teachers' confidence in adopting e-learning tools. The pre-test score for question 3 indicated limited skills in creating and managing e-learning content (2.7), but post-test scores improved to 3.7, showing substantial progress. Teachers also strongly believed in e-learning's potential to enhance learning quality, with the score rising from 3.1 to 4.2. Finally, regarding readiness for implementation, the increase from 2.9 to 4.0 illustrates that teachers felt more prepared to integrate e-learning into their teaching practices after the training. The improvements are significant and reflect the practical applications of the knowledge gained during the training. These results suggest increased

competence in using e-learning tools and highlight the potential for teachers to support their students' learning outcomes through these tools. The alignment with the *Merdeka Belajar* Curriculum's focus on flexibility and personalized learning is also evident in the positive results.

While the pre-test and post-test results offer valuable insight into the effectiveness of the training, there are some limitations to consider. The reliance on self-reported data, particularly regarding teachers' confidence and readiness, may introduce some bias. Additionally, the small sample size of 21 teachers may limit the generalizability of the results. Moreover, the evaluation was conducted shortly after the training, so it does not assess the long-term retention of skills or the sustained application in classrooms.

Future evaluations should gather longitudinal data to assess the long-term impact of the training on both teachers' practices and student outcomes. Expanding the sample size and incorporating observations of classroom practices would offer a more holistic view of the training's effectiveness. Furthermore, ongoing support, such as refresher courses and mentoring, would help sustain the adoption of e-learning.

Regarding next steps, it is crucial to continue offering regular e-learning training to teachers to ensure continuous improvement. Investments in the necessary infrastructure, including reliable internet access and user-friendly platforms, are essential to ensure successful e-learning adoption. Support for teachers should extend beyond technical training to include emotional and pedagogical assistance.

This training activity significantly improved teachers' understanding and skills in utilizing e-learning, showing a clear enhancement in confidence and readiness to integrate e-learning into their teaching practices. The positive outcomes could encourage broader adoption of e-learning across schools in the Advent Education Foundation. They may serve as a model for similar programs in other regions.

The success of this activity underscores the importance of continued support, both in terms of training and infrastructure, for the effective implementation of e-learning. The findings of this activity align with existing research on the critical role of teacher preparedness and emotional support in the transition to online education. As e-learning becomes increasingly essential in education, especially in the context of the *Merdeka Belajar* Curriculum, ensuring ongoing professional development for teachers will be key to its success in Indonesia. Furthermore, similar training programs should be implemented more widely to support the broader adoption of e-learning nationwide.

CONCLUSION

The e-learning socialization and training activities at the Advent Education Foundation in Sausapor District enhanced teachers' understanding and skills in utilizing digital technology across various educational levels. The teachers demonstrated high enthusiasm and an increased awareness of the importance of integrating technology into education. However, the implementation of e-learning faces significant challenges, particularly concerning infrastructure and technical skills. Infrastructure-related challenges include unstable internet access and insufficient digital devices like computers or tablets. On the other hand, technical skills challenges involve difficulties in operating e-learning platforms and creating interactive digital content that meets students' needs. To address these barriers, continuous training and establishing internal working groups are recommended. Continuous training can be designed to provide practical approaches, equipping teachers with the ability to use technology effectively, develop creative digital content, and evaluate student outcomes in a digital learning environment. Meanwhile, internal working groups can function as collaborative platforms where teachers share best practices, support each other in overcoming technical obstacles, and collectively enhance e-learning

implementation. These groups can also serve as strategic partners in ensuring the sustainability of e-learning practices at the school level.

The implications of this initiative extend beyond the Advent Education Foundation, as it can be applied to other schools facing similar challenges, particularly in remote areas of Indonesia and abroad. Through similar programs, schools can address infrastructure gaps and improve educators' digital literacy, key factors in expanding access to e-learning in resource-constrained regions.

In the long term, this training is expected to transform teaching practices, enabling teachers to become more technology-oriented and effective in facilitating student learning. With ongoing support, such as periodic follow-up training sessions, consistent evaluation of e-learning implementation, and investment in infrastructure improvements, schools can ensure continuous progress in adopting e-learning.

Additionally, this initiative is closely aligned with the *Merdeka Belajar* Curriculum, which emphasizes flexible and student-centered learning. By equipping teachers to maximize e-learning, this training contributes to achieving the curriculum's objectives, which include providing personalized learning experiences for students while optimizing educators' time management. Ultimately, this initiative supports the broader vision of preparing students to thrive in the digital era and lays the groundwork for a more adaptive and inclusive education system.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

Conceptualization, MSK and MRS; methodology, IF; formal analysis and writing—preparation of the original draft, KPA; and editing, ZS. All authors discussed the results and contributed to the final manuscript.

ACKNOWLEDGMENTS

Acknowledgments are a form of appreciation for the contribution of institutions or individuals who are not considered authors, such as those who provided community service funds for this publication or include information about grants received.

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