International Journal of Education, Social Studies, And Management (IJESSM)
e-ISSN : 2775-4154
Volume 2, Issue 3, November 2022
The International Journal of Education, Social Studies, and Management (IJESSM) is published 3 times a year (**February, Juny, November**).
Focus : Education, Social, Economy, Management, And Culture.
LINK : http://lpppipublishing.com/index.php/ijessm

The Influence Of E-Course, Webinar, And Knowledge Sharing On Intern Agility In Retail And Corporate Kompas Gramedia

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ARTICLE INFO
Article history:
Received
15 October 2022
Revised
21 October 2022
Accepted
26 October 2022

ABSTRACT

Human resources (HR) are a very vital aspect of the hierarchical structure of a company. But with so many divisions, units, and tools in running operations, making a company requires very large human resources. The alternative is to open an internship program. The company tries to implement various training methods such as online-based E-course, Webinar, and Knowledge Sharing so that intern agility continues to grow. Agility is the ability to respond to everything agile to the workflow that is passed. This research was conducted to determine the effect of E-course, Webinars, and Knowledge Sharing. This study uses a quantitative approach with 66 intern respondents involved in retail and corporate. The data collection process used a questionnaire that was tested with reliability and validity tests. Then the data analysis uses multiple linear regression. The test results show that E-course has a significant effect on Intern Agility. Meanwhile, Webinar has no significant effect on Intern Agility. Then, Knowledge Sharing has a significant effect on Intern Agility. Other results show that E-course, Webinar, and Knowledge Sharing have a simultaneous effect on Intern Agility. Furthermore, Knowledge Sharing has the most dominant influence on Intern Agility.

Keywords *E-course, Webinar, Knowledge Sharing, Internship, Agility*
Doi 10.52121/ijessm.v2i3.93
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INTRODUCTION

Human resources (HR) is a resource that is quite vital in the company's hierarchical structure. The role of human resources is the control needed on the company's operating system. According to Sulistiyani and Rosidah (2009), HR as a potential asset can have the function of being non-financial and material capital in a company. These assets are transformed into the real potential to continue the company's existence. That way, corporate human resources, as

part of the company that manages everything related to the workforce, must look for the best talent. One of them is to open an internship/apprenticeship program. Internships can provide opportunities for students to develop. By providing opportunities to be able to implement the theory that has been obtained during lectures into general and specific skills in the world of work (Dian Aswita, 2021). The impact of the pandemic era caused the work system to be divided into two, namely remote but still entering the office several times (hybrid) and full remote (WFH). Therefore, to keep in mind the development of intern agility, various training methods and online knowledge sharing are applied so that they are easily accessible. Agility is a new solution for managing work environments that tend to be dynamic (Ashutosh Muduli, 2016).

Training for the workforce is an activity and business that has the main goal of making them more knowledgeable, skilled, expert, and have the attitude to carry out their work (Feti Fatimah Maulyan, 2019). The training methods provided to interns are designed in such a way that they are still updated with technological advances and can still be followed properly for those who work from home or remotely. This innovation improves the model from conventional learning to an online learning model (Jamaluddin et al., 2021). There are three types of training and Knowledge Sharing provided to interns. The first is E-course, a course that is given every two months online with material in the form of videos, multiple choice questions, and essays. Then there are webinars, which are held several times a month by presenting various sources along with inspiring topics.

Knowledge Sharing in the form of sharing sessions, which are held several times during the internship period, with question and answer sessions between the intern and HR, to provide direction and input to find solutions to problems during the internship. Both training and knowledge sharing are held online in line with the era of digital disruption. The phenomenon of digital disruption (digital disruption) is happening in the world today (Jamaluddin et al., 2021). Processes in Knowledge Sharing, including sharing and transferring knowledge, are provided by people who are experts in the scope of the organization. This process is expected to disseminate knowledge that can make people in the organization more quickly adapt, solve problems, and increase work efficiency. According to Davenport and Prusak (1998) in Adel Ismail Al-Alawi (2007), Knowledge Sharing is very important for a company's success. Kompas Gramedia is one of many companies that implements online training and Knowledge Sharing for intern staff. Therefore, to shorten the time, the research was conducted at intern in the retail and corporate industries of Kompas Gramedia.

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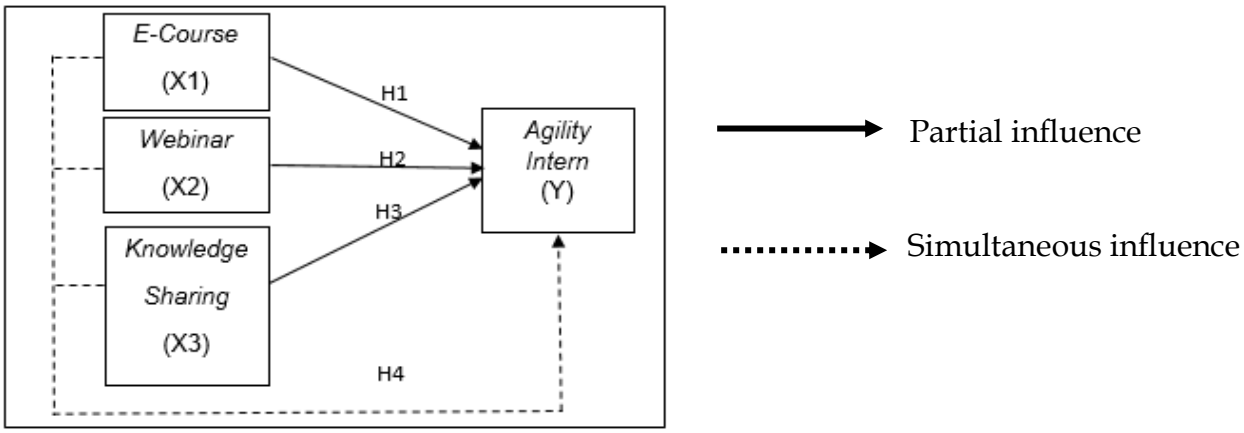
RESEARCH METHODE



Picture 1.
Conceptual Framework

From the conceptual framework, the following hypotheses are formulated:

H1 The E-Course variable has a significant effect on the Intern Agility in Retail and Corporate Kompas Gramedia.

H2 The Webinar variable has a significant effect on the Intern Agility in Retail and Corporate Kompas Gramedia.

H3 The Knowledge Sharing variable has a significant effect on the Intern Agility in Retail and Corporate Kompas Gramedia.

H4 Variables E-Course, Webinar, and Knowledge Sharing have a significant effect on the Intern Agility in Retail and Corporate Kompas Gramedia.

H5 The Knowledge Sharing variable has a dominant influence on the Intern Agility in the Retail and Corporate Kompas Gramedia.

Based on the explanation, this type of research is descriptive. because it examines the three independent variables without making comparisons. Descriptive research has benefits in further analyzing the value of the independent variable, several of one or more variables. However, it excludes comparisons and relationships between independent variables (Nana Darna and Elin Herlina, 2018). By the type of data approach in the current research, using a quantitative approach. Quantitative data has the form of numbers. It can also consist of qualitative data which is then converted into a number with a scale used for measurement (Nana Darna and Elin Herlina, 2018).

This research used a questionnaire to collect primary data. The measurement of the statement items was changed from strongly disagree = 1, disagree = 2, agree = 3, and strongly agree = 4. The population in this study were Interns in the Kompas Gramedia retail and corporate industry who had completed their internship. The sampling used is a saturated sample with a

total of 66 interns. A saturated sample is a type of sampling that makes all members of the population a sample (Mufti Aspiyah and S. Martono, 2016).

RESULT AND DISCUSSION

Analysis of quantitative data in the current study was carried out using Multiple Linear Regression, utilizing SPSS software. The use of Multiple Linear Regression for tracing patterns of more than one independent variable related to the dependent variable (Tesa Nur Padilah and Riza Ibnu Adam, 2019).

Validity Test

Arikunto (2010) in Febrianawati Yusup (2018) states that the validity of the instrument takes into consideration, how far the measurement can be said to be precise. Instruments can be considered valid if they can represent and reveal data from variables appropriately and do not deviate from the correct state.

Table 1.
Validity Test

Variable	Indicators	r_{count}
Intern Agility (Y)	Ingenious	0,729
	Skill	0,691
	Pushing Resources	0,509
	Provide More Value	0,794
	Collaboration	0,714
	Promoting Skills	0,776
E-course (X1)	E-course Design Quality	0,618
	Learning Materials	0,555
	Interaction	0,814
	Access	0,823
	Facility	0,742
	Learning Outcomes	0,537
Webinar (X2)	Topics	0,619
	Response to Topics	0,476
	Appearance	0,699
	Presentation	0,601
	Competent Speaker	0,635
	Submission of Material	0,661
Knowledge Sharing (X3)	Knowledge Sharing Techniques	0,682
	Teamwork	0,725
	Collaboration	0,691
	Willingness to Share Information for Free	0,641

From the table above, it can be seen that all indicators have a calculated r_{value} that is higher than the r_{table} value of 0.204. This means that the data on all

indicator values for the E-course, Webinar, and Knowledge Sharing variables is valid.

Reliability Test

Arikunto (2010) in Febrianawati Yusup (2018) mentions that reliability measures how far a measurement can be trusted for its validity. An instrument can be considered reliable when it discloses reliable data.

Table 2.
Reliability Test

Variable	Alpha Cronbach
Intern Agility (Y)	0,783
E-course (X1)	0,78
Webinar (X2)	0,669
Knowledge Sharing (X3)	0,618

The data shows that whole variables get a Cronbach's α value that is higher than the critical value α, which is 0.6. meaning that the data from all instruments used in the study is moderately reliable.

Normality Test

The normality test is a measurement that is utilized to review the independent variables and the dependent variables are normally distributed (Riang Enjelita Nduru et al, 2014).

Table 3.
Normality Test

One-Sample Kolmogorov-Smirnov Test			
Unstandardized Residual	N		66
	Normal Parameters[a,b]	Mean	.0000000
		Std. Deviation	2.07869525
	Most Extreme Differences	Absolute	.095
		Positive	.090
		Negative	-.095
	Test Statistic		.095
	Asymp. Sig. (2-tailed)		.200[c,d]

The 2-tailed asymptotic significance is 0.200 greater than 0.05, indicating that the overall normality of the data tested in this study is reached and well distributed.

Multicollinearity Test

Multicollinearity is indicated by the presence of a perfect linear relationship that is more than one. The interpretation of the regression coefficient serves as a measurement of changes in the dependent variable. Furthermore, the resulting Variance Inflation Factor (VIF) can be used as a reference to see whether or not multicollinearity exists. The resulting VIF value is less than 10. It can be concluded that there are no symptoms of multicollinearity in the regression model used. (Riang Enjelita Nduru et al, 2014).

Table 4.
Multicollinearity Test

Independent Variable	Tolerance	VIF
E-course (X1)	0,588	1,702
Webinar (X2)	0,689	1,452
Knowledge Sharing (X3)	0,719	1,390

The resulting tolerance value is not less than 0.10. Furthermore, the value of VIF (Variance Inflation Factor) does not exceed the number 10. Then, from the table above, then the conclusion can be drawn that all the independent variables in this study do not show a correlation with each other.

Heteroscedasticity Test

The variance of the different residuals in the overall review of the regression models was defined by heteroscedasticity. The regression model can be called good if there are no symptoms of heteroscedasticity. The criteria are as follows:

A. If the resulting test has a pattern, such as several points forming a regular pattern, then there is a symptom of heteroscedasticity.
B. If the resulting test does not have a pattern, such as several points scattered above and below the numbers 0 and Y, it can prove that there are no symptoms of heteroscedasticity (Riang Enjelita Nduru et al, 2014).

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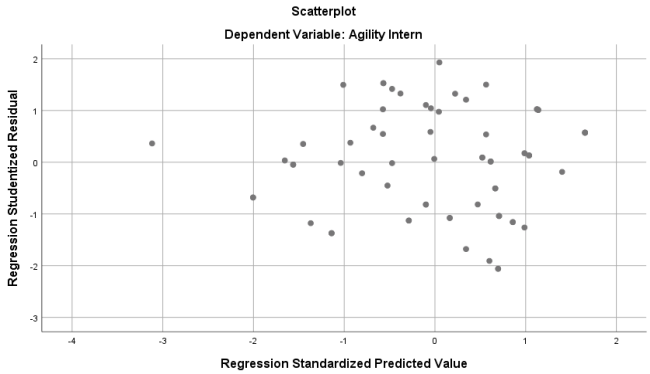

Picture 2.
Heteroscedasticity Test

From the picture, it can be seen that there is no clear pattern. The distribution of data points is also not identified as patterned. So the picture above can prove that there is no heteroscedasticity in the Y variable in this study.

Autocorrelation Test

Run Test analysis is entered as a nonparametric statistic that can be used to perform tests to determine the level of correlation between residuals. Meiryani (2021) states that if there is no relationship between the residuals, so it can prove that there is no autocorrelation symptom. If the test runs states that the asymptotic significant value > 0.05 means that there is no autocorrelation symptom.

Table 5.
Autocorrelation Test

Runs Test	
	Unstandardized Residual
Test Value[a]	.10188
Cases < Test Value	33
Cases >= Test Value	33
Total Cases	66
Number of Runs	29
Z	-1.240
Asymp. Sig. (2-tailed)	.215
a. Median	

The asymptotic significant value resulting from the Runs test is 0.215 > 0.05. These results mean that the data used in estimating the research model are random and not affected by autocorrelation.

Analysis of Multiple Linear Regression

There are two existing linear regressions, namely Multiple Linear Regression and Simple Linear Regression. Multiple Linear Regression is utilized to trace the pattern of more than one independent variable related to the dependent variable (Tesa Nur Padilah and Riza Ibnu Adam, 2019).

Table 6.
Analysis of Multiple Linear Regression

Coefficients	
Model	Unstandardized Coefficients
	B
(*Constanta*)	3.940
E-course	.254
Webinar	.090
Knowledge Sharing	.664

1. Constant value a = 3.940, which means that if the E-course, Webinar, and Knowledge Sharing variables are constant or unchanged, then the Intern Agility at Kompas Gramedia retail and corporate is 3.940.
2. Coefficient value of b1 = 0.254, implying that if the E-course variable is present, the Intern Agility at retail and corporate Kompas Gramedia will increase by 0.254, assuming all other variables remain constant.
3. The value of the coefficient b2 = 0.090 means that if the Webinar variable is involved, then Intern Agility at retail and corporate Kompas Gramedia will increase by 0.090 assuming the other variables are constant.
4. The value of the coefficient b3 = 0.664 means that if the Knowledge Sharing variable is involved, then the Intern Agility in retail and corporate Kompas Gramedia will increase by 0.664 assuming the other variables are constant.

T Statistic Test (Partial)

The T test is a test tool utilized to review the effect of each of the independent variables (X) on the dependent variable (Y). Testing one by one or

part by part is carried out when using the T test (Riang Enjelita Nduru et al., 2014).

Table 7.
T Statistic Test (Partial)

Model	t	Sig.
	1.391	.169
E-course	2.044	.045
Webinar	.595	.554
Knowledge Sharing	3.863	.000

The sign value produced by the E-course variable (X1) is 0.045 < 0.05. The results of the analysis are significant, meaning that H1 or the first hypothesis, is accepted. It explains that the E-course variable has a significant effect on the Intern Agility in retail and corporate Kompas Gramedia, with a 95% confidence interval. To prove further, the value of t_{count} is 2.044 > 1.669 t_{table} which ensures that E-course has an effect on Intern Agility.

Furthermore, the sign value generated by the Webinar variable (X2) is 0.554 > 0.05, meaning that the results of the analysis are not significant, meaning that H2 or the second hypothesis is rejected. It explains that the Webinar variable has no significant effect on the Intern Agility in retail and corporate Kompas Gramedia, with a 95% confidence interval. To prove further, the calculated t_{count} is 0.595 < 1.669 the t_{table} value ensures that the Webinar has no effect on Intern Agility.

In the Knowledge Sharing variable (X3), the sign value is 0.000 < 0.05, the results of the analysis are significant, meaning that H3 or the third hypothesis is accepted. It explains that the Knowledge Sharing variable has a significant effect on Intern Agility in retail and corporate Kompas Gramedia, with a 95% confidence interval. To prove further, the t_{count} value is 3.863 > 1.669 the t_{table} value, which ensures that Knowledge Sharing has an effect on Intern Agility.

F Statistic Test (Simultaneous)

The F test is used as a reference in testing the multiple linear regression model, whether it is feasible to use or not. In order to obtain a definite form of the resulting regression model, which can generally be used, concurrent testing will be needed (Riang Enjelita Nduru et al., 2014).

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Table 8.
F Statistic Test (Simultaneous)

ANOVA[a]					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	206.167	3	68.722	15.170	.000[b]
Residual	280.863	62	4.530		
Total	487.030	65			
a. *Dependent Variable: Intern Agility*					
b. *Predictors: (Constant), Knowledge Sharing, Webinar, E-course*					

The sign value is 0.000 < 0.05, the results of the analysis are significant. This means that H4 which says that the variable (X) E-course, Webinar, and knowledge sharing have a significant influence on the variable (Y) Intern Agility is accepted. It explains that E-course, Webinar, and Knowledge Sharing simultaneously have a significant effect on the agility of interns at retail and corporate Kompas Gramedia with a 95% confidence interval. To prove further, the calculated f_{count} value is 15.170 > 2.75 f_{table} value, which ensures that the independent variables (E-course, Webinar, and Knowledge Sharing) simultaneously affect the dependent variable (Intern Agility).

Simultaneous Coefficient of Determination (R^2)

In order to obtain information about the fit of the model, a coefficient of determination (R^2) is needed (Riang Enjelita Nduru et al., 2014).

Table 9.
Simultaneous Coefficient of Determination (R^2)

Model Summary[b]			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.651[a]	.423	.395	2.128

The value of R Square is 0.423. These results mean that the E-course, Webinar, and Knowledge Sharing provided by the internship committee have a 42.3% influence on the Intern Agility at retail and corporate at Kompas Gramedia. Then the remaining 57.7% obtained from the reduction results (100%–42.3%) is influenced by variables outside this linear regression model.

Partial Coefficient of Determination (r^2)

Apart from being simultaneous, the partial coefficient of determination utilized to measure the contribution of the independent variable to the dependent variable can also be done partially (r^2) (Eva Rosa Dewi and Moh. Khoiruddin, 2016).

Table 10.
Partial Coefficient of Determination (r^2)

Independent Variable	Zero-Order	Standardized Coefficients	Partial Result
		Beta	
E-course (X1)	0,523	0,257	13.44%
Webinar (X2)	0,375	0,069	2.59%
Knowledge Sharing (X3)	0,599	0,439	26.3%

Partially, the value of the partial coefficient of determination is obtained with the value of the independent variable E-course (X1) contributing to Intern Agility by 13.44% and the remaining 86.56% is influenced by other variables outside the model.

Then the independent variable Webinar (X2) contributed 2.59% to Intern Agility and the remaining 97.41% was influenced by other variables outside the model.

Furthermore, the independent variable Knowledge Sharing (X3) contributes to Intern Agility by 26.3%, and the remaining 73.7% is influenced by other variables outside the model. These results mean that Knowledge Sharing (X3) has the most dominant influence among the three variables. Which proves that H5 or the fifth hypothesis of this research is accepted.

CONCLUSION

1. E-course has a significant effect on Intern Agility in Retail and Corporate Kompas Gramedia with a contribution of 13.44%.
2. Webinar has no significant effect on the Intern Agility in the Retail and Corporate Kompas Gramedia with a contribution of only 2.59%.
3. Knowledge Sharing has a significant effect on the Intern Agility in Retail and Corporate Kompas Gramedia with a contribution of 26.3%.
4. The combination of an E-course, Webinar, and Knowledge Sharing has a 42.3% impact on Intern Agility in Retail and Corporate Kompas Gramedia.
5. Knowledge Sharing has a dominant influence on Intern Agility in Retail and Corporate Kompas Gramedia with a contribution of 26.3%. The largest among the independent variables used in this study.

ACKNOWLEDGEMENT

Thanks to the internship partners especially in the corporate retail industry, the committee, mentors, and all parts of Kompas Gramedia who contributed to the creation of this research. Thanks to the research mentors lecturer, examining lecturer, and PIC who contributed to the creation of this research.

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