Efforts to Increase the Number of New Students at Jambi Vocational Schools by Implementing Digitalization Era Strategic Management

Emmelia A. Ginting[1*], Yona Gulo[1], Murni Naiborhu[1], Irwan Susanto[1]

[1] Universitas Darma Agung, Indonesia.

Abstract: Increasing the number of new students in each school is very important, where the number of students is one indicator of the success of school management. Therefore, in a situation like this, what is also called strategic management is needed. Strategic management in the form of planning, organizing, action, and control are all functions of management itself that must be used to ensure the achievement of organizational goals with efficiency and effectiveness. The research design used is based on research and development and in this study only at the product design stage can produce a planning strategy to increase the number of students in SMK Jambi. The purpose of this study is to determine the implementation of strategic management applied in SMK Jambi in increasing the number of new students starting from strategy formulation, strategy implementation, and strategy evaluation. This study is a qualitative study using data collection instruments through interviews, observations, FGDs and studying documents. Data analysis was carried out using a SWOT analysis to analyze internal and external factors such as school climate, weaknesses, opportunities, and enrollment to develop a strategy to increase the number of qualified new students. The results of the SWOT analysis indicate that it is in the Strength Opportunity (SO) position, using an aggressive strategy by utilizing internal networks to pursue the goal of capturing certain opportunities from certain external networks. The recommended competitive strategies for planning educational institutions or schools are: 1) Promotion through online and offline media; 2) Holding high school/vocational school student olympiad competitions at the local level; 3) Cooperation with the local village government; 4) Teacher standards have met the qualifications of S2 graduates in their respective fields, 5) With a high fighting spirit or commitment to teaching services for teachers, 6) Facilities and infrastructure are quite complete, 7) Good cooperation with the community, 8) registration fee relief, 9) providing rewards/awards for academics who successfully register new students, ease of registration process; and 10) providing scholarship assistance to underprivileged students.

Keywords: New students; Schools; Strategic management

Introduction

With the increasing number of students in each school, management becomes crucial. In this context, strategic management is also required. Planning, organizing, acting, and controlling are management functions that must be utilized to ensure organizational goals are achieved efficiently and effectively. Management is both a science and an art that encompasses all of these activities. Management is a specific task carried out collaboratively by two or more people to achieve a desired goal (Rangkuti, 2013). As stated, management science can be applied in various fields, including increasing the number of new students.

The increasingly rapid development and change in the world pose challenges for educational institutions. This rapid development occurs continuously (Munandar et al., 2024; Santika, 2021). The impact of globalization, scientific and technological advancements, new learning models and methods, demographic changes, global economic uncertainty, and increasingly diverse societal demands are challenges that educational institution managers must address and anticipate (Sujana, 2014).

Quality educational institutions are the hope of society. However, in reality, Indonesian educational institutions have not been able to demonstrate equitable and sustainable quality improvement. This is evidenced by the inability of educational institutions in Indonesia to produce equitable human resources capable of competing internationally (Ngoc, 2024).

Educational institutions, especially schools, are currently the main gateway to producing reliable professionals to face global competition (Wahyuni et al., 2022). Therefore, improving the quality of higher education must be continuously accelerated to achieve this goal (Javed et al., 2023; Sila et al., 2020; Sorokina et al., 2021). Achieving this goal can be achieved if the resources available in schools are fulfilled, both human resources (teachers, education staff, and students) and other supporting resources such as facilities and infrastructure, and the costs required to run the school (Sutika et al., 2020). The most fundamental problem in the implementation of higher education is how higher education is organized legally, systematically, and sustainably in order to achieve continuous quality improvement (Sila, 2017).

Students are a vital part of any school. Without them, a school cannot carry out its educational process. This is especially true for private schools, whose educational continuity depends on the number of students. Without a sufficient number of students, private school activities will not run smoothly. This is because funding for educational provision in schools depends on the number of students. Developing a school into a high-quality institution requires significant funding. Therefore, the number of students is crucial in this situation.

The large number of schools naturally increases competition among schools for new students. Therefore, good school management is essential to attract prospective students to the school.

Jambi Vocational School is one of the schools in Medan. As a private school, it must improve its quality and presence to remain competitive with other private schools. This includes increasing student numbers. Recently, many private schools have experienced a decline in student enrollment. This is due to the many parents of prospective students who are unable to afford their children's school needs. Furthermore, recently, due to the COVID-19 pandemic, many people have experienced economic hardship, which has impacted parents' decisions to continue their children's education.

Jambi Vocational High School also experienced a decline in student numbers during the COVID-19 pandemic. To increase student numbers in 2024, strategic steps are needed by both the leadership and all components of Jambi Vocational High School to achieve this goal.

The approach used in this study is a qualitative approach. Data were collected through interviews, observations, FGDs, and document review. Interviews were conducted with the leadership, promotion team, and creative team of SMK Jambi (Jambi Vocational Schools), while observations were conducted by participating in the activities of the Promotion Team and Creative Team of SMK Jambi. To study the documents, information was sought from the SMK Jambi Strategic Plan document, literature studies, and scientific journals. The data analysis stage was carried out using the Miles and Huberman model analysis technique, namely conducting data reduction activities, data presentation, and drawing conclusions.

Method

The research location is at school SMK Jambi (Jambi Vocational Schools). Research and Development (R&D) is a methodology used in research, which is carried out with the aim of achieving certain strategic objectives while working side by side to increase the number of students. Data is seen and collected through observation, documentation studies, and focus groups. The analysis was carried out using the data analysis technique per data used in this study (SWOT), the next technique, the IFAS (Internal Factors Analysis Summary) analysis matrix and the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis matrix.

This research was limited to product design, so it consisted solely of plans for methods or strategies to increase the number of new students.

Developing an efficient research design. Researchers conduct preparations before conducting observations to obtain permission from the educational institution or school and to better understand the environment of the institution being studied.

After that, the researcher worked on the FGD research guide instrument. Problems and potential where in this stage the researcher carried out an introduction to the institution, the Principal, and also teachers in order to be able to identify the strengths or advantages or potential and problems that have

occurred or have not occurred within the educational institution. The researcher identified a risk or problem that has occurred in the school by diagnosing a problem to find out and determine factors such as weaknesses, strengths, opportunities and pressures through FGD. The researcher determined the desire to be able to carry out strategic management to increase the number of new students in the school.

The next stage is the stage of combining data by means of document studies and analyzing the causes of weaknesses, strengths, threats and opportunities by conducting a SWOT analysis with a basis in determining the decisions and the number of results of the analysis will be used as a reference tool by determining a plan such as a strategy to increase the number of new students.

Designing a product where a researcher will get a management plan result and a strategy method for an input tool for institutions or agencies, school principals in increasing the number of new students.

In terms of data analysis used in this case study, a SWOT analysis was conducted using techniques similar to those used for the Internal Factor Analysis Summary (IFAS), External Factor Analysis Summary (EFAS), and SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. However, there is one specific method for using a SWOT analysis: the SWOT matrix.

The methods are as follows: (a) Looking at the causes or factors that become weaknesses, strengths, opportunities and pressures that the institution will face; (b) Determining a cause or factors will become a weakness, strength, threat and also an opportunity that can be faced by the institution or school organization in order to aim to increase the number of students; (c) Rank each factor according to its level of importance or necessity, ranging from 1.0 (very important) to 0.0 (not important). It is possible that these factors have a specific dampening effect on the strategic factor; (d) Adding scores for each factor by assigning a score between 4 and 1 (poor), depending on how the factor affects the state of the school district or other institution. Give a score or number to the more positive belief factor or related underlying conditions. Opportunities and strengths that are quite large will receive a score of 4, but if the opportunities and strengths are small, they will receive a score of (1). Offering scores and weaknesses is what is needed. If there are threats and weaknesses that are quite large, then a score of 1 is given as a result. In addition, if threats and weaknesses are given a score of 4 in moderate or small amounts; (e) Add up the total score by multiplying the weight and score for each opportunity, threat, strength and weakness factor (Rangkuti, 2013).

Result and Discussion

Understanding Strategic Management

Strategic management is a science that combines management functions in order to make strategic organizational decisions, in order to achieve organizational goals effectively and efficiently (Nazarudin, 2020).

According to Wheelen and Hunger in Akdon, (2011), "Strategic management is the set of managerial and action that determines the long-term performance of a corporation. It includes strategy formulation, strategy implementation, and evaluation." Strategic management is a series of managerial decisions and activities that determine a company's long-term success. These activities consist of strategic formulation or planning, implementation, and evaluation.

Wheelen and Hunger emphasize managerial decision-making and action for long-term organizational success. This is based on environmental analysis, appropriate strategic formulation and implementation, and planned evaluation and monitoring. According to them, the application of strategic management lies in a careful assessment of environmental issues to identify existing threats and opportunities for organizational progress, based on the organization's strengths and weaknesses.

Strategic Management Process

The strategic management process according to David (2015) consists of three stages, namely: 1) strategy formulation, 2) strategy implementation, and 3) strategy evaluation. Strategic formulation has many aspects or tasks within it. Starting from developing a vision and mission, identifying opportunities and threats from external organizations, determining strengths and weaknesses within the organization, setting long-term goals, developing alternative strategies, and selecting certain strategies to implement. No organization has unlimited resources, to overcome these limitations, it is important for organizations to create and decide which alternative strategies are most beneficial for the organization. Leaders must have the best perspective to fully understand the consequences of decisions in strategy formulation; and leaders have the authority to select the resources needed for strategy implementation.

Strategy implementation is the second stage in the strategic management process. Implementing a strategy means mobilizing all organizational members and managers to implement the previously formulated strategy into action. Strategy implementation is often considered the most difficult stage in strategic management, therefore, it requires discipline, commitment, and sacrifice from all organizational

members. The success of strategy implementation depends heavily on the leader's ability to influence, mobilize, and motivate employees (Swarniti, 2020).

Strategic implementation includes developing an organizational culture, creating an effective organizational structure, preparing budgets, developing and using information systems, and linking employee compensation to organizational performance.

The final stage of the strategic management process is strategy evaluation. Leaders must monitor and evaluate to determine whether the formulated and implemented strategies are working well or not. Strategy evaluation is the primary means of obtaining this information. Evaluation must be conducted properly even if thorough research has been done during formulation and initial implementation. This is due to the dynamics of external and internal factors. In strategy evaluation, there are three fundamental things that must be done: (1) monitoring external and internal factors that form the basis for strategy development, (2) measuring performance, and (3) taking corrective action.

The formulation, implementation, and evaluation of strategic activities occur at every level within an organization. Developing communication and interaction among managers and employees across all organizational elements can enhance strategic success. Involving all members of the organization in the strategic management process is not easy. However, managers must be able to actively involve all members to create organizational effectiveness and excellence.

Strategic Management in Educational Institutions

Like for-profit organizations, educational institutions need a strategy for development. This is especially true given that educational institutions in Indonesia are generally not yet considered to be of high quality. The implementation of strategic management is deemed essential.

According to Fidler (2002), developing a strategic planning model for schools can be done through three conceptual stages, namely: 1) strategy analysis, 2) strategy selection, and 3) strategic implementation. Fidler's model does not include an evaluation in the implementation of this strategic planning.

According to Sagala (2017), there are five things that schools must do in formulating strategic management, namely: 1) formulating the school's vision and mission, 2) school goals and targets, 3) determining the school's organizational strategy, 4) implementing the school's organizational strategy, and 5) conducting a careful and accurate SWOT analysis. Schools will have a clear direction and goals if they have these five things in strategic management implementation. However, in reality, many schools do not have a plan in their efforts to create excellent schools.

Furthermore, a similar opinion was expressed by Courtney (2002) with the classic strategic planning model. This model details seven stages in strategic planning, namely: 1) vision, mission and values, 2) long-term goals, 3) priority strategies, 4) performance indicators, 5) annual operational goals, 6) resource needs (physical, human, financial), 7) monitoring and implementing operational planning according to schedule.

Strategic management formulation in educational institutions must begin with an analysis of the school's internal and external environment, followed by data collection and the formulation of a vision, mission, goals, and objectives that are oriented toward the future and the school's excellence. The school's vision and mission must be developed collaboratively with all school stakeholders, both internal and external. External parties need to be involved because they will be the ones using the alumni's services. Therefore, it is important to listen to market/community needs.

Implementing a strategy means utilizing all school resources, including human resources (leadership, teachers, and staff), financial resources, and facilities. In Indonesia, the National Education Standards (SNP) must be realized, consisting of eight standards: Graduate Competency Standards, Content Standards, Process Standards, Education and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Education Financing Standards, and Education Assessment Standards. The successful implementation of this strategy depends heavily on the principal's ability to influence, mobilize, and motivate teachers, staff, and students. Implementing the strategy requires discipline, commitment, and sacrifice from all members of the organization.

Jambi vocational school principals and teachers must routinely and regularly evaluate implemented strategies. Rapid and dynamic changes in educational institutions significantly impact the success of strategy achievement. Frequent curriculum changes, for example, require swift and responsive action from school personnel to address them. Student evaluations can include periodic tests or exams, and for teaching and administrative staff, supervision and competency testing can be conducted.

Leaders need comprehensive competencies to successfully implement strategic management. Strategic management implementation relies heavily on strong leadership, particularly in motivating and overcoming differences (Pérez et al., 2018). Educational leaders are a key factor in implementing strategic management in educational institutions (Kamara et al., 2024).

The strategic formulation of Jambi Vocational High School has been outlined in its Strategic Plan

(RENSTRA). One of the strategic issues in the RENSTRA is improving the quality of education, achieved through a program to increase new student admissions. Therefore, to implement strategic management to increase the number of new students at Jambi Vocational High School, existing resources, such as human resources (teachers, staff, and students), and other supporting resources, such as facilities and funding, are utilized.

SWOT Analysis

A SWOT analysis is conducted by identifying Strengths, Weaknesses, Opportunities, and Threats through FGDs, then analyzing them using the Internal Factor Analysis (IFAS) Matrix Table and the External Factor Analysis (EFAS) Matrix. The total results of the analysis of factors in the external and internal environments of the institution or educational institution are then weighted and given a score, and the final scores are added up to obtain the final IFAS (Weaknesses-Strengths) score and the final EFAS (Threats) score. In addition, the achievements of this analysis show where the school is located, whether it is in the SO (Strong Opportunities) or ST (Strong Threats) category.

The WO quadrant (Weak Opportunities), or the WT quadrant (Weak Opportunities (threats) is located in the quadrant to obtain the Internal Factor Analysis Matrix (IFAS). From the results it can be concluded that the total weight multiplied by the total value of the strength cause is 3.13, while the total weight multiplied by a weak factor value is 0.53 which is the final value of IFAS, namely H. strength factor minus weakness factor 2.6. This shows that the dominant factor is a strong factor rather than a weak factor. Therefore, the institution can utilize its dominance to overcome any weaknesses that may exist. In addition, the results of the analysis of external factors that affect the school include opportunities and risks, as well as the number of weights and scores for each factor, as well as the deadline for submitting the results. From the results it can be seen that the total weight divided by the number of external factors that affect the school is 2.85, while the total weight divided by the number of external factors that affect the school is 0.60.

From the results of the external factor analysis, it is clear that the Principal of SMK Jambi has several options that can be used to increase the number of new students. Based on the results of the SWOT analysis, the final IFAS score is 2.25. The results of this analysis indicate that the DO (Strong Option) Quarter has implemented an aggressive strategy. To increase the number of new students, the school can utilize internal and external environmental networks. The results of the SWOT analysis can only be used to develop future student recruitment strategies (summary of the external factor analysis). After that, the total results of the external and internal environmental factor analysis within the institution are weighted and given a score, and the final scores are added up to obtain the final IFAS (Strengths-Weaknesses) score and also the final EFAS (Opportunities and Threats) score. The total results of this analysis show where the school ranks, whether in the SO Quadrant (Strengths-Opportunities), ST Quadrant (Strengths-Threats), WO Quadrant (Opportunities-Weaknesses), or WT Quadrant (Threats-Weaknesses). The results of the strength and weakness analysis to obtain the IFAS (Summary of Internal Factors) matrix are shown and from the data in table 2 it can be concluded that the total weight multiplied by the strength factor value is 3.64, and while the total weight multiplied by the weakness factor value is 1.63, the final IFAS value is the strength factor, and minus the weakness factor, which is 2.01.

This study demonstrates that strong factors outweigh weak factors. Therefore, educational institutions or schools can optimize a dominant strength to address existing weaknesses or pressures. Furthermore, the general results of the school's external factor analysis, including opportunities and risks, the distribution of weights and points for each factor, and the final score calculation for the EFAS matrix (external factor analysis summary) are presented.

The strengths of Jambi Vocational School can be described as follows: (1) Jambi Vocational School is privately owned by the foundation itself (not rented); (2) Jambi Vocational School has been accredited A by the National Accreditation Board for Schools/Madrasahs (BAN-S/M); (3) Very strategic location, located in the center of Medan city; (4) Have adequate lecture facilities; (5) The number of teachers who have met the teacher-student ratio and all have a minimum qualification of S1 and S2; (6) Affordable school fees; (7) There are scholarships for new students who are less fortunate; (8) Morning and afternoon school hours; (9) Has implemented an online new student registration system; (10) Learning is carried out using blended learning; (11) Already has a website and social media as a means of communication and information. While the weaknesses are: services to students are still functional in nature, not yet oriented towards excellent service.

External environmental analysis, namely the opportunities that Jambi Vocational School has, include: (1) The rapid development of information technology makes it easier to carry out socialization and promotion on online media at affordable costs; (2) The collaboration between SMK Jambi and several village governments in Medan in implementing the Tri Dharma Sekolah has the opportunity to promote SMK Jambi to the villages; (3) The implementation of the independent learning-independent campus curriculum can increase

collaboration between Jambi Vocational Schools and the business and industrial world to improve graduate competencies; (4) Competitions held for high school students at both provincial and local levels provide an opportunity to promote Jambi Vocational School to high schools in Medan and North Sumatra.

Meanwhile, possible threats include: (1) Government deregulation to improve the quality of higher education continues to be developed through laws and regulations, forcing schools to continually improve their quality. This will ultimately lead to increasingly fierce competition for new students. (2) Government deregulation in establishing schools and opening new classes more easily through an online system, encourages people to establish new schools and open new study programs, which will also have an impact on competition in attracting new students.

After conducting a SWOT analysis, strategies were determined to increase the number of new students at Jambi Vocational Schools. The strategic alternatives selected included: (1) Promotion through online and direct/offline media; (2) Holding competitions for high school/vocational school students at both local and regional levels; (3) Collaboration with village governments in several villages in the Medan area along with community service activities; (4) Registration and re-registration fee relief; (5) Providing rewards for academics who successfully register new students; (6) Ease of registration process; (7) Providing scholarship assistance for underprivileged students.

Conclusion

Based on the results and discussion presented previously, the conclusion that can be drawn from this study is that the strategic management process implemented by SMK Jambi to increase the number of new students consists of strategic formulation, strategic implementation, and strategic evaluation. Strategy formulation begins with an analysis of the internal and external environment using a SWOT analysis. From the results of the SWOT analysis, alternative strategies that can be implemented are then formulated. The alternative strategies implemented include: (1) Promotion through online and offline media; (2) Mholding competitions for high school/vocational school students at both local and regional levels; (3) Kcollaboration with village governments in several villages in Medan along with community service activities; (4) Kreduction in initial registration and re-registration fees; (5) Providing rewards/awards for academics who successfully register new students; (6) Ease of registration process; (7) Providing scholarship assistance for underprivileged students. This strategy is implemented by the academic community, spearheaded

by the promotion and creative teams established by the Principal of SMK Jambi. Evaluation of the strategic implementation is conducted through weekly evaluation meetings involving the leadership, the promotion and creative teams, the Principal of SMK Jambi, and all Vice Principals. Prospective new students can also provide input through questions provided in the registration information system.

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