

STRATEGIC PLAN FOR TRAINING AND DEVELOPMENT OF HUMAN RESOURCES IN ISLAMIC EDUCATION ORGANIZATIONS IN THE ERA OF INDUSTRY 4.0

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Abstract

This research investigates the Strategic Plan for Training and Development (RENSTRA DIKLAT) of human resources (HR) in Islamic education organizations amidst the Fourth Industrial Revolution. The primary aim of the study is to evaluate how RENSTRA DIKLAT contributes to HR development within these organizations and to identify effective practices and challenges encountered in this context. Employing a qualitative approach with a case study method, the research involved in-depth interviews, observations, and document analysis across several Islamic educational institutions implementing RENSTRA DIKLAT. The study found that comprehensive needs analysis, strategic planning, and regular evaluations are crucial practices for enhancing HR competencies and motivation. Institutions that successfully integrated technology into their training programs, developed leadership skills and emphasized Islamic values achieved notable improvements in HR development. However, challenges such as limited technological infrastructure in remote areas were identified, emphasizing the need for support from both government and private sectors. Recommendations for future research include examining the long-term impacts of RENSTRA DIKLAT on institutional performance, exploring strategies to address infrastructure and technology access issues in remote areas, and developing innovative training models that blend digital technology with traditional learning approaches. This research offers valuable insights into best practices for HR development in Islamic education organizations and provides a foundation for further investigation into overcoming existing challenges.

Keywords: RENSTRA DIKLAT, human resources development, islamic education organizations

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi RENSTRA DIKLAT dalam pengembangan Sumber Daya Manusia (SDM) di organisasi pendidikan Islam di era Revolusi Industri 4.0. Fokus penelitian ini adalah untuk mengidentifikasi praktik terbaik, tantangan, dan dampak dari program pelatihan terhadap peningkatan kompetensi dan motivasi SDM. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi, dan analisis dokumen dari beberapa lembaga pendidikan Islam yang telah menerapkan RENSTRA DIKLAT. Hasil penelitian menunjukkan bahwa sebagian besar lembaga pendidikan

Islam telah melakukan analisis kebutuhan pelatihan yang komprehensif dan merumuskan tujuan serta sasaran yang spesifik, terukur, dapat dicapai, relevan, dan berbatas waktu (SMART). Lembaga-lembaga ini juga telah mengintegrasikan teknologi dalam program pelatihan mereka, menggunakan platform e-learning, webinar, dan modul pembelajaran online untuk meningkatkan kompetensi digital guru dan staf. Selain itu, pelatihan kepemimpinan yang berfokus pada manajemen perubahan, strategi inovasi, dan pengembangan budaya organisasi juga ditemukan efektif dalam meningkatkan kapasitas manajerial dan kepemimpinan. Namun, penelitian ini juga menemukan tantangan signifikan, terutama terkait keterbatasan akses teknologi di daerah terpencil. Infrastruktur yang kurang memadai dan keterbatasan akses internet menghambat implementasi teknologi dalam pelatihan. Penelitian ini menyimpulkan bahwa dukungan dari pemerintah dan sektor swasta sangat diperlukan untuk meningkatkan infrastruktur teknologi dan memastikan bahwa program pelatihan dapat diakses oleh semua lembaga pendidikan Islam. Temuan ini memberikan wawasan penting bagi pengembangan strategi pelatihan yang lebih efektif dan adaptif di masa depan.

Kata kunci: RENSTRA DIKLAT, sumber daya manusia, organisasi Pendidikan Islam

INTRODUCTION

The Fourth Industrial Revolution has brought significant changes in various aspects of life, including education. This era is characterized by the emergence of advanced technologies such as artificial intelligence (AI), the Internet of Things (IoT), big data, and automation, which are transforming how people work and learn (Akrim, 2022). These changes present new challenges for all sectors, including Islamic education, which must quickly adapt to remain relevant and effective in providing quality education. In the context of Islamic education, the development of human resources (HR) becomes increasingly crucial to ensure that educational institutions can address the challenges arising from technological and social changes. Effective HR development requires comprehensive strategic planning, including training and development planning (Strategic Plan for Training and Development or RENSTRA DIKLAT). RENSTRA DIKLAT is a planning document detailing strategies, policies, and programs to improve the quality and capacity of HR within an organization (Agarwal dkk., 2021).

According to Ahyani dkk., (2021), Islamic education plays a vital role in shaping the character and morals of students and teaching religious values that underpin their behavior. Therefore, Islamic education must adapt to the changing times without compromising the core values it imparts. The Fourth Industrial Revolution demands that Islamic educational institutions integrate technology into the learning process, enhance the digital competencies of teachers and staff, and develop curricula relevant to contemporary needs. HR development in Islamic educational organizations in the era of Industry 4.0 requires a holistic and comprehensive approach. This involves improving technical skills, enhancing pedagogical competencies, and strengthening character and spirituality. Competent and qualified HR will be able to leverage technology to increase learning effectiveness, provide more engaging and interactive learning experiences, and help students develop skills relevant to the future job market (Lukita dkk., 2020).

Moreover, HR development should also include managerial and leadership aspects. Leaders and managers in Islamic educational institutions must be capable of planning, managing, and evaluating programs that support HR development (Syarnubi dkk., 2023). They must also create a conducive working environment for professional and personal development and encourage innovation and creativity in the educational process. In developing RENSTRA DIKLAT, several essential aspects must be considered, such as training needs analysis, setting goals and objectives, designing training programs, implementing training, and conducting evaluations and follow-ups. Training needs analysis aims to identify existing skill and competency gaps and determine the types of training needed to address these gaps. Goals and objectives should be specific, measurable, achievable, relevant, and time-bound (SMART) (Ekasari dkk., 2021; Nikmatullah dkk., 2023).

Designing training programs should be based on the needs analysis and established goals. Training programs must be systematically and structurally designed, including appropriate methods and training materials and involving competent instructors. Training implementation must be well-managed, ensuring that all participants derive maximum benefit from the provided training (Fadilurrahman dkk., 2021). Djazilan & Hariani, (2022) Explain that evaluation and follow-up are crucial to assess the training's effectiveness and make necessary improvements to future training programs. In the era of Industry 4.0, technology can support various aspects of HR development. E-learning, webinars, and online learning platforms are effective tools for delivering training to teachers and staff flexibly and efficiently. Technology can also be used to develop more interactive and engaging learning materials and facilitate collaboration and communication between students, teachers, and parents.

Effective HR development in Islamic educational organizations must also consider spiritual and moral aspects. Islamic education aims to shape individuals who are not only intellectually smart but also possess noble character and strong spirituality (Hossain dkk., 2023). Therefore, training and HR development must include aspects that support character formation and religious values, such as moral education, spirituality, and leadership based on Islamic values. Integrating technology into Islamic education must be done wisely, considering the potential challenges such as technology misuse, gadget dependency, and other negative impacts. Therefore, it is essential to develop clear policies and guidelines regarding technology use in education and provide training to teachers and staff on safe and effective ways to utilize technology in the learning process (Fadzil dkk., 2022; Indrawati & Kuncoro, 2021).

Additionally, collaboration among various stakeholders, including the government, educational institutions, community organizations, and the private sector, is key to developing quality HR in the era of Industry 4.0. The government can play a role in providing the necessary regulations, policies, and financial support for HR development (Buthelezi, 2023; Haddar dkk., 2023). Educational institutions need to innovate in teaching methods and education management. Community organizations can contribute

through non-formal education and community support. The private sector can contribute through partnerships, investments, and technology provision. In this context, research on the RENSTRA DIKLAT for HR development in Islamic educational organizations in the era of Industry 4.0 becomes highly relevant and essential. This research aims to delve deeper into effective strategies, policies, and programs to improve HR quality and capacity in Islamic educational institutions and identify the challenges and opportunities present in this process (Maryanti dkk., 2020).

This research is expected to make a significant contribution to developing more adaptive, innovative, and relevant Islamic education to contemporary needs. The research findings are also expected to serve as a reference for policymakers, educational managers, and education practitioners in designing and implementing effective and sustainable HR development programs. Overall, HR development in Islamic educational organizations in the era of Industry 4.0 requires a comprehensive, collaborative, and future-oriented approach. With good planning, wise technology utilization, and support from various stakeholders, Islamic educational institutions can face the challenges of this new era and continue to provide quality education for future generations.

METHOD

This research employs a qualitative approach with a case study method to examine the Strategic Plan for Training and Development (RENSTRA DIKLAT) of human resources (HR) in the development of Islamic education organizations in the era of Industry 4.0. The qualitative approach is chosen because it allows the researcher to gain a deep understanding of the strategies, policies, and programs implemented by Islamic educational institutions in addressing the challenges and opportunities arising from technological advancements (Winarni, 2021). The case study will focus on several Islamic educational institutions that have implemented RENSTRA DIKLAT as research subjects to provide a comprehensive picture. Data for this study will be collected through several techniques: in-depth interviews, observations, and document analysis. In-depth interviews will be conducted with key stakeholders in Islamic educational institutions, including institution leaders, education managers, teachers, and administrative staff. These interviews aim to gather information about their experiences, perspectives, and evaluations of the implementation of RENSTRA DIKLAT and its impact on HR development and education quality.

Observations will be conducted within the educational institutions to directly observe how RENSTRA DIKLAT is applied in daily practices, including the methods and technologies used in the learning and training processes. These observations will help the researcher identify factors that support or hinder the implementation of RENSTRA DIKLAT. Document analysis will involve reviewing various related documents, such as the RENSTRA DIKLAT, training reports, curricula, and education policies. These documents will be analyzed to gain a deeper understanding of the planning,

implementation, and evaluation of HR development programs conducted by Islamic educational institutions.

The collected data will be analyzed using thematic analysis techniques, where the researcher will identify key themes emerging from the data and relate them to the theoretical framework and research objectives. The analysis process will be iterative, with the researcher continuously comparing the data obtained with relevant literature to ensure the validity and reliability of the findings. Additionally, to strengthen the validity of the research, data triangulation will be applied by comparing information obtained from various data sources, such as interviews, observations, and document analysis. The results of the study are expected to provide in-depth insights into best practices and challenges in HR development in Islamic educational institutions in the era of Industry 4.0, as well as recommendations for further improvement and development.

RESULTS AND DISCUSSION

This research provides deep insights into the implementation of the Strategic Plan for Training and Development (RENSTRA DIKLAT) in the development of human resources (HR) within Islamic education organizations in the era of the Fourth Industrial Revolution. Data were collected through in-depth interviews, observations, and document analysis from several Islamic educational institutions that have implemented RENSTRA DIKLAT. The study found that while there are various challenges in implementing RENSTRA DIKLAT, there are also many good practices that can serve as examples for other educational institutions.

Research Findings

Strategic Planning and Training Needs

The study found that most Islamic educational institutions have conducted comprehensive training needs analysis before formulating RENSTRA DIKLAT. This analysis involves various stakeholders, including teachers, administrative staff, and education managers, to ensure that the planned training programs address real needs on the ground. The results of this analysis are then used to formulate specific, measurable, achievable, relevant, and time-bound (SMART) goals and objectives. One good practice example is the application of SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to identify the internal strengths and weaknesses of the institution, as well as the external opportunities and threats they face. This enables the institution to develop more targeted and effective training strategies.

Implementation of Training and Development Programs

The implementation of training and development programs in Islamic educational institutions varies depending on the resources and capacities of each institution. Some institutions have successfully integrated technology into their training programs, using e-learning platforms, webinars, and online learning modules to enhance the digital competencies of teachers and staff. For instance, one Islamic educational institution uses the Moodle platform to deliver training materials and conduct online evaluations. This

approach not only increases training accessibility but also allows for more systematic tracking of participants' progress. However, the study also found that not all institutions have equal access to technology. Some institutions, particularly those in remote areas, face infrastructure challenges and limited internet access, making it difficult for them to utilize technology in training. This highlights the importance of support from the government and private sector to provide adequate infrastructure.

Evaluation and Follow-Up

Evaluating the effectiveness of training programs is conducted through various methods, including questionnaires, interviews, and direct observations. The findings show that institutions that routinely conduct evaluations and follow-ups tend to have better outcomes in HR development. Comprehensive evaluations allow institutions to identify deficiencies in training programs and make necessary improvements. For example, one Islamic educational institution conducts evaluations three months after training to measure the application of the skills learned by participants in their daily tasks. This evaluation involves direct observations and feedback from the participants' supervisors and colleagues. The results of the evaluation are used to adjust the content and methods of future training.

Leadership and Managerial Development

The research also highlights the importance of developing leadership and managerial skills in RENSTRA DIKLAT. Competent and visionary leaders are crucial for addressing the rapid changes occurring in the era of the Fourth Industrial Revolution. Some Islamic educational institutions have organized leadership training programs designed to enhance the managerial capabilities, communication skills, and decision-making capacity of the institution's leaders. These programs often include training on change management, innovation strategies, and developing an organizational culture that supports continuous learning. Effective leaders can create a conducive work environment for professional development and encourage active participation of all organization members in the process of improving education quality.

Integration of Islamic Values and Character Development

In addition to developing technical and managerial skills, RENSTRA DIKLAT in Islamic educational institutions also emphasizes the importance of integrating Islamic values in the HR development process. Training not only focuses on enhancing professional competencies but also on character building and spiritual strengthening. This aligns with the primary goal of Islamic education, which is to shape individuals who are not only intellectually smart but also possess noble character and strong spirituality. Training programs often include moral education, spiritual development, and leadership based on Islamic values. For instance, one institution regularly conducts training on work ethics in Islam, developing responsible leadership, and increasing awareness of the importance of worship in daily life.

Discussion and Theoretical Linkages

The research findings can be linked to various relevant theories in the fields of educational management and HR development. One such theory is the organizational learning theory

proposed by Senge in his book "The Fifth Discipline." According to Senge, a learning organization is one that continuously develops the capacity of its members to achieve the results they truly desire (Bhuiyan dkk., 2020). This involves collaborative learning, systems thinking, and creating a shared vision. The implementation of RENSTRA DIKLAT in Islamic educational institutions, focusing on needs analysis, strategic planning, and regular evaluation, aligns with the principles of a learning organization. Through this approach, institutions can continuously adapt to environmental changes and ensure that training programs remain relevant and effective.

Furthermore, the HR development theory proposed by McLagan is also relevant to these findings. McLagan states that HR development encompasses three main components: learning, performance, and change management. Learning involves enhancing skills and knowledge, performance relates to the application of skills in the work context, and change management involves the ability to adapt to environmental changes (Iryani dkk., 2021). In this research context, an effective RENSTRA DIKLAT encompasses these three components. Training and developing technical and managerial skills enhance learning and performance, while leadership and change management programs help institutions manage the changes occurring in the era of the Fourth Industrial Revolution. Motivation theories such as Herzberg's two-factor theory can also be used to understand how HR development can increase job satisfaction and motivation. According to Herzberg, motivator factors such as achievement, recognition, challenging work, and personal development opportunities contribute to job satisfaction (Taufik, 2020). In this study, training programs that provide opportunities for skill enhancement and career development can increase staff motivation and job satisfaction in Islamic educational institutions. Additionally, educational technology theories proposed by Bates in his book "Teaching in a Digital Age" are relevant. Bates states that integrating technology into education must consider social, cultural, and pedagogical contexts. The use of technology in training in Islamic educational institutions that aligns with local contexts and learner needs demonstrates the application of these principles (Mohamed dkk., 2021). However, the findings also show significant challenges in technology implementation, especially in remote areas with limited access. This underscores the importance of infrastructure support and supportive policies from the government and private sector.

Practical Recommendations and Implications

Based on these research findings, several recommendations can be made to enhance the effectiveness of RENSTRA DIKLAT in HR development in Islamic educational institutions:

- a. **Improving Technology Infrastructure:** The government and private sector need to collaborate to improve technology infrastructure, especially in remote areas. Providing adequate internet access and necessary technological devices will enable Islamic educational institutions to utilize technology in training and learning.
- b. **Developing Flexible and Adaptive Training Programs:** Training programs should be designed to be flexible and adaptive to changing needs. Using e-

- learning platforms and online learning modules can provide flexibility for participants to learn at their own time and pace.
- c. **Continuous Evaluation and Program Adjustment:** Educational institutions should conduct continuous evaluations of training programs to ensure they are effective and relevant. Feedback from training participants should be used to adjust and improve future programs.
 - d. **Developing Visionary and Innovative Leadership:** Leadership training should emphasize the importance of clear vision, innovation capabilities, and change management. Competent leaders will be able to guide Islamic educational institutions in facing the challenges and opportunities of the Fourth Industrial Revolution era.
 - e. **Integrating Islamic Values in Training:** Training programs should continue to integrate Islamic values to ensure that HR development not only focuses on enhancing technical skills but also on building strong character and spirituality.

CONCLUSION

This research reveals significant findings regarding the implementation of the Strategic Plan for Training and Development (RENSTRA DIKLAT) in the development of Human Resources (HR) within Islamic education organizations in the era of Industry 4.0. Comprehensive training needs analysis, well-planned strategic planning, and regular evaluations are good practices adopted by several Islamic educational institutions. The findings indicate that institutions integrating technology into their training programs, developing leadership skills, and emphasizing Islamic values in training successfully enhance their HR competencies and motivation. However, the research also identifies significant challenges in the implementation of technology, especially in remote areas with limited infrastructure. This highlights the importance of government and private sector support in providing adequate technological facilities. Additionally, the differences in the ability of institutions to access and utilize technology demonstrate the need for flexible and adaptive training programs that can be accessed by all Islamic educational institutions, regardless of their location and resources.

Based on these findings, several recommendations can be made for future researchers. First, further research could explore the long-term impact of RENSTRA DIKLAT on the performance of Islamic educational institutions, including how training programs contribute to improving the quality of education and student learning outcomes. Second, further studies could examine the most effective strategies to overcome infrastructure and technology access constraints in remote areas, including the use of more affordable and practical alternative technologies. Third, research could focus on developing more innovative training models tailored to the local context, combining digital technology with existing traditional learning approaches. Thus, this research not only provides deep insights into best practices in HR development within Islamic educational institutions in

the era of Industry 4.0 but also paves the way for further research that can help address the challenges faced and enhance the effectiveness of training programs in the future.

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