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Analysis Of Lecturer Career Development Program Of Vocational Education Using Swot

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Abstract: This article aims to analyze the lecturer career development program of vocational education by using SWOT. It is associated with the rule of lecturers functional promotion that is called Tridharma, including; education, teaching, research and publications, community service and support. The method used SWOT analysis, IFAS (Internal Strategic Factor Analysis Summary) and EFAS (External Strategic Factor Analysis Summary). SWOT analysis is conducted on a new lecturer in vocational education who has only been carrying out his duties as a lecturer for 9 years. The results obtained through SWOT, IFAS and EFAS analysis show that the Strength value (Streights / S) is 2.01, Weakness / W is 0.75, Opportunity / O is 1.73, Threats / T is equal to 1.73, Threats / T .78. While the IFAS and EFAS diagrams is in cell 1 which means that the lecturer is in developing status to achieve the desired career.

Keywords: Lecturer career, SWOT analysis, IFAS, EFAS

1. INTRODUCTION

Career development is very important for a person it is associated with the hope of a better future. According to Hirschi, (2014) revealed that the relationship expectations with career development and prosperity are highly aligned, where each person might be different on stage and approach to his career, but the hope of someone fixed toward a more promising future. This is in line with the results of research by Zainuddin Iba (2017), revealed that career planning is a process by which one can select career goals and career path towards hope for prosperity. From the second expert opinion is evident that one of the objectives of the development of one's career is to reach expectations towards greater prosperity in the future, for example a lecturer. Lecturers have important roles and responsibilities to achieve national education goals, namely the intellectual life of the nation, improve the quality of education and mastery of science, technology and art of Indonesian society, in order to materialize the people of Indonesia are more advanced. Lecturers are considered as the most important component in a college and is considered the right way to help young people become people whose intelligent and competitive. In Teacher and Lecturer Law No. 14 Year 2015 explained that the lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and the arts through education, research, and community service. According to Berg, et al., (2010) some of the things that are important in developing a career is, a person's ability to proactively adapt to the work environment that is considered as the individual characteristics that are essential to navigating an increasingly complex career paths and challenging. Besides According to Belser, et al 2018) in his research revealed that a lecturer role in career planning should be structured especially in the process of implementation of the tri dharma college which to make decisions and plan for a future career is done through a SWOT analysis. In support of these and doing professional work a professor must have personal competence, social, academic, and pedagogical good. According to the research results Larasati (2014) showed that the factors inhibiting writing scientific papers a teacher is: (1) lack of time caused by the administrative demands of the lecturers, the burden of teaching duties, and personal busyness; (2) the idea of writing scientific papers do not thrive, in the absence of the supervisor and the lack of reference; and (3) factors limited insight on writing scientific papers, because dissemination by the related parties have not been optimal. In line with the opinion of the Wibowo (2015) stated that the low

interest in reading a lecturer is one of the major problems in writing a scientific paper. This resulted in a faculty career development especially in the field of publication of scientific papers. As a new lecturer who served for nine years, this time the author is already functional positions at the lector level (300),but for subsequent career development authors found several problems, among others; 1)) Less reading and literature references related to the competence of the difficulty in making scientific papers. 2) lack of cooperation skills appropriate scientific competence, 3) Ability to communicate and Speak English below the average. It is necessary to analyze more about how career development strategy in order in the preparation of promotion can be timely..

2 THEORITICAL REVIEW

2.1.DEFINITION OF CAREER DEVELOPMENT AND COMPETENCE

A faculty career development scheme in credit rate guide kemenristekdikti starting from Assistant Expert (kum 100-150), Associate Professor (kum 200-300), Associate Professor of the head (kum 400-550-700) and professor (kum 850-1050). To meet the increase in functional position then a teacher must meet predetermined kum covering the fields of education, teaching, research and publications as well as community service. To meet the educational field pendidikna highest level is S3. As for teaching, research and publication then adjusted to the competence of the faculty scientific fields. According to (Wibowo, 2011) competence is an ability to execute or perform a job or task that is based on skills and knowledge and is supported by the work attitude demanded by the job. Along with it, (Hutapea, P. and , T. Nurianna, 2008) describes the competence interpreted as an attempt to show that professional skills or knowledge in a particular field as something important. Competence affect the level of achievement of a person's work, whether at the level of satisfactory or unsatisfactory. Competence in working not only have the skills and knowledge of the work being done, but also a person's ability to transfer and apply the skills and knowledge that have an impact on a person's job performance. Along with that category Competence Michael Zwell (in Wibowo, 2011) provides five categories of competence, which consists of tasks achievement, relationship, personal attributes, managerial, and leadership. a) Task achievement, a competency categories related to good performance. b) Relationship, a competency categories related to communications and works well with others and

satisfy their needs. c) Personal attributes, the intrinsic competence of individuals and relate how people think, feel, learn, and grow. d) Managerial, a specific competencies related to the management, monitoring and developing people. e) Leadership, a competence associated with leading organizations and individuals to achieve the purpose, vision, and goals of the organization. According to Handoko (2010) career development indicators include various things including;

- 1) Job performance: There is work performance in improving career.
- 2) Expose: become famous in order to be promoted.
- 3) Organizational loyalty: long-term dedication and loyalty at work.
- 4) Mentors and sponsors: career guidance through mentors and creating opportunities from sponsors.
- 5) Opportunities for growth: increasing ability to take advantage of opportunities for growth, by increasing skills.
- 6) Management support: support from superiors

2.2 Essay Writing Training for career development

Training is the process of teaching new employees the skills needed to do the job. According to (Dessler, G 2006) good training is training that supports a person's job so the impact on performance is increased. On the other hand according to (Dato, et al, 2005) is an activity of training to improve the performance of current and future performance. While (Notoatmodjo, 2003) defines training as part of an educational process that goal. Beberapan the opinion of the above it can be concluded that the training of Brazilians is an activity that can support a person's career such as training in writing scientific papers. According to Tarin, (2008), Gunawan, (2015), wrote a means to express in writing ideas, ideas, opinions, thoughts and feelings. Along with it some of the opinions of experts (Yeganeh and Boghayeri, 2015, Huang, 2017) mengungkapkan that "Writing is the most important academic activities and primary learning to write professionally but sometimes have trouble and need to have special skills. Along with the results of the study (Ecarnot, et al., 2015, Gilinsky, A. 2016) found that a lecturer find it very difficult to write a scientific article, and few received special training in the field to present their research work in writing. From the opinions of experts are then read and write is a key factor in producing a good scientific papers. All tables and figures will be processed as images. You need to embed the images in the paper itself. Please don't send the images as separate files.

3 METHODS

SWOT analysis is the identification of various factors systematically to formulate a strategy professor. This analysis is based on the logic that maximizes strength (Strength) and opportunities (Opportunity), but simultaneously can minimize your weaknesses (Weaknesses) and threats (Threat). Strategic decision making process is always associated with the development of the mission, goals, strategies, and policies lecturers. Thus the strategic perencanaan (Strategic planner) should analyze the strategic factors lecturer (strengths, weaknesses, opportunities, and threats) in the conditions that exist at the moment. This is called situational analysis. The most popular models for the analysis of the situation is the SWOT analysis. According to Rangkuti, F, (2009), a SWOT analysis can be seen as figure 1.



Figure 1. SWOT analysis diagram

Based on Figure 1, it can be seen that the quadrant 1 is a very favorable situation. A lecturer has the opportunity and the power that can take advantage of existing opportunities. The strategy should be applied in these circumstances is to follow the policy of aggressive growth (growth-oriented strategy). Quadrant 2 is how to deal with various threats, a professor still has strength in terms of the internal. The strategy should be applied is to use force to take advantage of long-term opportunities with how the diversification strategy (product of learning). In quadrant 3 shows how a teacher faces opportunities of teaching, research and service are very high, but on the other hand, the lecturer faces several constraints / internal weaknesses. Conditions in quadrant 3 is similar to the question mark at the BCG matrix. The focus of the strategy by the lecturer is to minimize internal problems themselves so that they can seize the opportunities for a better career. Quadrant 4 is a very unfavorable situation, a lecturer in the face of various threats and internal weaknesses. According to Rangkuti (2009), SWOT Analysis comparing the chances of external factors (Opportunities) and threats (Threats) with internal factors force (Strength) and weakness (Weakness). The following are ways of determining Factor External Strategies (EFAS):

1. Arrange in columns 1 (5 to 10 opportunities and threats)
2. Give the weight of each factor in column 2, ranging from 1.0 (extremely important) to 0.0 (not important). These factors could potentially have an impact on the strategic factor.
3. Calculate the rating (in column 3) for each factor by providing a scale ranging from 4 (outstanding) to 1 (poor) based on the impact on the condition of the lecturer. The rating for scoring opportunity factor is positive (greater opportunities given +4 rating, but if the chances are small, unrated +1). Scoring threat rating is the opposite. For example, if the threat is very large, the rating is 1. Conversely, if the threat is a little the rating 4.
4. Multiply weight in column 2 with a rating in column 3, to obtain a weighting factor in column 4. The result is a weighted score for each factor whose value ranged from 4.0 (outstanding) to 1.0 (poor).
5. Use column 5 to leave a comment or note as to why certain factors are selected and how the weighted score is calculated

4 RESULTS AND DISCUSSION

4.1. Results SWOT myself as a Lecturer of Informatics and Computer Engineering Education Departement (PTIK)

Developing a career as a lecturer PTIK can be described through the SWOT matrix as table 1.

Table 1. SWOT Analysis for Self evaluation

Internal	Strength (S):	Weakness (W):
	<ol style="list-style-type: none"> 1. Experienced in the management of institutions: the secretary of department of the Police Staff College, APTIKOM, CDC. 2. Program instructors Microsoft Word, PPT, Excel, and MTA (Microsoft Technology Associate) 3. Having the ability to create an artificial intelligence application program: Matlab 4. Never received grants of Higher Education: KKN PPM 5. Certified lecturer 6. Following the program being 53 7. Published papers already Scopus (2 articles). 	<ol style="list-style-type: none"> 1. Ability to communicate and speak English is below average 2. The lack of cooperation skills appropriate scientific competence 3. Functional and rank (Lectureship / III C) 4. Faced with the task of teaching in several courses at the institution due to being permit. 5. Schedule unstructured learning
External	Opportunities (O):	Threats (T):
	<ol style="list-style-type: none"> 1. Research collaboration with PT and lecturers. 2. The availability of research grants from the Higher Education, Balmava, vocational, etc. 3. The availability of grants textbooks, PPM and grants articles Scopus 4. Certified training opportunities for cooperation with other universities and secondary schools (SMK) in Computer and education. 	<ol style="list-style-type: none"> 1. Increasing the promotion to another institution for Microsoft competency testing and the MTA. 2. Software upgrades and the latest IT skills
	SO	WO
	<ol style="list-style-type: none"> 1. Make the agenda of the research / scientific papers (articles, grant proposals) to obtain funding from external grants 2. Make a visit to the initiation of cooperation PT or other institutions that require a Microsoft certification 3. Explore collaborative research with other universities and other lecturers 	<ol style="list-style-type: none"> 1. Develop the ability to self competence; English, an international seminar by leveraging cooperation and external grants.
	ST	WT
	<ol style="list-style-type: none"> 1. Promoting microsoft certificates to the schools so that training can be terlaksana. 2. Make MOU to schools so that every student will face Nasinal Based Exam Komputr (UNBK) equipped with pnetahuan about miscosoft office. 	<ol style="list-style-type: none"> 1. Improving self competence English language ability and competence themselves to communicate with colleagues who plot and at the international seminar

Based on Table 1, there are several programs that can be implemented to increase from a career as a lecturer for the strategies that have been put forward, namely; 1.Through the power of chance Strategies (SO.1) in making the agenda of the research / scientific papers (articles, grant proposals) to obtain funding from external grants, the program can do:

- a.Applied schemes make research proposals each year at least 1 proposal.
- b.Scientific articles sent at least 1 article per year under the title The Development of Learning Oriented HOTS Evaluasi based on Android
- c.Following the seminar seminars both national and international seminars as presenter of at least one event to the level seminar.

2.With the strategy of power opportunities (SO.2) in cooperation initiation visits to PT or other institutions that require a Microsoft certification, then the programs are as follows:

- a.Promoting microsoft certificates to the schools so that training can be terlaksana.
- b.Make MOU to schools so that every student will face Nasinal Based Exam Komputr (UNBK) equipped with pnetahuan about miscosoft office.

3.Through the power of strategic opportunities (SO.3) to explore collaborative research with other universities and other faculty, then the program can be done is:

- a.Implement the scientific proposal writing workshop with invited lecturers from other universities that plot, then design a research proposal with other lecturers in accordance with science.
- b.Bringing a resource person at the time of carrying out national and international seminars in order to strengthen the network and can discuss about penelittann be implemented.

4.Through the power-threat strategy (ST. 1) in increasing the sale to other institutions to test the competence of Microsoft Office and the MTA, it can be done the following programs:

- a.Held a free training for elementary level students to introduce the importance of mastering microsoft office since the beginning of the semester. Microsoft office capability is needed to assist students in completing studies in college, especially in a research report, manyajikan good presentation and can mngolah research data for the final project.

- b.Holding a certification test database fields, basic programming and basic networks by offering a cheaper price so affordable by students. At the time of sale states that the certificate obtained can be valid for hisup and international standards. Besides a degree MTA can also be used forever, this degree is a professional degree in the field of computers.

- c.Make MOU with other universities in order to attract students to follow Microsoft and MTA certification by offering various facilities, such as providing free one participant for 50 participants.

5.With the power-threat (ST. 2) in software upgrades and the latest IT skills then do the program:

- a.Following training on the use of the latest application program related to the field of science.
- b.Tried out various application programs that have been downloaded via youtube so as to generate a new application.

6.To weaknesses-opportunities (WO.1) in developing the ability of self competence; English, an international seminar by leveraging cooperation and external grants, so do programs such as:

- a.Mangikuti English training courses regularly and berkenajutan, as well as testing English language skills by following a variety of examinations such as TOEFL, TOEP and others.
- b.Britain tried out using the language in everyday conversation, minimal when teaching in the classroom.
- c.Creating a scientific article in one year for the seminar interasional as a presenter.

4.2.Self-Development of SWOT Analysis

After the authors recognize the writer's own through a SWOT analysis as table 1, the authors melakukam personal development plan with SMART method (specific, Measurable, Achievable, Realistic, Relevant, Time Framed). The SMART analysis that the authors do is; a.specific(Special) is a writer of targets to be achieved, the goal is to be more specific know what measures and efforts can be made to realize the ideals that have ditetapkan. In this year the writer must complete a dissertation writer. This requires the author to be more active search for information and read many references through books, articles published nationally and internationally journalized related to the themes that will make the author of the dissertation. When this is achieved the next step should look for an opportunity remedy writers get help research in the field of vocational ucation. Education writer who will travel writers use to share with others by becoming a lecturer and conduct research and serve the community with the ability to mine.

b.Measurable (measurable): To determine whether the targets have been achieved or not author the author must set the correct size. So, in other words there must be a standard to

determine the success of the author. To be able to complete a dissertation with the title honors, The author can get by way of exams, doing all the tasks assigned by the professor well, actively seeking information about the dissertation research grants, as well as get a GPA ≥ 3.75 . Moreover, I also must actively keep a journal and publish in international journals of repute. This will be an added value for the author to be able to achieve the target that the author has set.

c.achievable (Attainable) : In this case one can predict the achievement of targets through the efforts undertaken. Such efforts need to be elaborated on things that are more specific so that it can help the author to understand the achievements and goals of the strategy. In addition, it can also be supported by the policy of the university-good activity that can help writers quickly completed the study. In addition, universities can also help authors through the promotion of a wide range of scholarships and research.

d.Realistic (Realistic): The author must have a realistic idea of the ability that the author had with targets to achieve writer. It is very possible that the authors wanted to see during this accomplished author never get a GPA below 3.50, so the desire of the writer of the target is very likely to occur. This achievement also may help the author to be faster in completing the study S3.

e.relevant (Relevant) : Writers should also actively participates in activities related to the business authors to reach the author of desire in addition to study hard, for example by reading books and articles related to vocational education, training, seminars, national and international conferences, making article scientifically, conduct research on issues that are being discussed community, or apprenticeship. This greatly helps the writer to the success of the future writer.

f.time Framed (Deadline): Authors must give a time limit in order to spur the writer to work hard and work in a timely manner through the timing in progress achievement. Time to remind the author when to author those efforts. The time limits can help authors to guide and see the development of business writers from time to time. The plan, the authors will complete the study authors S3 in 3 years starting from the year 2018 until 2021. Pentingnya time limit, sue the author for further details the author self-improvement plan based on time.

4.3. Analysis of EFAS and IFAS

After SWOT analysis to find factors the strengths, weaknesses and treath, the data analysis is carried out with the matrix of factors external strategy EFAS (External Strategic Factor Analysis Summary) and Internal Factor Analysis Summary (IFAS) as table 2 until table 5.

Table 2. Strength

No.	Indicator	Weight	Assesment	Score
1	The education level of the S1, S2, S3	0.04	3	0.12
2	Competence in teaching	0.08	3	0.24
3	Has the competence areas of research	0.05	3	0.15
4	Has the competency of community service	0.06	4	0.24
5	Certified Lecturer	0.1	4	0.4
6	Competence of scientific publications	0.08	3	0.24
7	Having the ability to issue a certification of Microsoft Office	0.03	4	0.12
8	have the ability (Microsoft Technology Associate) field of computer networking	0.02	4	0.08
9	Having the ability to create an artificial intelligence application program Matlab	0.08	3	0.24
10	Develop innovative and creative teaching materials.	0.04	3	0.12
11	Research grants and community service as well as Sponsor	0.02	3	0.06
total Score		0.6		2.1

Table 3. Weakness

No.	Indicator	Weight	Assesment	Score
1	Ability to communicate and Speak English is below average	0.05	1	0.05
2	Lack of appropriate collaboration networks scientific competence	0.05	2	0.1
3	Functional and rank (Lectureship / III.C)	0.1	2	0.2
4	Faced with the task of teaching in several courses from the institution due to moderate learning permit	0.1	2	0.2
5	Schedule unstructured learning	0.1	2	0.2
total Score		0.4		0.75

Table 4. Opportunities

No.	Indicator	Weight	Assesment	Score
1	Career start their expert assistant, lecturer, associate professor, and professor	0.14	4	0.56
2	Their research collaboration with PT and lecturers	0.1	3	0.3
3	The availability of research grants from the Higher Education, Belmawa.	0.05	3	0.15
4	The number of research grants and PKM get from the Higher Education Links and assistance.	0.16	3	0.48
5	The availability of grants textbooks, PPM and grants articles Scopius	0.04	3	0.12
6	Certified training opportunities for cooperation with other universities and secondary schools (SMK) in Computer and education.	0.04	3	0.12
total Score		0.53		1.73

Table 5. Threat

No.	Indicator	Weight	Assesment	Score
1	The number of other universities who already hold similar computer certification	0.04	3	0.12
2	Software applicative development quickly.	0.05	3	0.15
3	The number of predators journal site	0.08	3	0.24
4	Quality competition among lecturers in the field of science in the world of work	0.05	3	0.15
5	The deadline in completing college S3.	0.26	3	0.78
total Score		0.48		1.44

Furthermore, the SWOT analysis diagram is determined to get an overview of strategies in career development. From the results of the arrangement of internal and external factors above produces a series of scores like table 6 and figure 2..

Table 6. Summary SWOT Analysis Results

SWOT analysis	result
Strength (Streghs / S)	2.1
Weakness (Weakness / W)	0.75
Opportunity (Opportunity / O)	1.31
Threats (Threats / T)	1.89
Strength (Streghs / S) - Weakness (Weakness / W)	2.1-0.75 = 1.26
Opportunity (Opportunity / O) - Threats (Threats / T)	0.68-0.38 = 0.3

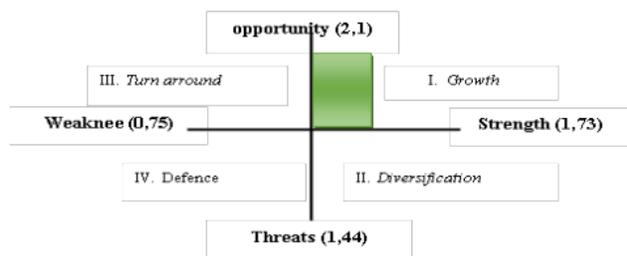


Figure 2. SWOT Analysis

From the results of the above diagram, the position is in cell 1 is growing. With a high enough opportunities supported with sufficient strength is good, then the author can improve the careers of lecturers moving towards higher. Therefore, strategies and programs that have been mentioned above is in accordance with the current conditions for career development are concerned.

5. CONCLUSION

Based on the results mentioned above are concerned about career development strategies lecturer with SWOT analysis can be summarized as follows:

1. Score of 1.73 strengths and weaknesses of 0.75 with a total of IFAs is 1.26, and a score of 2.1 opportunities and threats EFAS 1:44 with a total score is 0.3.
2. Based on the difference in value between the strength of the weaknesses and opportunities with threats, it can be diagrammed SWOT is in cell 1 or quadrant 1 wherein the condition is to support growth and career development to create a strategy that uses the power to seize the opportunities that are available. This can accelerate the development of a career as a lecturer.

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