

Efforts to Increase the Number of New Students at Private Universities at the LMII Indonesia Medan High School of Economics during the Covid-19 Pandemic Period Hit the World with the Implementation of Strategic Management

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Abstract

Increasing the number of new students at each tertiary institution is very important, especially during the Covid-19 pandemic, the number of students decreased, where the number of students is an indicator of the success of tertiary management. So that in situations like this, what is also called strategic management is needed. Strategic management in the form of planning, organizing, acting and controlling, all of which are functions rather than management itself, must be used to ensure organizational goals are achieved with efficiency and effectiveness. The research design used was based on research and development and in this study it could only be at the product design stage which resulted in a planning strategy to increase the number of students at the LMII Indonesia Medan College of Economics. The purpose of this study was to determine the implementation of strategic management applied at the LMII Indonesia Medan College of Economics in increasing the number of new students starting from strategy formulation, strategy implementation, and strategy evaluation. This research is a qualitative research using data collection instruments through interviews, observation, FGD and studying documents. Data analysis was carried out using SWOT analysis to analyze internal and external factors such as school climate, weaknesses, opportunities, and enrollment to develop strategies to increase the number of quality new students. The results of the SWOT analysis show that you are in a Strength Opportunity (SO) position, using an aggressive strategy by utilizing the internal network to pursue the goal of capturing certain opportunities from certain external networks. The suggested competitive strategies for planning educational institutions or schools are: 1) Promotion through online and offline media; 2) Organize high school/vocational school olympiad competitions at the local level; 3) Cooperation with the local village government; 4) Standard Lecturers have met the qualifications of Masters graduates in their respective Lecturer fields, 5) With high fighting spirit or commitment in teaching service for Lecturers, 6) Fairly complete facilities and infrastructure, 7) Good cooperation with the community environment, 8) waiver of registration fees, 9) giving rewards/awards to academics who have successfully registered new students;) ease of registration process; and 10) providing scholarship assistance to underprivileged students.

Keywords: Strategic Management, New Students, Universities



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INTRODUCTION

Increasing the number of students in each tertiary institution, management becomes very important. In life like this, what is also called strategic management is needed. Planning, organizing, acting, and controlling are management functions that must be used to ensure organizational goals are achieved with efficiency and effectiveness. Management is a science and an art that encompasses all of these activities. Management is a certain task that is carried

out jointly by two or even more people to achieve the desired goals (Rangkuti, 2013). As stated that management science can be applied in various fields, including increasing the number of new students.

The development and change of the world which is getting faster is a challenge for educational institutions. This rapid development occurs continuously (Santika, 2021). The impact of globalization, developments in science and technology, the latest learning models and methods, demographic changes, and the uncertainty of the world economy as well as the demands of an increasingly diverse society are challenges that must be answered and anticipated by managers of educational institutions (Sujana, 2014). Quality educational institutions are the hope for society. However, in reality, Indonesian educational institutions have not been able to show quality improvement evenly and sustainably. This is indicated by the inability of educational institutions in Indonesia to produce equitable distribution of human resources that are able to compete internationally (Swarniti, 2021).

Educational institutions, especially higher education institutions, are the main gateway at this time in producing reliable professionals to face this global competition (Wahyuni, et al., 2022). Therefore, improving the quality of higher education must be continuously encouraged to achieve this goal (Sila, 2020). Goals can be achieved if the resources available at the tertiary institution are met, both human resources (lecturers, educational staff, and students) and other supporting resources such as infrastructure, and the costs required to run the tertiary institution (Sutika, Sudiarta, and Irmawati, 2020). The most basic problem in organizing higher education is how higher education is implemented legally, systematically, sustainably in order to achieve continuous quality improvement (Sila, 2017).

Students are an important part of a college. Without students, a tertiary institution cannot carry out the educational process. Even more so at private universities (PTS) which depend on the continuity of their education from the number of students. Without an adequate number of students, PTS activities will not run well. This happens because the financing of education in PTS depends on the large number of students. To be able to develop the quality of tertiary institutions to become quality tertiary institutions, a lot of funding is needed. Therefore the quantity of students is crucial in this condition. The large number of PTS certainly has an impact on increasing competition between PTS in getting new students. Therefore, good management is needed in managing a tertiary institution, so that prospective new students are interested in entering the tertiary institution.

LMII Indonesia College of Economics (STIE LMII Indonesia) Medan is one of the PTS in Medan. As a private university, STIE LMII Indonesia must be able to improve its quality and existence in order to remain competitive with other private universities. No exception in increasing the number of students. During the current Covid-19 pandemic, almost all PTS experienced a decrease in the number of students. This is due to the fact that many parents of prospective students have experienced termination of employment or been laid off during this pandemic. Automatically when the pandemic hit the people of Medan experienced economic difficulties which had an impact on parents' decisions to continue their children's studies to be delayed. STIE LMII Indonesia Medan also experienced a decrease in the number of students during the Covid-19 pandemic. To be able to increase the number of students in 2022, strategic steps are needed both by the leadership and all components at STIE LMII Indonesia Medan so that this goal can be achieved.

The approach used in this study is a qualitative approach. Data was collected by interviews, observations, FGDs and studying documents. Interviews were conducted with the leadership, promotion team, and creative team of STIE LMII Indonesia, while researchers

made observations by participating in the activities of the Promotion Team and Creative Team of STIE LMII Indonesia Medan. To study documents, it is done by seeking information from STIE LMII Indonesia Medan Strategic Plan documents, literature studies and in the form of scientific journals. The stages of data analysis were carried out using the Miles and Huberman model analysis techniques, namely carrying out data reduction activities, data presentation, and drawing conclusions/data verification.

RESEARCH METHODS

The research location is at STIE LMII Indonesia Medan which is located at Jl. Jln. Letda Sujono no. 184 B - C Bandar Selamat toll road intersection Medan City, North Sumatra 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 visible and collected through observation, documentation studies, and focus groups. The analysis was carried out using the data per data analysis technique used in this study (SWOT), the following technique, an IFAS (Internal Factors Analysis Summary) analysis matrix and a SWOT analysis matrix (Strengths, Weaknesses, Opportunities and Threats) were made. In this research or research, limitations have been given, namely only by designing products. So that it is only a plan of ways or strategies to increase the number of new students.

1. Develop a research design efficiently. Researchers carry out preparations before carrying out observations in order to be able to ask permission from the educational institution or school and get to know the environment of the institution under study better.
2. After that the researcher worked on the FGD research guide instrument. Problems and potentials where at this stage the researcher is working on an introduction to the institution, the chairperson, and also the lecturers so that they can find out the advantages or strengths or potential and problems that have occurred or have not occurred in educational institutions. Researchers identify a risk or problem that has occurred at school by diagnosing a problem to find out and determine factors such as weaknesses, strengths, opportunities and pressures through FGDs. The researcher determines the desire to be able to carry out strategic management to increase the number of new students at school.
3. Next 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 for determining decisions and the number of results of the analysis will be used as a reference tool by establishing a plan such as an improvement strategy number of new students.
4. Designing a product where a researcher will get a management plan and strategies for an input tool for institutions or institutions, Chairperson of STIE LMII Indonesia Medan in increasing the number of new students.
5. In terms of data analysis used in this case study, SWOT analysis was conducted using techniques similar to those used for summary internal factor analysis (IFAS), summary external factor analysis (EFAS), and SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). However, there is one specific method for using a SWOT analysis, namely by using a SWOT matrix. The ways are as follows:
 - a. Looking at the causes or factors that become weaknesses, strengths, opportunities and also pressures that will be faced by the institution;
 - b. Determine a cause or factor that will become a weakness, strength, threat and also an opportunity that will be faced by an institution or school institution so that it aims to increase the number of students;

- c. Boot each factor according to its level of importance or need, from 1.0 (very important) to 0.0. (not important). It is possible that these factors exert a special dampening effect on strategic factors;
- d. Add up the score for each factor giving it a score between 4 and 1 (poor), depending on how the factor affects the state of the school district or other institution. Assign a score or number to the more positive belief factor or associated underlying condition. (Sizable opportunities and strengths will score 4, but small opportunities and strengths will score (1) Offering a score and weakness is necessary. If there are substantial threats and weaknesses, then a score of 1 is given as a result. In addition that is, 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).

RESEARCH RESULTS AND DISCUSSION

Understanding Strategic Management

Strategic management is a science that combines management functions in the context of making organizational decisions strategically, in order to achieve organizational goals effectively and efficiently (Nazarudin, 2020). According to Wheelen and Hunger (in Akdon, 2011) stated, "Strategic management is that 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 the long-term success of a company. These activities consist of formulation or strategic planning, execution or implementation and evaluation. Wheelen and Hunger emphasize managerial decision-making and action for long-term organizational success. Based on environmental analysis, formulation and implementation of the right strategy, evaluation and monitoring are also planned. According to them, the implementation of strategic management lies in careful assessment of environmental problems to study existing threats and opportunities that allow for organizational progress based on the strengths and weaknesses of the organization.

Strategic Management Process

The strategic management process according to (David & David, 2015) consists of three stages, namely: 1) strategy formulation, 2) strategy implementation, and 3) strategy evaluation.

1. Strategy formulation has many aspects or tasks in it. Starting from developing a vision and mission, identifying opportunities and threats from external organizations, determining strengths and weaknesses in the internal organization, setting long-term goals, developing alternative strategies, and choosing certain strategies to be implemented. No organization has unlimited resources, to overcome those limitations, it is important for organizations to make and decide which alternative strategy will benefit the organization the most. Leaders must have the best perspective to fully understand the consequences of decisions in strategy formulation; and the leader has the authority to select the necessary resources for strategy implementation.
2. Strategy implementation is the second stage in the strategic management process. Implementing a strategy means moving all members of the organization and managers to implement a strategy that has been previously formulated in action. Strategy implementation is often considered the most difficult stage in strategic management,

therefore strategy implementation requires discipline, commitment and sacrifice from all members of the organization. Success in implementing strategy depends heavily on the ability of leaders to influence, move and motivate employees (Swarniti, 2020). Strategy implementation includes developing organizational culture, creating effective organizational structures, preparing budgets, developing and using information systems, and linking employee compensation to organizational performance.

3. The final stage of the strategic management process is strategy evaluation. Leaders must monitor and evaluate to find out if the strategy that has been formulated and implemented is going well or not going well. Strategy evaluation is the main means of obtaining this information. Evaluation needs to be done properly even though at the time of formulation and initial implementation it was done carefully. This is due to the dynamics of external and internal factors. In strategy evaluation there are three basic things that must be done, namely: (1) monitoring external and internal factors which are the basis for strategy formulation, (2) measuring performance, and (3) taking corrective action. Formulation, implementation, and evaluation of strategic activities occur at every level in the organization. By developing communication and interaction between managers and employees in all elements of the organization can increase the success of the strategy. Involving all members of the organization is not an easy thing in the strategic management process. However, managers must be able to actively involve members of the organization to be able to create organizational effectiveness and organizational excellence.

Strategic Management in Educational Institutions

Like profit organizations, educational organizations/institutions need to have a strategy in their development efforts. Moreover, educational institutions in Indonesia cannot be said to be of good quality in general. Strategic management implementation is felt to be very necessary. 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. The model offered by Fidler has no evaluation in the implementation of this strategic planning. (Sagala, 2017) formulates five things that must be done by the school in implementing strategic management, namely: 1) formulation of the school's vision and mission, 2) school goals and targets, 3) determination of school organizational strategy, 4) implementation of school organizational strategy, and 5) a thorough and accurate SWOT analysis. Schools will have clear directions and goals if they have the five things of implementing strategic management. However, in reality there are many schools that do not have a plan in an effort to create a superior school.

Furthermore, almost the same opinion was expressed by (Courtney, 2002) with the classic model of strategic planning. 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 requirements (physical, human, financial), 7) monitor and implement operational planning according to schedule. The formulation of strategic management in educational institutions must begin by analyzing the internal and external environment of the school/campus and then collecting data, formulating the vision, mission, goals and objectives of the school/campus, which are oriented towards the future and excellence of the school. The vision and mission of the school/campus must be prepared together with all school/campus stakeholders, starting from internal and external. External parties need to be present because they will use the services of the alumni. For this reason, it is necessary to listen to the needs of the market/community.

Strategy implementation means trying to utilize all school resources, both human resources (leaders, teachers/lecturers and staff) as well as financial resources and facilities. In Indonesia there are National Education Standards (SNP) that must be realized which consist of eight standards, namely: Graduate Competency Standards, Content Standards, Process Standards, Education and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Education Financing Standards and Educational Assessment Standards. The successful implementation of this strategy is highly dependent on the principal/chancellor to influence, mobilize and motivate teachers/lecturers, staff and students/students. Strategy implementation requires discipline, commitment, and sacrifice from all members of the organization.

The head of STIE LMII Indonesia Medan and lecturers must routinely and regularly evaluate the strategies that have been implemented. Very fast and dynamic changes in educational institutions are very influential in the success of achieving strategy. Curriculum changes, for example, that often occur require a fast attitude and responsiveness by school/campus personnel to overcome them. For evaluation of students, tests or exams can be held periodically and for teaching and educational staff this can be done with supervision and competency tests. Leaders need to have comprehensive competencies to achieve successful implementation of strategic management. The implementation of strategic management relies heavily on strong leadership, especially in motivating to overcome differences (Pérez and Fernández, 2018). Educational leaders are a key variable in implementing strategic management in educational institutions. The strategic formulation of STIE LMII Indonesia Medan has been contained in the 2021-2025 Strategic Plan (RENSTRA). One of the strategic issues in the RENSTRA is improving the quality of education which is achieved through a program to increase new student admissions. Therefore, implementing strategic management in increasing the number of new students at STIE LMII Indonesia Medan is carried out by utilizing existing resources such as human resources (lecturers, staff, students) and other supporting resources such as facilities and financing.

SWOT Analysis

SWOT analysis is carried out by identifying Strengths, Weaknesses, Opportunities and Threats through FGDs and then analyzing them using the Internal Factor Analysis (IFAS) and External Factor Analysis Matrix (EFAS) tables. The total results of achievement in the factor analysis in the external and internal environment of the institution or educational institution are then weighted and also given a score, and the final score is added up to get the final IFAS (Weaknesses-Strengths) score and the final EFAS (Threats) score. In addition, the results of this analysis show where the school is located, whether it is under the obligation of SO (Strong Opportunity), ST (Strong Threat),

The WO quadrant (Weak Opportunity), or the WT quadrant (Weak Opportunity (threat) is located in the quadrant to get the Internal Factor Analysis Matrix (IFAS). From the results it can be concluded that the weight of the total number multiplied by the value of the cause of strength is 3.13, while the total weight multiplied by a weak factor value is 0.53 which is the final IFAS score, namely H. strength factor minus weakness factor 2.6. This shows that the dominant factor is a strong factor not a weak factor. Therefore, institutions can take advantage of their dominance to overcome any possible weaknesses. In addition, the results of an analysis of external factors affecting schools include opportunities and risks, as well as the total weight and score for each factor, as well as the deadline for submitting 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 analysis of external factors, it can be seen that the Head of STIE LMII Indonesia Medan has several options that can be used to increase the number of new students. Based on the results of the SWOT analysis, the final number of IFAS is 2.25. The results of the analysis indicate that the Quarterly DO (Strong Option) has implemented an aggressive strategy. To increase the number of new students, schools can take advantage of internal and external environmental networks. The results of the SWOT analysis can only be used to develop a recruitment strategy for future school students (external factor analysis summary). After that, the sum of the results of the factor analysis of external and internal environments within the institution is weighted and given a score, and the final score is added up to get the final IFAS (Strengths-Weaknesses) score and also the final EFAS (Opportunities and Threats) score. The sum of the results of this analysis shows where the school ranks, whether in the SO (Strength-Opportunity), ST (Strength-Threat) Quadrant, WO (Weak-Opportunity) Quadrant, or WT (Weak-Threat) Quadrant. The results of the analysis of strengths and weaknesses to obtain the IFAS (Summary of Internal Factors) matrix are shown and from the data table 2 it can be concluded that the total weight multiplied by the strength factor value is 3.64, while the total weight multiplied by the weak factor value is 1.63, IFAS value, the final value is the strength factor, minus the weak factor, which is 2.01. In this case it has been shown that strong factors are more dominant than weak factors. Therefore, educational institutions or schools can optimize a dominant strength to aim at overcoming existing weaknesses or pressures. In addition, the general results of the analysis of school external factors with opportunities and risks are presented, the distribution of weights and points for each factor, as well as the calculation of the final score to obtain the EFAS matrix (summary analysis of external factors). The strengths of STIE LMII Indonesia Medan can be described as follows:

1. The institution is privately owned by the foundation itself (not rented)
2. The institution has been accredited C by BAN-PT;
3. Accounting Study Program (D3) accredited B by BAN-PT
4. The Management Study Program (S1) is well accredited by BAN-PT
5. The location is very strategic, in the center of Medan
6. Has adequate lecture facilities;
7. The number of lecturers who have met the ratio of student lecturers and all of them have a minimum qualification of S2 and S3;
8. Affordable and installment tuition fees
9. There are scholarships for underprivileged new students
10. Afternoon class time allows students to study while working
11. Has implemented an online new student registration system
12. Lectures are conducted using blended learning;
13. Has a website and social media as a means of communication and information.

While the weaknesses:

1. Of the 2 study programs, there is no study program that has been accredited Very Good;
2. Do not yet have a lecturer with the functional position of Professor;
3. Service to students is still functional, not much is oriented towards excellent service.

Analysis of the external environment, namely the opportunities that STIE LMII Indonesia Medan has, including:

1. The rapid development of information technology makes it easy to socialize and promote online media at an affordable cost;
2. Many human resources from private institutions are studying at STIE LMII Indonesia Medan;
3. Collaboration between STIE LMII Indonesia Medan and several village administrations in Medan in implementing the Tri Dharma of Higher Education has the opportunity to promote STIE LMII Indonesia Medan to villages;
4. The implementation of the independent learning-free campus curriculum can increase cooperation between STIE LMII Indonesia Medan and the business world and industry to be able to increase the competence of graduates;
5. Competitions held for high school students at both provincial and local levels have the opportunity to promote STIE LMII Indonesia Medan to high school schools in Medan and in North Sumatra.

While the threats that may occur include:

1. Government deregulation in improving the quality of higher education continues to be developed through legal products and laws, so that universities continue to compete to improve their quality. This will later have an impact on the competition in obtaining new students will be increasingly stringent;
2. Government deregulation in the establishment of higher education institutions and the opening of new study programs that are easier through the online system, triggers people to establish new PTS and open new study programs which will also impact competition in acquiring new students.

After conducting a SWOT analysis, the strategies that will be carried out are determined in an effort to increase the number of new students at STIE LMII Indonesia Medan. The alternative strategies chosen include:

1. Promotion through online and direct/offline media;
2. Organize competitions for high school/vocational high school students at both the local and regional levels;
3. Collaboration with the village government in several villages in the Medan area along with community service activities;
4. Reduction of registration and re-registration fees;
5. Provision of rewards for the academic community who have successfully registered new students;
6. Ease of registration process;
7. Providing scholarship assistance to underprivileged students

CONCLUSION

Based on the results and discussion previously described, the conclusion that can be drawn from this study is that the strategic management process implemented by STIE LMII Indonesia Medan in increasing the number of new students consists of strategy formulation, strategy implementation and strategy evaluation. The formulation of the strategy begins with conducting an analysis of the internal and external environment with a SWOT analysis. From the results of the SWOT analysis, alternative strategies are formulated that can be

implemented. The alternative strategies implemented include: promotion through online and offline media; holding competitions for high school/vocational high school students both at the local and regional levels; cooperation with the village government in several villages in Medan along with community service activities; relief of initial registration and re-registration fees; giving rewards/awards to the academic community who have successfully registered new students; ease of registration process; providing scholarship assistance to underprivileged students. The implementation of this strategy is carried out by the academic community with the spearhead of the promotion team and the creative team formed by the Head of STIE LMII Indonesia Medan. Evaluation of the implementation of the strategy that has been carried out through routine evaluation meetings every week involving the leadership with the promotion team, the creative team, the Head of STIE LMII Indonesia Medan, and the Head of the study program. Prospective new students who register can also provide input through questions provided in the registration information system.

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