

## Evaluation Study of West Muna Kumite Karate Athlete Performance Coaching Program



Marhan Yudha Sakti<sup>1</sup>, Sumaryanti<sup>2</sup>, Ali Munir<sup>3</sup>

<sup>1,2,3</sup>Departement of Sport and Helath Sciences, Yogyakarta State University, INDONESIA.

**ABSTRACT:** Coaching achievements in karate athletes provides guidance to athletes starting from an early age, finding and achieving athlete talent in all sports in order to have maximum performance. This study aims to evaluate the implementation of the West Muna Kumite Karate achievement coaching program using the CIPP (Contexts, Input, Process, Product) evaluation model. This research is an evaluation research. The sample of this study was administrators, coaches and athletes of the West Muna Kumite Karate Dojo with a total of 27 people. Data was collected through questionnaires, interviews, observations and documentation. The data analysis techniques used in this study used quantitative and qualitative descriptive analysis. The results showed that the overall evaluation results of the West Muna Kumite Karate coaching program were still not good. In the evaluation of the Kumite Karate sports performance coaching program in West Muna, in terms of context, it has been going well. In terms of input, it is still not good because the facilities and infrastructure of the West Muna Kumite Karate sport are still very lacking. Likewise with funding that has not been distributed as a whole. In terms of input, there are coaches and athletes as expected. In terms of process, it is still very lacking because the implementation of the coaching and monev (monitoring and evaluation) program has not been carried out in accordance with the provisions, even though the implementation of the training program has been running well. In terms of overall product, the achievements that have been achieved have been good, it can be seen from the results of documentation of achievements that have been achieved by West Muna Kumite Karate athletes.

**KEYWORDS:** Evaluation, Achievement Coaching, CIPP, Karate Kumite, Athletes.

### I. INTRODUCTION

Achievement sports coaching aims at progress in all fields of sports in Indonesia, each sport has its own program to be able to promote the achievements of each individual at the regional and national levels [1]. The focus of the achievement coaching program is to provide guidance to athletes starting from an early age, finding and achieving athlete talent in all sports in order to have maximum performance. One of the factors that support the achievement of the greatest sports achievements comes from coaching and building the sport itself [2]. In achieving maximum success in sports, there is more and more fierce competition on both sides both nationally and internationally. Sports achievements at national and international levels are no longer private property, but have been linked to the value and honor of the nation. To be able to achieve this goal, various manpower owned by a regional, provincial and national club try to place their best athletes in regional, national, and prestigious events such as PON, Asean Games, and Sea Games and even to championships between students of other universities [3].

The process of coaching achievements that have been carried out in a planned, regular and mutually continuous manner must continue to be evaluated because in a field of sports can run well or badly after the completion of an evaluation [4]. So that from the above explanation, in order to realize the objectives of the evaluation, programs that have been arranged in a structured and directed manner are needed. In fostering and developing every sport that exists, it certainly requires hard work and extra attention from various parties. The establishment of sports clubs also needs to be pursued in matters related to resources which include three aspects, namely human resources, facilities and infrastructure and sources of funds [5]. Athlete is a term for someone who pursues a certain sport and competes in an event or match. Athletes are sportsmen, especially those who participate in competitions or matches. In some sports, there is a need for coaching or coaches who can bring out the potential of these athletes so that the training process can run optimally.

Karate is a martial sport using bare hands and feet to knock out opponents [6]. Karate is a martial sport where the form of movement activities using the feet and hands such as punches, punches and kicks. And is a martial art from Japan where in its activities it requires a movement of punches, kicks, deflections, slams, agility, with power and both in kata and kumite [7]. The

## Evaluation Study of West Muna Kumite Karate Athlete Performance Coaching Program

Muna Barat karate dojo has a six-day training schedule program in the afternoon. Athletes usually increase their training hours by doing individual exercises outside the training schedule according to each athlete's needs. The number of kohai in West Muna is 200 people, but currently experiencing a very drastic decline which began in 2015, plus in 2020 due to Covid-19 which impacted all branches closed so that athletes' interest in training decreased and decreased athletes' performance. But in 2022 it reopened, the number of kohai is only 30% left from before. Where the potential for orbit is around 20 people and who have become professional athletes as many as 20 people.

Dojo Muna Barat has participated in several championships, both at the provincial and national levels. To achieve good achievements certainly requires hard work and intensive training. Several supporting factors must be met in order to achieve proud achievements. One of the most important is the supporting element. As a developing sport, it should be equipped with adequate supporting facilities in the form of facilities and infrastructure, the availability of training places for athletes, and the presence of coaches who accompany during training. Apart from all that, it should be supported by the management and organization that houses the karate dojo in West Muna Regency, namely the Indonesian Karate-Do Sports Federation (FORKI), community participation, especially the government's role in it. Based on observations and interviews given to several administrators of the West Muna Karate Dojo in West Muna Regency on February 10, 2023, it is known that the general achievements of West Muna karate athletes are still not optimal due to the lack of a good training program for kumite athletes, in particular. It is proven that there has been no evaluation of the coaching program at the Karate Dojo in West Muna Regency, where the evaluation process has not been carried out comprehensively in the sport of karate, besides that there has not been a preparation of coaching on prospective seeds for new athletes, funding for events that have not been realized, there has not been a good training program, facilities and infrastructure that are still included in the sufficient category, Even to the extent that long-term and short-term coaching programs have not been properly arranged and the recruitment process is not optimal due to insufficient financial factors. So from this, the final data obtained from the chairmanship of the West Muna district karate dojo at the 2022 Provincial Conference in Buton Regency, the West Muna Dojo only obtained 1 Women's Class -50 Kumite Bronze and 1 Women's Team Kumite Bronze. While in the 2018 Porprov in Kolaka Regency, Dojo Muna Barat won 3 Bronze from the Kumite class 60 Boys and Girls, and 1 Bronze Kumite team.

Based on the problems that exist in the case, there are several components that are very important and play a role in creating the success of karate achievements. So this problem needs to be overcome immediately because based on previous research that evaluation, training programs, funding, training programs and even facilities and infrastructure are parts that cannot be ruled out in the process of sports coaching, especially karate [1]. Evaluation in general has a very important role in the process of determining future steps to be better. That's because, according to [3] Evaluation is an argument in the sense that it requires a set of premises that lead to different evaluative conclusions. The premise of an evaluative argument consists of parts evidence, belief, and interpretation in an explicitly value-laden context. New knowledge must be formed from the product of research-theoretical arguments. This does not mean that new information cannot be generated through evaluation, but the creation of new information is not the main purpose of evaluation. The evaluation process must be carried out comprehensively, so that the results in the form of information are really valid and reliable [4]. This information is then used to build a training program, which means a thorough review must be carried out to determine the supporting elements of the program. A program is not just an activity that can be implemented in a short time, but a mutually continuous activity to be able to implement a policy. Therefore, sports coaching programs should be evaluated in such a way that sports activities can improve from year to year [4]. By evaluating the program, you will get information about the implementation of steps in a problem, the results of which can be positive or negative.

In line with that, according to [6] stated that in a problem that exists in the field of achievement must be immediately considered and resolved. This is in line with the research that will be carried out at the West West West Karate Dojo because there are several factors that inhibit the achievement in the West Muna karate dojo from declining, including; (1) Achievements of the Kumite Karate Dojo Muna Barat Regency has not implemented a training program, (2) The management system is not yet optimal (3) has facilities and infrastructure that is not optimal. From this research, it is the same as the research examined by [8] in his research on "The Importance of Sports Management on the Development of Achievements and Coaching of the Waru Well Volleyball Team" in the study explained that the management system in the management and optimization of these facilities and infrastructure is very important, because management management is the root of achieving an achievement for athletes [9].

The evaluation process must be carried out holistically so that the results can really be used as a basis for determining the quality of the program [9]. This means that the overall evaluation is used to evaluate the supporting elements of the program. A program is not just a single activity that can be completed in a short period of time, but is an activity that is continuous throughout the process. Therefore the program can take a relatively long time. The implementation of the program always takes

## Evaluation Study of West Muna Kumite Karate Athlete Performance Coaching Program

place in the organization, meaning that there must be a group of people participating in it. The implementation of program evaluation aims to find facts about the implementation of organizational policies in areas whose results can be positive or negative [9]. Professionally conducted assessments produce objective results, that is, results as they are: Data, analysis, and conclusions are not manipulated, which in turn can benefit everyone involved in the training program.

The evaluation in this study will use the CIPP Model because the CIPP Model is an evaluation model that is carried out in a complex manner which includes Context, Input, Process, and Product [10]. The CIPP model is a model that has been developed by Stufflebeam and colleagues at Ohio State University, the CIPP model is seen as a very comprehensive evaluation model [11]. The CIPP model is an assessment model that provides the benefit of being able to see if the program can run as planned / desired and produce products as planned [12]. In the CIPP model, it is usually not directly related to the program to be evaluated, but can work with someone who is directly visible in the program. In addition, the evaluator must be able to work closely with people working as staff in the implementation of the program, this must be done in such a way that the evaluator can determine and receive all information and interpret what implements the CIPP model [10].

### II. METHOD

This research is an evaluation study research. The research method uses the CIPP evaluation method (context, input, process, and product) to see the results of the West Muna Kumite Karate Dojo. Data will be collected using interviews, direct observation, document studies and questionnaires. It is hoped that the results of this study can provide advice for West Muna Kumite karate athletes in the achievement coaching program in order to produce maximum output. The population in this study amounted to 27 and the sample of this study was the trainer of the management of FORKI Muna Barat and 27 samples using the total sampling method.

### III. RESULT

The results of this study will explain the general description of the results that have been obtained in West Muna Kumite Karate, followed by data from the entire research subject, related to the results of the study will be explained in more detail in the results of analysis and discussion.

Table 1. West Muna Karate athlete Data Analysis Summary

Aspects	Management	Coach	Athlete	Average	Category
<b>Context</b>					
Background	3,372	3,423		3,322	Good
Purpose	3,340	3,655		3,427	Good
Program	3,340	3,088		3,178	Good
<b>Input</b>					
Coach	3,466	3,540	3,525	3,517	Good
Athlete	3,548	3,323	3,471	3,423	Good
Facilities and Infrastructure	1,478	1,621	1,942	1,725	Very Lacking
Funding	1,266	1,433	1,528	1,423	Very Lacking
<b>Process</b>					
Exercise		3,422	3,219	3,233	Good
Coaching	1,492	1,545		1,482	Very Lacking
Monitoring	1,723	1,528	1,340	1,521	Very Lacking
<b>Product</b>					
Achievement	3,241	3,379	3,149	3,283	Good

#### 1. Context Evaluation

The discussion of the aspects contained in the following evalusai contexts is taken from several respondents who have been studied by questionnaire, interview, observation and documentation methods. All discussions or data in this contexts evaluation have authenticity because researchers go directly to the field to get real data.

## Evaluation Study of West Muna Kumite Karate Athlete Performance Coaching Program

**Table 2. Results of Context Evaluation of West Muna Karate athletes**

Aspects	Achievement		
<b>Context</b>	Average	Category	Information
<b>Background of the Coaching Program</b>	3,322	Good	It is in accordance with the coaching program
<b>Purpose of the Coaching Program</b>	3,427	Good	The goals to be achieved have been fulfilled
<b>Purpose of the Coaching Program</b>	3,178	Good	It has been arranged according to existing needs

Based on the results of the data above, there are many inputs and suggestions from each respondent, but from all the data that has been taken both in the form of questionnaires, interviews and observations of the Karate martial arts coaching program in West Muna Karate athletes has been well arranged, all existing shortcomings will be further improved for the progress of West Muna Karate athletes.

### 2. Input Evaluation

The evaluation of inputs here will explain the aspects contained in it in accordance with the results of quantitative analysis and the results of interviews / qualitative data from respondents that have been carried out. The following is the discussion in the evaluation of input:

**Table 3. Results of Input Evaluation of West Muna Karate athletes**

Aspects	Achievement		
<b>Input</b>	Average	Category	Information
<b>Coach</b>	3,517	Good	Already good with experience as a former athlete and coaching license
<b>Athlete</b>	3,423	Good	Both because the potential of Western Muna Karate athletes is very much and many also train even though there is no championship.
<b>Facilities and Infrastructure</b>	1,725	Very Lacking	Very lacking because there is no training ground that has not been standardized.
<b>Funding</b>	1,423	Very Lacking	It is still very inconsistent with the data taken

Based on the results of input evaluation tables, interviews and observations, there are many problems from both management, coaches and athletes. Likewise with complaints from coaches, and athletes about the problem of facilities and infrastructure that are still very lacking. According to the data obtained in the field, in West Muna Karate there is still no good synergy between all the people concerned in the Karate performance coaching program, there are internal problems that are brought into the coaching program. However, with so many problems that exist, all West Muna Karate coaches and athletes have more motivation to achieve maximum achievement, all of which is done as proof that the branch of karate martial arts in West Muna needs to be taken seriously.

### 3. Process Evaluation

The process in this evaluation includes aspects of the implementation of the training program, the implementation of the coaching program and the monev (monitoring and evaluation) of the West Muna Karate management. The following are the opinions of respondents about the aspects contained in the evaluation process.

## Evaluation Study of West Muna Kumite Karate Athlete Performance Coaching Program

**Table 4. Hasil Evaluasi Process atlet Karate Muna Barat**

Aspects	Achievement		
<b>Process</b>	Average	Category	Information
<b>Implementation of training programs</b>	3,233	Good	It went well under the leadership of the coach who sacrificed his energy to produce Karate athletes in West Muna
<b>Implementation of coaching programs</b>	1,482	Very Lacking	Very lacking because there are still many internal problems that exist in West Muna Karate
<b>Monev (Monitoring and Evaluation)</b>	1,521	Very Lacking	There is very little local competition to find new talent

Based on the results of the process evaluation table, interviews and observations, it can be concluded that the implementation of the coaching and monev (monitoring and evaluation) program is still very lacking, due to internal regional factors and the lack of attention from the local government for Karate in West Muna. For the implementation of the training process has gone well, because it is under the leadership of coaches who are willing to sacrifice their energy to train athletes for the progress of West Muna Karate athletes.

#### 4. Product Evaluation

Product evaluation discusses the achievements that have been achieved by West Muna Karate athletes in various events, both from the regional level to the regional level, achievements are a benchmark for the success of a coaching program that has been run by the West Muna Karate club, although the coaching program in West Muna Karate is still lacking, West Muna Karate always produces the best athletes in Karate sports, It can be seen from the achievements that have been achieved.

**Table 5. Product Evaluation Results of West Muna Karate athletes**

Aspects	Achievement		
<b>Product</b>	Average	Category	Information
<b>Achievement</b>	3,283	Good	The achievements of West Muna Karate athletes have been good.

Based on product evaluation table data, interviews and observations obtained by researchers, the overall achievements of West Muna Karate athletes are included in the good category. All of that can be proven by the large number of West Muna Karate athletes who are able to compete at the provincial level. Despite the irregular coaching program and problems faced, West Muna Karate coaches and athletes continue to be consistent in producing maximum performance at the provincial level.

## IV. DISCUSSIONS

The discussion here concerns a summary of the results of the overall analysis and evaluation in contexts, inputs, processes and products (CIPP) in the West Muna Karate athlete performance coaching program, all the results obtained become a benchmark to improve performance that is felt to be still lacking or has not been done in a coaching program because with a good coaching program, qualified coaches and talented athletes will produce maximum performance.

The advantages of the CIPP model provide a comprehensive evaluation format at each stage of evaluation, CIPP is an evaluation model that uses a management-oriented evaluation approach or referred to as a form of program management evaluation (evaluation in program management). The CIPP model rests on the view that the most important goal of program evaluation is not to prove, but to improve. Therefore, this model is also categorized into an evaluation-oriented approach to

## Evaluation Study of West Muna Kumite Karate Athlete Performance Coaching Program

program improvement (improvement-oriented evaluation) or a form of development evaluation (evaluation for development). That is, the CIPP model is applied in order to support the development of the organization and help the leaders and staff of the organization obtain and use input systematically in order to better meet important needs or, at a minimum, work best with available resources.

According to [13] the evaluation process can be said to be good if the evaluation uses criteria utility, timely, feasibility, propriety, and accuracy. Utility is intended so that the evaluation is informative. Timely means that the evaluation should have a time span and be useful for directing people. Feasibility is intended so that the evaluation design is arranged in accordance with the field to be evaluated and in a cost-effective manner. Propriety is intended so that the evaluation is carried out legally and upholds ethics. Accuracy, evaluation is expected to be accurate and valid, reliable, and comprehensive information. According to [14] evaluation is a process that describes, obtains, and provides information about objectives, design, implementation that is useful for consideration in making a decision.

Another opinion of [15] evaluation as an activity to collect information about the work of something, which then the information is used to determine the right alternatives in making a decision. Evaluation in a more specific sense is concerned with the production of information regarding the value or benefit of policy outcomes. When policy outcomes in reality have value, it is because they contribute to the goal or objectives, in which case it is said that the policy or programme has achieved a meaningful level of performance, meaning that policy issues are made clear or addressed.

According to [16] The program is a system, while the system is a unit of several parts or components of the program that are interrelated and work together with each other to achieve the goals that have been set in the system, thus the program consists of components that are interrelated and support each other in order to achieve a goal. So program evaluation is a process to find out whether educational goals can be realized.

Program evaluation is an intrinsic ongoing process for academic programs, an effective program evaluation can be measured by its success in the presence of decisive outcomes and quality based on standards for the profession and for education in general. Academic programs often use internal reviews and external institutions as evidence of the quality produced [17]. The types of evaluation concepts are formative and summative evaluation. Formative evaluation is an evaluation that is carried out during the program to provide useful information to the program leader for program improvement, while summative evaluation is carried out at the end of the program to provide consumers with information about the benefits or usefulness of the program. Formative evaluation provides continuous feedback to aid program development and pays ample attention to questions surrounding content, validity, vocabulary mastery, readability, and more. Overall formative evaluation is an evaluation from within that presents for improvement or improvement of the results developed. While summative evaluation is carried out to assess the benefits of a program so that from the results of the evaluation it will be determined that a particular program will be continued or stopped.

Summative evaluation focuses on variables that are considered important to the program sponsor and decision makers. Outside evaluators or review teams are often used because they are internal evaluators.

In addition, there are many success factors for a coaching process, including: According to [18] Sports Coaching that is carried out systematically, diligently and continuously, is expected to be able to achieve meaningful achievements. This refers to the understanding of coaching itself, coaching is The process of sports coaching must have started from a young age, because at a young age the child has a high level of flexibility, his physical and mental condition is in a stable state and his motivation to exercise is high, so that it is possible to be able to improve his ability to a higher direction, and in making decisions can be done quickly.

Through the CIPP model approach, the results of a study are expected to provide a real picture of how the state of an organization and ongoing programs, whether the results are satisfactory, moderate or lacking. Based on research that has been conducted using the CIPP approach, there are very real results. Among them are 1) Context is concluded with good categories. 2) Input regarding aspects of human resource availability is concluded with good categories. For aspects of the availability of facilities and infrastructure as well as funding sources, it is concluded with the medium category. 3) The process regarding aspects of training program implementation, athlete admission system and coordination is concluded with good categories while aspects of coach admission system and use of facilities and infrastructure are concluded with medium categories. 4) Products regarding aspects of performance and welfare are concluded with medium categories.

## V. CONCLUSION

Based on the description of the analysis and evaluation data of the West Muna Karate athlete achievement coaching program, it can be concluded that the overall evaluation according to the CIPP model in the West Muna Karate Dojo athletes shows that there are still many shortcomings in the West Muna Karate Dojo athlete performance coaching program, ranging

## Evaluation Study of West Muna Kumite Karate Athlete Performance Coaching Program

from facilities and infrastructure, funding, implementation of the coaching program and Monev (monitoring and evaluation). Accommodating from various aspects such as facilities and infrastructure, funding, implementation of coaching programs and Monev. Managed in an accountable, professional and structured management manner. This is contained from the concept of management is 1) management serves to improve the efficiency and effectiveness of programs, 2) the terms management and administration are interpreted the same, but preferably use the term management, 3) management is a process that involves planning, organizing, moving and supervising. If aspects of facilities and infrastructure, funding, implementation of coaching programs and Monev are managed professionally, it will facilitate achieving maximum achievement in the sport of karate martial arts.

### REFERENCES

- 1) A. Triyasari, Soegiyanto, and Soekardi, "Evaluation of Artistic Gymnastics Sports Coaching in Pati Regency and Rembang Regency Gymnastics Clubs," *J. Phys. Educ. Sport*, vol. 5, no. 1, pp. 2–4, 2016.
- 2) S. Wandu and A. R. Tri Nurharsono, "Coaching Extracurricular Sports Achievements at SMA Karangturi Semarang City," *J. Phys. Educ. Sport. Heal. Recreat.*, vol. 2, no. 8, pp. 524–535, 2015.
- 3) A. Muryadi, "Program Evaluation Model in Evaluation Research," *J. Ilm. PENJAS*, vol. 3, no. 1, pp. 1–14, 2017.
- 4) H. Yuniartik, T. Hidayah, and Nasuka, "Evaluation of Sports and Health Physical Education Learning in SLB C in Yogyakarta City," *J. Phys. Educ. Sport.*, vol. 6, no. 2, pp. 148–156, 2017, [Online]. Available: <https://journal.unnes.ac.id/sju/index.php/jpes/article/view/17389>
- 5) S. R. Wahyu Hidayat, "Evaluation of the Football Achievement Coaching Program of Persibas Banyumas Club," *J. Sport Sci. Fit.*, vol. 4, no. 2, pp. 10–15, 2015.
- 6) D. E. Prasetyo, D. Damrah, and M. Marjohan, "Evaluation of Local Government Policies in Sports Achievement Development," *Gelangg. Olahraga J. Pendidik. Jasm. dan Olahraga*, vol. 1, no. 2, pp. 32–41, 2018, doi: 10.31539/jpjo.v1i2.132.
- 7) E. Purnomo, "The Effect of Training Programs on Improving the Physical Condition of Volleyball Athletes in Porprov Kubu Raya," *JSES J. Sport Exerc. Sci.*, vol. 2, no. 1, p. 29, 2019, doi: 10.26740/jses.v2n1.p29-33.
- 8) A. Mulyadiono and Y. P. Sari, "The importance of sports management to the development of achievements and coaching of the Sumur Waru volleyball team," *J. Edukasimu*, vol. 1, no. 3, pp. 1–9, 2021, [Online]. Available: <http://edukasimu.org/index.php/edukasimu/article/view/47>
- 9) A. Sunarno, S. Damanik, and Z. Heri, "Capacity Building of Sports Management of Sports Provincial Administrators in North Sumatra," *J. Ilmu Keolahragaan*, vol. 19, no. 1, pp. 35–41, 2020, [Online]. Available: <file:///C:/Users/User/Downloads/18452-41452-1-PB.pdf>
- 10) J. Irmansyah, "Evaluation of the beach volleyball achievement coaching program," *J. Keolahragaan*, vol. 5, no. 1, p. 24, 2017, doi: 10.21831/jk.v5i1.12759.
- 11) D. Ratna, S. J. Tangkudung, and A. S. Hanif, "Evaluation of the Regional Training Center Program (Pelatda) of Pasir Putri Volleyball Dki Jakarta," *J. Ilm. Sport Coach. Educ.*, vol. 2, pp. 8–16, 2018.
- 12) P. C. P. Dewi and K. D. Vanagosi, "Evaluation of Archery Performance Development Program of Perpani Karangasem Regency," *J. Pendidik. Kesehat. Rekreasi*, vol. 5, no. 2, pp. 101–111, 2019.
- 13) A. P. Munthe, "The Importance of Program Evaluation in Educational Institutions: An Introduction, Understanding, Objectives and Benefits," *Sch. J. Pendidik. dan Kebud.*, vol. 5, no. 2, p. 1, 2017, doi: 10.24246/j.scholaria.2015.v5.i2.p1-14.
- 14) M. Pratiwi, Ridwan, and Waskito, "Evaluation of Teaching Factory Model CIPP," *J. Imiah Pendidik. dan Pembelajaran*, vol. 3, no. 1, pp. 414–421, 2019.
- 15) R. Novalinda, A. Ambiyar, and F. Rizal, "Tyler's Program Evaluation Approach: Goal-Oriented," *Edukasi J. Pendidik.*, vol. 18, no. 1, p. 137, 2020, doi: 10.31571/edukasi.v18i1.1644.
- 16) I. Gunawan, "Learning Program Evaluation," *J. Ilmu Pendidik.*, no. 1, pp. 1–13, 2018.
- 17) Wahyudhiana and Darodjat, "Education Program Evaluation Model," *Islamadina*, vol. 1, no. 1, pp. 1–28, 2015.
- 18) I. P. Suardipa and K. H. Primayana, "The Role of Learning Evaluation Design to Improve Learning Quality," *Widyacarya*, vol. 4, no. 2, pp. 88–100, 2020, [Online]. Available: <http://jurnal.stahnmpukuturan.ac.id/index.php/widyacarya/article/view/796>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.