

TRANSMISSION TAGLINE BISMILLAH SERVES IN INCREASING THE HUMAN DEVELOPMENT INDEX (HDI) SUMENEP REGENCY EDUCATION POLICY PERSPECTIVE

¹Mukhlisi, ²Supandi, ³Atnawi, ⁴Moh. Fadli

¹STKIP PGRI Sumenep, Indonesia, ^{2,3}Universitas Islam Madura Pamekasan, Indonesia, ⁴STAI Miftahul Ulum Tarate Pandian Sumenep, Indonesia

¹lisyi@stkipgrisumenep.ac.id, ²dr.supandi@uim.ac.id,
³atnawi@uim.ac.id, ⁴mohammadfadli.10@gmail.com

Abstrak

Transmisi tagline Bismillah berfungsi dalam meningkatkan Indeks Pembangunan Manusia (IPM) Perspektif Kebijakan Pendidikan Sumenep. Lokasi penelitian ini, peneliti mengambil lokasi atau objek penelitian di Pulau Sapudi, Kecamatan Nonggunung, Kabupaten Gayam, Sakala dan Pagerungan, Kecamatan Sapeken, dan Talango. Jenis penelitian yang digunakan adalah metode penelitian kualitatif, penelitian ini berupaya memperoleh informasi lebih mendalam tentang fokus penelitian. Pendekatan penelitian adalah rencana dan prosedur penelitian yang terdiri dari langkah-langkah berdasarkan asumsi yang luas sebagai dasar penentuan metode dalam pengumpulan, analisis atau interpretasi data. Pendekatan ini bersifat deskriptif. Hasil penelitian ini pada tahun 2018 menunjukkan bahwa IPM Sumenep lebih rendah 0,16 poin dibandingkan Kabupaten Pamekasan. Namun, pada tahun 2019, IPM Sumenep mengungguli IPM Pamekasan sebesar 0,28 poin. Selisih capaian IPM Kabupaten Sumenep dengan IPM Kabupaten Pamekasan tergolong kecil, yakni 0,88 poin pada tahun 2022. Kebijakan Sumenep dapat meningkatkan tingkat kesejahteraan GTT dan guru yang kritis-konstruktif dan diperkuat oleh Peraturan Pendidikan (Perbub/Perda), sehingga dapat meningkatkan kesejahteraan pendidikan dan mendapatkan Indeks Pembangunan Manusia. Studi ini menunjukkan bahwa transmisi tagline "Bismillah Melayani" berkontribusi pada IPM Sumenep melalui kebijakan pendidikan yang berorientasi pada pelayanan, akses yang merata, dan kualitas pembelajaran.

Kata Kunci: Peningkatan IPM, Kebijakan Pendidikan.

Abstract

Transmission of the Tagline Bismillah Serves in Improving the Human Development Index (HDI) of Sumenep Education Policy Perspective. The location of this study, the researcher took the location or object of research on Sapudi Island, Nonggunung District, Gayam, Sakala and Pagerungan Districts, Sapeken District, and Talango. The type of research used is a qualitative research method, this research seeks to obtain information in more depth on the focus of the research. A research approach is a research plan and procedure that consists of steps based on broad assumptions as the basis for determining methods in data collection, analysis or interpretation. This approach is descriptive. The results of this study in 2018 showed that the HDI of Sumenep Regency was 0.16 points lower than that of Pamekasan. However, in 2019, the HDI of Sumenep outperformed the HDI of Pamekasan by 0.28 points. The difference between the HDI achievement of the Sumenep Regency and the HDI of Pamekasan is relatively small, namely 0.88 points in 2022. Sumenep Regency's policy can increase the level of welfare of GTT and teachers who are critical-constructive and strengthened by Education Regulations (Perbub/Perda), so that they can improve the welfare of education and get the Human Development Index. This study shows that the transmission of the tagline "Bismillah Melayani" contributes to Sumenep's HDI through education policies that are oriented towards service, equal access, and learning quality.

Keywords: HDI Improvement, Education Policy.

Introduction

The Sumenep Regency area is located at the eastern end of Madura Island, there are 27 sub-districts, including 19 mainland sub-districts and 8 archipelagic sub-districts. Sumenep Regency has 126 islands (in accordance with the results of the 2002 Sumenep Regency area synchronization), scattered to form a cluster of islands both inhabited (48 islands) and uninhabited (78 islands). The northernmost island is Karamian Island located in Masalembu District with a distance of ± 151 nautical miles from Kalianget Port, and the easternmost island is Sakala Island with a distance of ± 165 nautical miles from Kalianget Port. In addition, several islands in Sumenep Regency have the nickname of the Along Islands which is a combination of several islands, one of which is Kangean island. This island consists of two sub-districts, namely Kangayan District and Arjasa District. Arjasa District has an area of 241.97 km² 9.67% of the area in Sumenep Regency. In addition, there is also Sapudi Island, Sapudi Island is the second largest island after Kangean Island. Then for the islands that are included in the 3T area (Disadvantaged, Frontier, Outermost), namely Masalembu island, Kangean island, Kangayan District.[1]

Seeing the vastness of the Sumenep Region, in order to realize the visions and missions summarized in *Tagline* 'Bismillah Melayani' Regent of Sumenep, Madura, East Java, Achmad Fauzi continues to make breakthroughs. One of the concrete steps taken by Regent Achmad Fauzi to realize his ideal of serving the community is to order all government agencies to make service standards. The order or instruction is contained in the Circular Letter (SE) of the Regent of Sumenep with Number 067/80/435.032.2/2023 concerning service standards in each Regional Apparatus Organization (OPD). This circular has been issued since January 18, 2023. With the Circular Letter, Regent Achmad Fauzi intends that all Regional Apparatus Organizations (OPD) within the Sumenep Regency Government really work to serve the community. Therefore, it is very necessary to improve the quality and ensure the provision of public services and provide protection for citizens from abuse of authority (*abuse of power*) in the implementation of public services by the government.[2] "Bismillah Serving is not only limited to the tagline, but must be translated well by all Regional Apparatus Organizations (OPD)". One example of a business The Sumenep Regency Government, Madura, East Java, launched the Bismillah Melayani teacher card. The card is an assistance program for teachers in the form of the vision and mission of the Regent and Deputy Regent of Sumenep, Achmad Fauzi – Nyai Hj. Dewi Khalifah.

The vastness of Sumenep Regency consisting of islands and mainland requires seriousness and intensity to improve the quality of Human Resources (HR) both on the mainland and on the islands. The Sumenep Regency Government must be a motivator who is committed and has

integrity. So that it is able to place education as a forum for human development, not just a process of transferring knowledge. So in this case, the Government must be able to make policies in education development, smart learning management as well as enterprising learners. So that it is able to increase capacity and capabilities in the midst of the progress of the times. The Sumenep Regency Government must have a commitment to improve the welfare and quality of teachers in shaping the morale of students, in order to be able to fortify themselves from negative influences coming from their environment. Moral responsibility is proven by teachers through daily behavior so that they can become role models that should be emulated by students.

The idea of the importance of building Indonesia through the development of family education and educational institutions needs to be supported together. This idea should be balanced with a guarantee, so that teachers better appreciate their rights and responsibilities as professionals. The guarantee in question is in the form of welfare guarantees supported by adequate income, health insurance, guarantees of developing self-quality and guarantees of safety and comfort in carrying out duties. The provisions on teacher guarantees have been regulated in Law Number 20 of 2003 concerning the National Education System article 40 paragraph (1), which reads: Educators and education personnel have the right to obtain: a) Appropriate and adequate income and social welfare guarantees; b) Awards in accordance with work tasks and achievements; c) Career development in accordance with the demands of quality development; d) Legal protection in carrying out duties and rights to intellectual property products; and e) Opportunities to use educational facilities, infrastructure, and facilities to support the smooth implementation of tasks.

Research Methods

A research approach is a research plan and procedure that consists of steps based on broad assumptions as the basis for determining methods in data collection, analysis or interpretation of data. The research approach used is a descriptive type of researcher.[3] Descriptive research is a study that describes what is happening today.

The location of this study, the researcher took the location or object of research on Sapudi Island, Nonggunung District, Gayam, Sakala and Pagerungan Districts, Sapeken District, and Talango. The type of research used is a qualitative research method, where this research seeks to obtain more in-depth information related to the phenomena that occur in the focus of the research.

Discussion

Human Development Index

The Human Development Index (HDI) of Sumenep Regency in East Java is ranked 32nd out of 38 Regencies/Cities. However, in 2022, Sumenep Regency's HDI is the highest HDI and experiences the largest growth on Madura Island. Improving human development requires appropriate and coordinated efforts and mutual support between fields. The COVID-19 pandemic, which has an impact on almost all aspects of human life, has become a challenge for human development in Indonesia. Therefore, the togetherness of all elements of the nation is urgently needed to overcome this challenge in an effort to realize better and sustainable human development. In 2022, residents aged 25 years and above in Sumenep have spent an average of 5.93 years in education. In addition, Sumenep's life expectancy in 2022 grew by 0.60 percent or increased by 0.43 years. This shows that the degree of public health is heading in a better direction.[1]

In general, per capita expenditure on Madura Island in the period 2019 – 2022 has increased. However, in 2020 due to the Covid-19 outbreak, adjusted per capita expenditure for all districts in Madura decreased. The largest decrease was experienced by Sumenep Regency, which decreased by 2.14 percent compared to 2019 and the smallest decrease was experienced by Sampang Regency, which only decreased by 0.24 percent. Then, along with the improvement in economic activity and the decline in Covid-19 cases in 2022, the per capita expenditure of all districts in East Java began to increase again, including the district on Madura Island. Sumenep Regency experienced the largest growth, which was 4.31 percent. The district with the smallest adjusted per capita expenditure growth is Sampang Regency, which is 1.75 percent. (56)

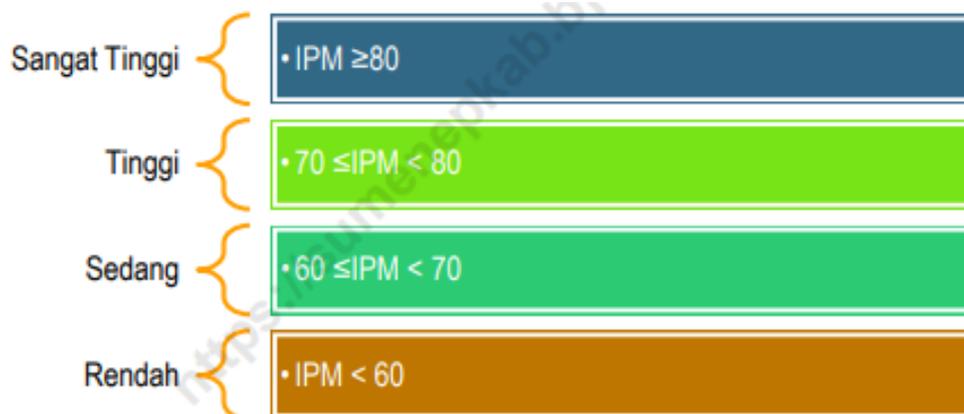


Image: Classification of Human Development in Indonesia

In 2022, the HDI of Sumenep Regency reached 67.87, meaning that the status of human development in Sumenep Regency is at a moderate level (in the range between $60 \leq \text{HDI} < 70$). During the 2012-2019 period, human development in Sumenep Regency grew by an average of 1.52 percent per year. But with the slowdown in growth in 2020, the average HDI growth in 2012-2022 is 1.33 percent per year. The slowdown in HDI during the COVID pandemic was caused by a decrease in the dimension of decent living standards represented by adjusted per capita real expenditure variables, while the dimensions of longevity and healthy living and knowledge represented by the variables Life Expectancy at Birth (AHH) and School Life Expectancy (HLS) and Average School Length (RLS) still increased despite the growth.

The HDI of Sumenep Regency has always been far below East Java Province. In 2022, the difference is quite large, reaching 4.88. However, for a smaller scope, namely Madura Island, from 2019 to 2022. The Human Development Index (HDI) of Sumenep Regency is the highest HDI on Madura Island. In the previous year, the highest Human Development Index (HDI) was owned by Pamekasan Regency.

In 2018, the HDI of Sumenep Regency was 0.16 points lower than Pamekasan Regency. However, in 2019, the HDI of Sumenep Regency outperformed the HDI of Pamekasan Regency by 0.28 points. The difference between the HDI achievement of Sumenep Regency and the HDI of Pamekasan Regency is relatively small, namely 0.88 points in 2022. The difference between the two districts is caused by the difference in the achievement of the HDI component between the two, especially in the Life Expectancy Percentage (AHH) component and adjusted per capita expenditure. Sumenep Regency is higher for both components. Meanwhile, the difference in HDI achievement between Sumenep Regency and Sampang Regency is quite high, namely 4.48 points in 2022. Sumenep Regency has higher numbers for all components. HDI is a method to see the development of the population in accessing income, education, health, and so on.

Some educational indicators have even recorded that women's achievements have surpassed men's, for example, the school participation rate (APS). In 2022, the APS for women aged 16-18 years is higher than that of men, namely 83.66 for women in 2022 while 73.75 for men. In 2022, out of 100 girls aged 7-12 years, as many as 99 to 100 are still in school. Then out of 100 girls aged 13-15 years, as many as 95 to 96 people are still in school, and out of 100 girls aged 16-18 years, 83 to 84 people are still in school.

Table of School Participation Figures (APS)
By Gender in Sumenep Regency, 2020 - 2022[1]

Category	Man			Woman			Men and Woman		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
-7 - 12 T	98,71	99,48	100	99,25	98,23	99,41	98,97	98,88	99,74
-13 - 15T	99,06	94,86	100	93,97	98,00	95,33	96,33	96,38	97,79
-16 - 18T	85,97	74,27	73,75	61,64	77,44	83,66	73,93	75,96	78,56

The Pure Participation Rate (APM), which is the school participation of the school-age population at the elementary, junior high and high school education levels, shows a difference from APS. In 2020, female APS is lower than male APS for all levels of education. However, in 2022, the female APS for the SMA/SMK/MA education level surpasses the male APS. Of the 100 women in Sumenep Regency aged 7-12 years, 99 to 100 of them are still in elementary school.

Then, out of 100 women aged 13-15 years, 88 to 89 of them are still attending junior high school/MTs, and out of 100 women aged 16-18 years there are still 66 people who are attending SMA/SMK/MA.

Table of Pure Participation Figures (APM)
By Gender in Sumenep Regency, 2020 - 2022[1]

Category	Man			Woman			Men and Woman		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Elementary School	98,71	99,48	100	98,23	98,23	99,41	98,70	98,88	99,74
Junior High School/MTs	85,69	84,74	94,22	83,62	91,33	81,76	84,58	87,94	88,34
High School/Voc/MA	80,87	70,55	65,65	48,83	61,89	66,36	65,01	65,94	66,00

Products of Sumenep Education Regional Regulations and Regulations

Hierarchically, the order of laws that apply in the State of Indonesia is: 1945 Constitution – Law – Perpu – PP – Perpres – Kepres – Presidential Instruction – Ministerial Regulation – Ministerial Decree – Instruction – Provincial Regulation – Governor Regulation – Regency/City Regulation – Perbub/Perkot – and so on. The legislation under it cannot contradict the rules above it, and so on. If there is a conflict between the laws, the laws under them cannot be used by themselves. In order for all parties to understand about regional management in the field of education, and the policies that have been born so far, below are presented some regional regulations and regent regulations in the field of education:

1. Sumenep Regency Regional Regulation No. 07 of 2007 concerning the education delivery system.

2. Sumenep Regency Regional Regulation No. 07 of 2013 concerning the management and implementation of education.
3. Sumenep Regency Regional Regulation No. 11 of 2013 concerning the free writing of the Quran in basic education units, especially for Muslim students.
4. Regent Regulation No. 37 of 2001 concerning the system and mechanism for the appointment/dismissal of Principals of Public and Private Schools within the Sumenep Regency Education Office.
5. Sumenep Regent Regulation No. 19 of 2005 concerning the assignment of teachers as school heads.
6. Sumenep Regent Regulation No. 19 of 2009 concerning the mechanism for assigning teachers as school heads.
7. Sumenep Regent Regulation No. 29 of 2009 concerning the duties and functions of school supervisors within the Sumenep Regency Education Office.
8. Sumenep Regent Regulation No. 22 of 2010 concerning the functional position of the inspector and his credit score within the Sumenep Regency government.
9. Sumenep Regent Regulation No. 45 of 2012 concerning guidelines for the appointment, transfer and dismissal of teachers who receive additional duties as school principals.
10. Sumenep Regent Regulation No. 12 of 2013 concerning amendments to Sumenep Regent Regulation No. 45 of 2012, concerning guidelines for the appointment, transfer and dismissal of teachers who receive additional duties as school principals.
11. Decree of the Regent of Sumenep Regency No. 188 of 2011 concerning the establishment of a research and development network (Jarlitbang) of education policy.
12. Sumenep Regent Regulation No. 15 of 2016 concerning the implementation of Mandatory Diniyah in Sumenep.

If the Regional Regulation and Perbup are contrary and considered detrimental to the people of Sumenep. So, it is better for the community to openly raise objections, either to the organization or directly to the head of the Regent.

Tagline Bismillah Serves the Sumenep Regency Education Office as an Effort to Improve the Welfare of Non-Permanent Teachers

The existence of the Regency Education Office as the implementer of the Sumenep education program in the success of the Transmission of the Tagline Bismillah Serving must be able to translate the vision of the Regent's mission in providing Non-Permanent Teacher Welfare Assistance (GTT) and proposing assistance for Non-Permanent Teachers (GTT) both to the

Provincial Government and to the Central Government through the State Expenditure Budget (APBN).

The distribution of Non-Permanent Teacher Welfare Assistance (GTT) data from Play Group (KB), Kindergarten (TK), State Elementary Schools (SDN), and State Junior High Schools (SMPN). There are several differences related to the welfare of Non-Permanent Teachers (GTT) for each institution, including (1) Play Groups (KB) get a nominal amount of Rp. 200,000 per month (Incentive Assistance and Social Assistance); (2) Kindertartens (TK) get a nominal amount of Rp. 300,000 per month for Incentive Assistance and for Social Assistance get a nominal amount of Rp. 200,000 per month; (3) State Elementary Schools (SDN) get a nominal amount of Rp. 300,000,- per month for Incentive Assistance, Social Assistance (Bansos) get a nominal amount of Rp. 1,000,000,- per month, Transport gets a nominal amount of Rp. 900,000,- per month; (4) State Junior High Schools (SMPN) for Incentive Assistance receive a nominal amount of Rp. 300,000,- per month, Social Assistance (Bansos) receive a nominal amount of Rp. 1,000,000,- per month, while Transport receives a nominal amount of Rp. 900,000,- per month; (5) Special Allowance for 3T Teachers (Disadvantaged, Frontier, Outermost) both from Play Group Institutions (KB), Kindertartens (TK), State Elementary Schools (SDN), State Junior High Schools (SMPN) get a nominal amount of Rp. 1,500,000 per month.

The assistance received by educators for Non-Permanent Teachers (GTT) is the transportation of private teachers from 2010 to 2020, the Non-Permanent Teacher Assistance (GTT) Category 2 (GTT-K,2), is from 250,000-1,000,000,-. Including assistance to Ngaji teachers must be mentioned so that there is no assessment in the form of disparity between formal and non-formal educators.

Central Government Assistance

The assistance received by Non-Permanent Teachers (GTT) is such as Wage Subsidy Assistance (BSU) during the Covid-19 pandemic, the amount is 1.2 million in 2020, and Special Teacher Assistance (TKG) assistance of 1.5 million per month, because Sapeken Island is included in the Outermost, Frontier, Widest (3T) area from 2020 to now.

Provincial Government Assistance

The assistance received by Non-Permanent Teachers (GTT) is a) Incentive assistance, which was only given a month ago in June 2023 to 303 teachers, including teachers in PAUD/RA, KINDERGARTEN, JUNIOR HIGH and high school schools with a nominal amount of Rp. 200,000 and Rp. 250,000 per month, specifically for assistance for teachers who have served for 17 years); b) Performance Assistance, for teachers at the kindergarten level, primary and secondary education, and special education, with a minimum of 17 years of service with a minimum education

of bachelor's degree or diploma 4. For teachers at this level, the assistance provided is Rp. 300,000 per month; c) Assistance for teachers who are not certified but Civil Servants (PNS). Some of the assistance applies to the mainland and archipelago.

Sumenep Regency Government Assistance

The assistance received by educators for Non-Permanent Teachers (GTT) is the transportation of private teachers from 2010 to 2020, the Non-Permanent Teacher Assistance (GTT) Category 2 (GTT-K,2), is from 250,000-1,000,000,-. Some of the distribution of Non-Permanent Teacher Welfare Assistance (GTT) Data include the following:

Table of Distribution of Non-Permanent Teacher Welfare Assistance (GTT) Data

No	Kind Help	Nominal Amount (Monthly)			
		KB	KINDERGARTEN	SDN	SMPN
1.	Incentive	IDR 200,000	IDR 300,000	IDR 300,000	IDR 300,000
2.	Social Assistance	IDR 200,000	IDR 200,000	IDR 1,000,000	IDR 1,000,000
3.	Transport	-	-	IDR 900,000	IDR 900,000
4.	TKG (3T)	IDR 1,500,000			

Based on the table above , the distribution of Non-Permanent Teacher Welfare Assistance (GTT) Data is the distribution of Non-Permanent Teacher Welfare Assistance (GTT) data from both Play Group (KB), Kindergarten (TK), State Elementary Schools (SDN), and State Junior High Schools (SMPN). There are several differences related to the welfare of Non-Permanent Teachers (GTT) for each institution, including (1) Play Groups (KB) get a nominal amount of Rp. 200,000 per month (Incentive Assistance and Social Assistance); (2) Kindergartens (TK) get a nominal amount of Rp. 300,000 per month for Incentive Assistance and for Social Assistance get a nominal amount of Rp. 200,000 per month; (3) State Elementary Schools (SDN) get a nominal amount of Rp. 300,000,- per month for Incentive Assistance, Social Assistance (Bansos) get a nominal amount of Rp. 1,000,000,- per month, Transport gets a nominal amount of Rp. 900,000,- per month; (4) State Junior High Schools (SMPN) for Incentive Assistance receive a nominal amount of Rp. 300,000,- per month, Social Assistance (Bansos) receive a nominal amount of Rp. 1,000,000,- per month, while Transport receives a nominal amount of Rp. 900,000,- per month; (5) Special Allowance for 3T Teachers (Disadvantaged, Frontier, Outermost) both from Play Group Institutions (KB), Kindergartens (TK), State Elementary Schools (SDN), State Junior High Schools (SMPN) get a nominal amount of Rp. 1,500,000 per month. Referring to the distribution of data on Non-Permanent Teacher Welfare (GTT) assistance, it is necessary to re-examine it related to the welfare of Non-Permanent Teachers (GTT) in the Islands, because considering that Non-Permanent Teachers (GTT) struggle is very maximum in educating students according to the scheduled time

and must have the welfare of Non-Permanent Teachers (GTT). Therefore, considering several factors, including the geographical location is very far away, the price of goods is very expensive in the archipelago, transportation when heading to the location where Non-Permanent Teachers (GTT) teach. Then also interview the APBD for any assistance to always be maximized or increased, so that a large portion of the APBD for each individual is needed in a month.

Corporate Social Resource (CSR) Assistance

Assistance provided by a company as a social responsibility to policy makers or the community as a form of concern in order to improve welfare and have a positive impact on the environment, in this case the assistance received by Non-Permanent Teachers (GTT) on Sapudi Island, Nonggunung District, Gayam, Sakala and Pagerungan Districts, Sapeken District, and Talango is from PT. Kagean Energi Indonesia (KEI), the amount is Rp. 200,000 per month, and only in the Sapeken District area.

Conclusion

Transmission of *Tagline* Bismillah Serves in Increasing HDI in Sumenep Regency Education Policy Perspective, the existence of education policies in each district has a frame and color that is so different, this is always an interesting thing. The problem of policy transmission of the Regency Government of a region is always full of colorful variants. Because the role of leadership and leaders as the spearhead of determining each regional policy continues to be different when the leadership changes, so that we can understand academically the Transmission of the *Tagline* Bismillah Serving in Increasing HDI in Sumenep Regency Education Policy Perspective.

The researcher's findings on the Transmission of *the Tagline* Bismillah Serving in increasing HDI in an effort to improve the welfare of educators, especially Non-Permanent Teachers (GTT) in Sumenep Regency, there is no basis or legal product in the form of policies that can make Non-Permanent Teacher (GTT) educators more prosperous. Transmission of *the Tagline* Bismillah Serving Serving in Increasing HDI in Sumenep Regency Education Policy Perspective. So, the researcher sees two forms of research as a result of this study more on research for policy, because it provides more input, because there are policies that have been carried out in the context of affirmation, namely efforts to strengthen policies that have been implemented. So that the research on increasing the HDI of Educator Welfare, especially Non-Permanent Teachers (GTT) in Sumenep Regency, is a policy as an effort to improve the welfare of Non-Permanent Teachers (GTT), including ngaji teachers.

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