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Service Strategy for Higher Education Service Institutions Region XVI Gorontalo

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ABSTRACT

The research objective was to determine the role of the XVI Gorontalo Higher Education Service Institutions in implementing service strategies for improving the management quality of private tertiary institutions, especially in terms of internal and external service strategies and managerial roles in improving the quality management performance of private tertiary institutions within the XVI region Higher Education Service Institutions. Gorontalo. The analytical method uses a technical SWOT analysis. The results of the study show that the Higher Education Service Institution (LLDIKTI) as a facilitator through its services can bring together various supporting interests. Education, Student and Academic Staff, Research and Community Service and Other Supporting Programs that put quality demonstrations that intersect with the interests of the business world and industry through the Merdeka Belajar program and the independent campus.

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INTRODUCTION

In general, LLDIKTI XVI oversees 92 private higher education institutions (PTS) and 453 active study programs operating in the provinces of Gorontalo, Central Sulawesi, and North Sulawesi. It cannot be denied that the development of private higher education institutions in the XVI Gorontalo region is below the national average compared to other regions in Indonesia. This can be seen from the average achievement of the Main Performance Index of Higher Education Service Institutions, which includes the main performance indicators of private higher education management, such as the actual number of students obtained from the Gross Enrollment Ratio (APK) and Net

Enrollment Ratio (APM), as well as other factors related to the qualifications of educators and educational personnel, curriculum, the development of information technology, and the Ministry of Education and Culture's independent learning and independent campus programs.

The challenges faced by LLDIKTI XVI in the future will be greatly influenced by the intensity of accelerating educational method innovations in private higher education institutions and the increasingly rapid reference policies in higher education. This demands continuous improvement from higher education institutions to find professional, effective/efficient, productive, and quality-based formulations. The globalization of higher education implemented by private higher education institutions needs to be quickly responded to due to the following factors: (1) the increasing competition among private higher education institutions at the regional, national, and international levels, (2) the rapid development of information technology with various variants in the era of the fourth industrial revolution, (3) the complexity of social life where businesses and industries require knowledge and skills, (4) the increasing scrutiny from society and stakeholders regarding quality management in higher education, supported by dynamically evolving regulations.

The quality facilitation of the implementation and management of higher education by LLDIKTI XVI is aligned with the existence of private higher education institutions, which refers to several elements stated in Government Regulation No. 4 of 2014 regarding the Implementation and Management of Higher Education. According to Article 61, Paragraph (2) of Law No. 12/2012, the elements that need to be considered are policy makers, academic implementers, quality supervisors and assurance, academic support or learning resources, and administrative or management implementers. In essence, if private higher education institutions have low educational quality, it will result in a decrease in the number of students, leading to a decline in financial resources and ultimately affecting the educational quality of the institutions.

LLDIKTI XVI has a significant responsibility in continuing the efforts of LLDIKTI IX to improve the performance and quality management of private higher education institutions. The main issues include (1) the accreditation status of PTS, (2) the low quality of institutional governance in supporting the improvement of program/institution accreditation status and the quality of higher education services, with the suboptimal implementation of independent learning/independent campus programs, (3) the low intensity of research, scientific publications, and community engagement, (4) the suboptimal management of credit points for lecturers and promotion of teaching and

education staff, (5) the lack of commitment from private higher education institutions to produce competitive human resources, (6) the suboptimal achievement of updating data in the Higher Education Database System, (7) the classification of study programs that do not meet the standard market needs in the business and industry sector, (8) the suboptimal quality of institutional and national higher education programs that still need improvement, as well as specific implementation of the Fourth Industrial Revolution in response to changes in the job market landscape, and (9) the insufficient infrastructure, including academic facilities and other infrastructure.

From this background, the research focus is to determine the role of LLDIKTI XVI Gorontalo in implementing service strategies to improve the quality management of private higher education institutions, particularly in terms of internal and external

RESEARCH METHODE

The SWOT analysis technique is used to map and compare the aspects that influence an organization, particularly in the efforts of LLDIKTI to facilitate the quality of higher education management and managerial techniques in private universities to enhance their quality and capacity in preparation for global challenges in the employment world due to the advancement of knowledge and technology.

Once the most dominant aspects are identified, they are then processed using the SWOT analysis technique, where everything is analyzed based on Strengths, Weaknesses, Opportunities, and Threats. When the information has been successfully gathered, it is formulated into a core analysis where each aspect is simplified into the main issues. In this regard, a thorough analysis is required to present strategic instruments derived from the analysis results, focusing on the systematic, rational, and objective realities to ensure a more realistic approach.

To achieve a more objective and solution-oriented condition, the existing SWOT analysis concept is created based on the matrix table below:

Table 1.
SWOT Analysis Matrix

	S	W	O	T
S		sw	So	st
W	ws		Wo	wt
O	ot	ow		ot
T	ts	tw	To	

This table will generate an analysis formulation that increasingly reflects the real conditions of LLDIKTI's service strategy and will present the desired conditions, conditions to be avoided, and conditions to be improved. It will help create a focused and targeted analysis profile that can influence managerial decisions. Top of Form

RESULT AND DISCUSSION

Weight and Rating Calculation Results

Internal and External Environmental Strategic Factors

After calculating the Internal and External Factors, there is a deviation of 0.38 where the Internal Strategic Factor is 2.79 and the external is 2.42. Thus it can be seen that internal factors are more dominant than external strategic factors as shown in the description in the following table:

FAKTOR STRATEGIS		BOBOT	RATING	SKOR
1		2	3	4
STRENGTH	1 Meningkatkan populasi kualitas Dosen yang bersertifikat	0,09231	5	0,46154
	2 Kualifikasi tenaga pendidikan/dosen yang masih muda	-0,06154	4	-0,24615
	3 Meningkatnya Penyerapan mahasiswa baru di PTS	0,06154	4	0,24615
	4 Terbukanya investasi dalam negeri	0,04615	3,5	0,16154
	5 Kebijakan atau regulasi yang ditunjang anggaran pemerintah sektor pendidikan	0,09231	5	0,46154
	6 Pengelolaan dana Perusahaan	0,09231	5	0,46154
WEAKNESS	7 Sumberdaya yang terbatas di LLDIKTI	0,09231	2,5	0,23077
	8 Tinjauan geografis dari LLDIKTI wilayah XVI	0,09231	2,5	0,23077
	9 Pengelolaan PTS sebagai asset publik memiliki sumber pendanaan terbatas	0,09231	2,5	0,23077
	10 Manajerial sumberdaya pengelolaan mutu PTS yang masih rendah	0,09231	2	0,18462
	11 Nilai budaya masyarakat dan ekosistem pendidikan yang kurang berpihak	0,09231	2	0,18462
	12 Perspektif masyarakat pada perguruan tinggi dengan biaya yang tinggi	0,09231	2	0,18462
TOTAL		1	40	2,79

Picture 1.

Internal Environmental Strategic Factors (Strength & Weakness)

FAKTOR STRATEGIS		BOBOT	RATING	SKOR
1		2	3	4
OPPORTUNITY	1 Kemudahan pengurusan pendirian perguruan tinggi atau program studi	0,08333	4	0,33333
	2 Kemudahan untuk memperoleh pelayanan maksimal dari LLDIKTI	-0,08333	4	-0,33333
	3 Kemudahan dalam hal kerjasama dan kelembagaan dengan mitra	0,08333	4	0,33333
	4 Memperpendek jarak tempuh untuk meperoleh pelayanan	0,08333	3,5	0,29167
	5 Kecepatan, ketepatan, efektif dan efisien dalam memberi atau menerima layanan	0,08333	4	0,33333
	6 Regulasi yang jelas atas penyelenggaraan mutu pengelolaan pendidikan tinggi	0,08333	4	0,33333
THREATS	7 Pulau Sulawesi termasuk di dalamnya WIL XVI menjadi tujuan investasi	0,08333	2,5	0,20833
	8 Pindahnya ibu kota negara ke kawasan nusantara (IKN)	0,08333	2,5	0,20833
	9 Program pemerintah sektor pendidikan / MBKM	0,08333	2	0,16667
	10 Kemajuan IPTEK telah memicu terbukanya angkatan kerja	0,08333	2	0,16667
	11 Naiknya APK dan APM pendidikan sekolah Umum sederajat	0,08333	2	0,16667
	12 Tidak selarasnya kurikulum PT dengan ketersediaan pekerjaan di bursa kerja	0,08333	2,5	0,20833
TOTAL		1	37	2,42

Picture 2.

External Environmental Strategic Factors (Opportunity and Threats)

To simplify the calculation results based on the SWOT analysis, the instruments described in Strength, Weakness, Opportunity and Threats are used as a reference according to the analysis described as follows:

Table 2.
SWOT Analysis Compilation Matrix

SWOT Analisis				
OO	S	W	O	T
S	SS	SW	SO	ST
W	WS	WW	WO	WT
O	OS	OW	OO	OT
T	TS	TW	TO	TT

After studying the existing reality, it will be known what form of strategic policy should be carried out by LLDIKTI XVI in facilitating the quality of management of private tertiary institutions in its region, as shown in the results below where the results of the analysis show changes that will become strategic policies in the future.

Discussion

Consists of 3 instruments: SW, SO, and ST: SW = Strength/Weakness

S-W 1

- Optimizing the applicative abilities of service staff, including increasing the number of personnel and dividing them into work groups according to service tasks such as Institutional, Student Affairs, Academic Services, Resources, and operationalization of higher education data processing, as well as Structural Operationalization such as Planning, General Affairs, Equipment, State Assets and Financial Administration. Additionally, utilizing experts from the Ministry of Education, Culture, Research, and Technology, supported by competent experts from universities within the scope of LLDIKTI XVI.
- Conditioning efficient and effective service activities with partners such as the Indonesian Association of Higher Education (APTISI) in Region XVI and others.
- Enhancing budgeting capabilities and operational expenditure needs for supporting the mobility of service personnel as a balance for the coverage of travel distances and adequate office facilities.

S-W 2

- Empowering service users, especially education personnel in private universities (PTS), through operational activities such as providing on-site services. This means that service personnel divide the service areas, both

in Gorontalo, Central Sulawesi, and North Sulawesi. This is done to reduce operational costs for lecturers and shorten the service control range.

- Facilitating quality supervision of lecturers.

S-W 3.

- Reducing the cost of training, technical guidance, and other activities by implementing an information system in the service office and implementing a free charge system in line with the implementation of the Integrity Zone or Corruption-Free Zone (WBK) and the Bureaucracy Serving Zone (WBBM) in the scope of LLDIKTI XVI services.

S-W 4.

- The role of leadership and managerial management in universities is highly complex but can be very strategic if campus policies can go beyond safe and monotonous zones, such as losing creativity and innovation, which should be references for improving performance and the quality of higher education provision.
- The government allocates a significant amount of state budget funds in the form of scholarships for students, research and development budgets for lecturers and students, as a form of government involvement in higher education and community service.
- Legal protection and an anti-climactic social behavior towards education participants to prevent the three major sins in higher education and promote an anti-corruption education. This is done to provide protection for students and education providers to focus and concentrate on quality provision.
- The creation of university alumni as talented, morally upright, inspirational, and character-based prospective workers. This builds trust among the community and the government to invest in higher education.

S-W 5.

- The cultural values within the education ecosystem will strengthen as the government's programs such as scholarships, research funding, and community service are implemented, combined with the independent learning and independent campus programs. This will stimulate institutional collaboration, including job training and cooperation intensity, to produce competitive future workers in sectors that are excellent and productive.
- Student orientation is not limited to seeking educational status and degrees but will be molded into character-based workers. Character in work and character for opening up new business opportunities.

S-W 6.

- The establishment of an education ecosystem that cares about higher education will result in high-quality prospective workers in their fields because university management involves the community and local governments as resource donors and users of intellectual labor.

SO = Strength/Strength - Opportunity/Opportunity

SO 1

- Increased public responsibility for higher education to establish higher education institutions in the region.
- Managerial will be more selective in following administrative procedures based on existing regulations, especially for quality and functional improvement in higher education institutions
- Increased satisfaction and performance indexes on the LLDIKTI main performance index

SO 2

- There is an equal distribution of lecturer quality at the tertiary level at various levels
- Increased trust index for PTS in Region XVI
- The quality of service is increasing

SO 3

- Energetic and reliable young lecturers with master's and doctoral academic status display an illustration that the quality of higher education is getting better, especially in the formal sector of employment.
- Intellectual or underemployment can be suppressed by the birth of young professionals from college alumni
- Increasing public confidence in investing in higher education.

SO 4

- Mileage is not an obstacle to getting services from LLDIKTI
- Prospective students are increasingly free to choose which major they are interested in because the study programs and majors formed by universities have been adapted to the needs of companies in the job market

SO 5

Timely service is the cause of the increase in the index of public trust in the management of quality tertiary institutions in the region

SO 6

The managerial role of higher education institutions strongly supports the establishment of mutually beneficial research and development cooperation

relations between the two parties, in which the tertiary institution is a producer of quality human resources and makes it easy for companies to recruit the required workforce. Therefore, the support of investors and local governments is increasingly open, accompanied by regulatory support that supports and does not get into trouble before the law.

S-T (Strength/Strength - Threats/Challenges)

ST 1

With the quality of higher education management services getting better, it is very influential on the implementation of quality higher education, especially the orientation of the establishment of PTs or new study programs which must be adapted to the urgency of the need for manpower by the public, both private and state companies

ST 2

The opening of the Archipelago's Capital City will lead to strong competition between universities to produce a superior and competitive workforce. Likewise with the community where academic ability with the skills needed by companies will make people more selective in choosing which tertiary institution and what major they will choose. the higher the quality management of PTS, the higher the student population in various majors which will indirectly accelerate alumni getting decent jobs according to the dedication and scientific specifications they have

ST 3

Forward-thinking young workers with innovative and productive visions will make a very big contribution to the quality management of higher education

ST 4

The increase in the absorption of new students by PTS is largely determined by the diversity of study programs that are in accordance with the skills and academic requirements required by the job market, accompanied by better quality, marked by the accreditation status of PT/Prodi.

ST 5

The Government's seriousness in advancing higher education should be positively appreciated where government policy should be an impetus for the implementation of quality higher education, as a producer of quality manpower and able to reduce intellectual and hidden unemployment.

ST 6

The managerial role in tertiary institutions to involve investors is very important if it is accompanied by quality education and a curriculum that supports the smooth production and productivity of companies/job market.

WT = Weaknesses / Weaknesses - Threats / Challenges

WT 1

Recruitment of employees and developing applicative information technology based on brainstorming LLDIKTI services that support the organization of institutional services and resources in PTS

WT 2

The ability to read and recognize strategic issues that are developing in this country is the basis for implementing the preparation of an educational curriculum based on PT development zones in the region. The strategic issue of relocating the Archipelago's Capital targets all corners, including overseas. This makes the PT's challenge even more difficult to produce graduation resources to compete in a busy job market attended by resources from between regions and between countries.

WT 3

Limited operational budgets are not an obstacle for PTs to improve their quality, especially government support in encouraging PTS resources to increase the intensity of research and community service as well as university cooperation through the independent learning and independent campus (MBKM) programs, KIP-Kuliah programs, PKM-PKT and others.

WT 4

The opening of the investment climate and easy licensing in this country demands a better PT work pattern, especially the availability of study programs with special specifications according to employment needs. On the one hand, students are provided with a competitive advantage in the job market

WT 5

The number of students will increase as the information space needed between the needs of the business world and the availability of study programs that support the intended expertise are increasingly opened. Thus, each PT is increasingly competing to display the profile of each study program and provide many and specific choices for the community to choose based on quality criteria / accreditation of higher education or study programs.

WT 6

The emergence of vocational colleges with D2/D3/D4 programs to provide options relevant to the world of employment, at low cost and not as long as academic education.

TS= Threats/Challenges - strengths/strengths

TS 1

Higher education quality management is a priority for LLDIKTI XVI services which aims to expedite PTS operations from an institutional, HR, student affairs

and research perspective as well as through PDDIKTI as a database for higher education institutions in Indonesia including Region XVI.

TS 2

The quality of educational staff in a tertiary institution is very important to produce human resources in their field of work. Students are fostered and educated to become pioneers of superior human resources who are able to adapt to their work environment, both formal and informal, including being competitive in facing job competition in the job market.

TS 3

Qualifications for lecturers with superior capacities really support the independent learning program and the independent campus including research activities and community service.

TS 4

The growing number of new quality study programs that are relevant to the world of work

TS 5

The challenge for the workforce going forward is progress in investment in various sectors and the provision of adequate infrastructure. The inn conditions will make the world of higher education the main destination for students to study academic education and focus according to their needs later in the workforce.

TS 6

The large number of university graduates who are unemployed indicates that the tertiary curriculum must be improved and made adjustments to the conditions required by the job market.

TW 1= Threats/Challenges - Weaknes/Weaknesses

As an investment destination, higher education as a human resource manufacturer must be able to utilize the resources of educators/lecturers with minimum academic qualifications of Masters and also practicing lecturers with expert qualifications.

TW 2

Higher education services already use information technology-based electronic services, so this is not a problem to produce quality education staff because all teaching staff are spread out in private tertiary institutions in Region XVI, profile data and study programs/ departments are available at the Higher Education Database (PDDIKTI). . And with that data, it becomes a measure to continue to improve their abilities according to the study programs established by the Higher Education Institution. Besides that, LLDIKTI facilitation is also carried out to encourage PTS to adjust PTS / APS accreditation

TW 3

Regulatory instruments and programs issued aim to increase the capacity of PTS to advance quality, it's just that it needs to be added to the managerial role in cooperation with local governments, DU/DI and other educational ecosystems that are concerned with the quality of higher education.

TW 4

PTS managers must be able to move forward to get opportunities for collaboration with the education ecosystem

TW 5

The increase in high school/equivalent graduation rates has created opportunities for private tertiary institutions to be able to compete in increasing the number of students with a variety of study programs, especially those that can contribute to the world of work or the ability to open new business fields.

TW 6

Efforts by private tertiary institutions to simplify the curriculum to be more selective in empowering study programs that are aligned with the world of work so as to increase public confidence in private tertiary institutions

CONCLUSION

Based on the results of the analysis, the conclusions are (1) Higher Education Service Institutions (LLDIKTI) As facilitators who through their services can bring together various supporting interests. prioritizing institutional services, Education Personnel Resources, Student and academic Affairs, Research and community service as well as other supporting programs that lay a quality foundation that intersects with the interests of the business and industrial world through the Free Learning program and an independent campus. (2) The complexity of managerial tasks where a manager is most responsible for leading and bringing and directing the campus to achieve the targets and objectives of the quality of tertiary management, which also includes the functions of organizing and controlling the organization. A manager must be able to move the education ecosystem in his area in the form of intense cooperation in the field of research and development of human resources and community service as a form of embodiment of the tri dharma of higher education. (3) The complexity of building superior human resources cannot be separated from the role of expertise and expertise of education personnel and their equipment (facilities and infrastructure). In addition, educational staff or lecturers are encouraged to be able to develop their potential and capacity as educators. (4) Tertiary Education Institutions with their academic and vocational study programs must truly be able to become a differentiating

element for University graduates or alumni of students with special skills and scientific fields compared to resources in the world of work who do not recognize higher education or other higher education outputs that do not focus on employment in the world of business and industry. (5) Higher education cannot work alone without the intervention of others because in principle, private tertiary institutions are public property in their area.

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