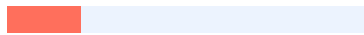




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direvisi: 08-12-2024, Artikel diterima: 25-12-2024 Organizational Management of

Teenage Red Cross (PMR) Mula Level in Public Elementary School No.067951

Medan Aissyahkila Nazwa Dalimunthe Universitas Islam Negeri Sumatera Utara Rizqina

Katsiroh Hasibuan Universitas Islam Negeri Sumatera Utara Afni Rahma Sagita

Panjaitan Universitas Islam Negeri Sumatera Utara Alamat: Jl.William Iskandar

Ps.V,Medan Estate,Kec.Percut Sei Tuan,Kabupaten Deli Serdang,Sumatera Utara

Korespondensi penulis: aissyahkila0306231020@uinsu.ac.id Abstract. Management is

one of an organization's management in directing and mobilizing human resources to

achieve certain goals effectively and efficiently. Therefore, the application of management

needs to be implemented in an organization that can improve the ability and quality of

human resources to adapt in the era of globalization. This study aimed to analyze the

implementation of PMR extracurricular activities at SD Negeri No.067951 Medan. This

research uses a descriptive qualitative approach with data collection techniques through

interviews, observation, and documentation. Data analysis through stages: data collection,

data reduction, data presentation, and conclusion drawing/verification. **1 The results**

showed that PMR Extracurricular Management at SD Negeri No.067951 MEDAN was

carried out by applying management functions, namely: PMR extracurricular planning,

PMR extracurricular organization, PMR extracurricular implementation, and PMR

extracurricular evaluation, effectively becoming a means to foster good values for students,

as well as a coaching medium that can support the development of the abilities, interests

and talents of students and become a provision for the progress of the field of Red Cross

students in the future. Keywords: Organizational Management, PMR Mula, Elementary

School Abstrak. Manajemen merupakan salah satu pengelolaan suatu organisasi dalam

proses pengarahan dan menggerakkan sumber daya manusia untuk mencapai tujuan

tertentu secara efektif dan efisien. Maka dari itu, penerapan manajemen perlu dilaksanakan dalam suatu organisasi yang dapat meningkatkan kemampuan dan kualitas sumber daya manusia untuk beradaptasi di era globalisasi. Tujuan penelitian ini untuk menganalisis pelaksanaan ekstrakurikuler PMR di SD Negeri No.067951 Medan.

Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. **1 Analisis data melalui tahapan: pengumpulan**

data, reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa Manajemen Ekstrakurikuler PMR di SD Negeri No.067951 MEDAN yang dilaksanakan dengan menerapkan fungsi-fungsi manajemen, yaitu: Perencanaan ekstrakurikuler PMR, Pengorganisasian ekstrakurikuler PMR, Pelaksanaan ekstrakurikuler PMR, dan Evaluasi ekstrakurikuler PMR, efektif menjadi sarana guna menumbuhkan nilai-nilai kebaikan bagi siswa Selain itu pula sebagai media pembinaan yang dapat menyokong perkembangan kemampuan, minat dan bakat peserta didik serta menjadi bekal bagi kemajuan bidang Kepalangmerahan peserta didik di masa mendatang. Kata kunci:

Manajemen Organisasi, PMR Mula, Sekolah Dasar INTRODUCTION Law Number 20 of 2003 concerning the National Education System in Article 3 states that: "National education functions to develop abilities and shape the character and civilization **4 of a dignified nation to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic** and responsible citizens. To carry out the mandate of the legislation, the educational process to develop all the potential of students in schools is not enough only through curricular educational activities but must also optimize extracurricular activities as additional activities that can support and facilitate the formation of the quality of students, including achievement and noble character; Through extracurricular activities students can channel their talents, interests and potentials and usually students who are active in extracurricular activities will

be skilled in organizing, socializing, solving problems according to the characteristics of the extracurricular activities they follow (Inriyani et al., 2017). Pendidikan yang tersistematis dengan perencanaan yang baik akan menciptakan program yang efektif dan efisien dalam proses belajar mengajar, karena itu dalam pendidikan diperlukan manajemen yang akan mengarahkan pada setiap langkah proses perencanaan 9 pendidikan. Manajemen suatu yang tidak asing lagi ditelinga, hampir seluruhnya dalam bidang organisasi, madrasah, instansi-instansi maupun bisnis sudah banyak di terapkan manajemen untuk mencapai tujuan yang akan di capai agar dapat terlaksana dengan efektif dan efisien.

Organizational Management of Teenage Red Cross (PMR) Mula Level in Public Elementary School No.067951 Medan 104 J-SIME- Vol. 1 No. 2 Desember 2024 In general, management in organizations, according to Terry (2016: 14) in the book Candra Wijaya and Muhammad Rifa'i, explains, "management is the performance of conceiving and achieving desired results using group efforts consisting of utilizing human talent and resources". Another definition, according to Rohiat (2009: 14), suggests that management is managing the resources owned by the madrasah/organism, including systematically in a process. Based on experts' opinions, 7 it can be concluded that with management, every component in an organization, group, or community can be managed and organized systematically by planned procedures so that each component can run well. Likewise, education must be planned properly to create a young generation as the nation's next generation. One of the extracurricular activities in schools that has many benefits is the Youth Red Cross (PMR) extracurricular (Yunarsi & Mustari, 2017). This activity is expected to develop the ability and sense of social responsibility, as well as the potential and achievements of students as a program that is very helpful in producing quality human resources, including how the character building of students is expected to be directly applied in building the character of the nation's children with noble personalities by the mandate of Law Number 20 of 2003 concerning the National Education System. PMR, at the beginning level in elementary school, can form a humanitarian attitude through

extracurricular activities; students can be taught to develop an attitude of empathy, solidarity, and concern for others. They learn ¹³ to recognize and respond to the needs of others with understanding and responsibility. Students at the beginning level can learn the basics of first aid and how to administer it in case of an accident or other emergency. They know what to ¹⁴ do in an emergency, how to administer first aid, and how to remain calm and orderly under pressure etc. Sukmawati, E. (2016). PMR extracurricular activities have been introduced at the starting level to convey a basic understanding of information, humanitarian principles, and basic skills in assisting first aid. ¹ This study aims to describe the PMR Extracurricular Management at SD NEGERI NO.067951 MEDAN, seen from the aspects of (1) planning, (2) organizing, (3) implementing, (4) evaluating, and (5) supporting and inhibiting factors in PMR extracurricular.

⁵ METHOD This research uses descriptive methods with a qualitative approach; qualitative research methods begin to measure empirical data to describe the data that becomes a picture. Using this method can explain in depth the description of the management ¹⁵ of the Youth Red Cross (PMR) extracurricular activities at SD NEGERI NO.067951 MEDAN. Explanation ⁷ of Qualitative research methods is a process of research and understanding based on a methodology that investigates a social phenomenon and social problems. This research creates ¹⁰ a complex picture, examines words and detailed reports from respondents' views, and conducts studies in natural situations (Darmadi, H. 2003: 286). The data collection techniques in qualitative research in collecting data generally use interview techniques, observation, and documentation.

RESULT AND DISCUSSION Entry-level Red Cross in Elementary School PMR Mula functions as peer leadership; that is, it can be a role model of healthy living skills for peers and build and develop the character of the Red Cross so that they are ready ⁶ to become PMI Volunteers in the future. PMR (Youth Red Cross) Level Mula in elementary school is the initial level in youth development, which aims to introduce humanitarian values, health, and social solidarity to elementary school children (7-12 years old). According to Sudirman

(2016), the Beginner Level PMR is a forum for fostering young people who instill the basics of character, such as caring, responsibility, and cooperation through appropriate activities for their age. The same thing is also quoted from Rahmawati (2018), which states that this program is designed to equip students with basic first aid skills, clean and healthy lifestyles, and empathy values towards others. With a fun and educational approach, PMR Level Mula shapes a healthy, disciplined, and socially minded young generation from an early age. ⁵ So, it can be concluded that PMR Level Mula in SD is the basic level of Youth Red Cross activities aimed at introducing humanitarian values, health, and social solidarity to students aged 7-12 years through simple and fun learning.

Organizational Management of Teenage Red Cross (PMR) Mula Level in Public Elementary School No.067951 Medan 106 J-SIME- Vol. 1 No. 2 Desember 2024 The Benefits of Learning Extracurricular Activities of PMR Beginner Level in Elementary School Rosmana (2024) PMR can train the leadership spirit of human traits. In addition, PMR can be motivated by extracurricular activity learning activities; namely, it can train the attitude. 1. Empathy, with this condition making them more sensitive to the surrounding environment. With PMR extracurricular activities, students will ¹⁶ become more sensitive to the surrounding environment without realizing it, training an empathetic attitude. 2. Training independence and responsibility: participating in motivated PMR extracurricular activities will indirectly train independence and responsibility for the tasks that have been given. Every time they follow and participate in the agenda of activities held, students are responsible for carrying out the PMR tasks as well as possible. 3. Adding relationships, with this extracurricular activity, can find new relationships, hobbies, and interests that are the same and very, very fun, and can learn to socialize and interact with others. 4. Time management in this extracurricular activity ⁸ must be able to manage time with this extracurricular activity, inevitably interacting with others. PMR extracurricular activities should have an agenda of activities in their implementation to require good cooperation. Although extracurricular activities are carried out outside of school hours, they will waste

time; time that can usually be used for rest turns into PMR extracurricular activities.

Although these extracurricular activities are very busy, we ⁸ must be able to manage our time well, and there are no other activities so that we can still manage school time, rest, and participate in extracurricular activities and study. 5. Working together in a team and participating in extracurricular activities will help us to develop good cooperation between members. Without cooperation between members, this activity agenda cannot run successfully and smoothly.

6. Learning a healthy lifestyle and participating in PMR activities outside of class will benefit greatly. One of the benefits will be gaining much knowledge about healthy living models and ways of life ⁸ that can be used to be healthy every day. The Advantages and Disadvantages of PMR Extracurricular Activities at The Beginner Level Participating in Youth Red Cross (PMR) extracurricular activities at the primary school level has several pros and cons. Here are some examples: Pros of PMR extracurricular activities at the primary level

1. Social Skill Development: Children learn to cooperate, communicate, ¹² and empathize with others, which is important for their social skill development.
2. Health Education: Children acquire basic knowledge about health, first aid, and hygiene that are useful in everyday life.
3. Character Building: Through these activities, children are taught values such as caring, responsibility, and discipline, which help build positive character.
4. Raising Environmental Awareness: PMR activities often involve environmental hygiene and health campaigns, raising children's awareness ⁷ about the importance of caring for the surrounding environment.
5. Improves Self-Confidence: Children can increase their self-confidence and ability to take initiative by engaging in various activities and responsibilities.

Shortcomings in PMR Extracurricular activities at the Beginner level

1. Comprehension: Children at the beginning level may struggle to understand more complex concepts in first aid, health, and other materials due to their young age.
2. Physical Limitations: Children at the beginning level may not yet have the physical strength or motor skills necessary for some more strenuous PMR activities.
3. Time Management: Combining extracurricular

activities with a busy study schedule can be challenging for kids and requires good time management. 4. Resource Limitations: Schools may have limitations in terms of equipment and facilities needed to run an effective PMR program. 5. Commitment and Consistency: Maintaining children's interest and commitment over a long period can be difficult, especially if activities are not always interesting or fun.

Organizational Management of Teenage Red Cross (PMR) Mula Level in Public Elementary School No.067951 Medan 108 J-SIME- Vol. 1 No. 2 Desember 2024 PMR activities at the primary level can benefit children's social skills, health knowledge, and character-building development. However, 8 it is important to consider the shortcomings and find solutions by simplifying the materials, ensuring varied and engaging activities, and providing adequate support from the school and parents. PMR Organization/Extracurricular Planning 5 Based on the research findings, it can be seen that in carrying out PMR extracurricular planning, the following stages can be carried out: (1) Conducting a meeting with teachers in elementary schools, (2) Choosing the teacher in charge as a coach, I and II of PMR extracurricular activities, (3) Determining the objectives and programs of PMR extracurricular activities, (4) Developing a PMR extracurricular schedule, (5) Then selecting the chairman, vice chairman, secretary, and treasurer who are recruited from high-grade students in elementary schools, namely grades V and VI (6) Delivering objectives and activity programs, (6) Informing 2 the schedule of activities, delivering materials, routine training in making stretchers, tents, first aid, improving skills and knowledge and social awareness, and (7) Determining/preparing a budget sourced from BOS funds and fundraising (if the required funds are still lacking). 5 The results of research observations related to PMR extracurricular planning it is in line with the results of a study conducted by Taufik (2015) that planning PMR extracurricular activities is carried out through joint and open meetings held at 12 the beginning of the year in planning extracurricular activities it discusses the types of extracurricular activities, forms and objectives of activities, division of duties of extracurricular coaches, formation of

administrators, supervisors, extracurricular activities, compiling work programs and activity schedules, budgets, monitoring and evaluation mechanisms, and the required infrastructure. Terry (in Sukarna, 2011) states that: “planning ³ is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and formulating of proposed activities believed necessary to achieve desired results” (Planning is the selection and relationship of facts and the making and using of assumptions regarding the future in the visualization and formulation of proposed activities believed necessary to achieve desired results).

PMR Extracurricular Organization Based on the observations, ² it can be seen that PMR extracurricular activities are organized by establishing an organizational structure for PMR extracurricular activities at SD NEGERI NO.067951 MEDAN. The PMR extracurricular organizational structure consists of The person in charge, namely the school principal; the coach, namely the vice ¹ principal for student affairs; the coach/trainer teacher; and the PMR management (chairman, secretary, and treasurer). ² The results of observations related to the organization of PMR extracurricular activities align with the opinion of Susilo et al. (2008), who state that PMR is a school extracurricular activity and is still part of the Intra-School Student Organization (OSIS). PMR is under the auspices of 2 (two) institutions, namely The school and ⁶ the Indonesian Red Cross (PMI). The composition of the PMR management at school at least includes: (a) ² The person in charge of the PMR is the principal, who is the main person in charge and manages the duties of the PMR coach at school; (b) The PMR coach is the vice principal for student affairs who manages the duties of the PMR technical coaches and trainers at school, (c) PMR technical coaches are teachers or administrative task executors at school who daily assist the principal in carrying out PMR coaching tasks, (d) PMR trainers are facilitators who are in charge of organizing materials for PMR training, and (e) PMR daily management consists of: a chairperson, vice chairman, secretary, treasurer, community service unit, health unit, friendship unit, and general unit. PMR is an organization of ⁶ the Indonesian

Red Cross based in schools or community groups that aims to build and develop the character of the Red Cross to be ready to become PMI Volunteers in the future. 2

Implementation of PMR Extracurricular Based on the results of observations, researchers can find out that the implementation of PMR extracurricular activities is carried out by (1) Following a predetermined schedule and informing all PMR members, (2) Conveying goals and programs to members of the Youth Red Cross, (3) Carrying out routine training activities twice a week on Wednesdays and Fridays, (4) Carrying out predetermined

Organizational Management of Teenage Red Cross (PMR) Mula Level in Public Elementary School No.067951 Medan 110 J-SIME- Vol. 1 No. 2 Desember 2024

programs, namely the delivery of initial material, training in making stretchers, tents, first aid, improving skills and knowledge and social care, (5) Carrying out duties and responsibilities as PMR members, namely performing first aid to people who are sick, (5) Carrying out duties and responsibilities as PMR members, namely providing first aid to people who are sick and caring for the surrounding environment, and (6) 2 Students who take part in the Youth Red Cross (PMR) extracurricular consist of 30 students, consisting of 18 girls and 12 boys. The results of research observations related to the implementation of PMR extracurricular activities it is in line with the opinion of Wiestra et al. (2014) that implementation is an effort made to carry out all plans and policies that have been formulated and determined by completing all 3 the needs of the necessary tools, who will carry out, where the place of implementation is and when it starts. Furthermore, Abdullah (2014) states that implementation 7 is a process of a series of follow-up activities of program schools or established policies consisting of decision-making, strategic and operational steps, or policies into reality to achieve the goals of the originally set program. Based on the findings above, it illustrates that it 2 is in line with the data. Susilo et al. (2008) explain that PMR activities are Tri Bakti PMR. The scope of these activities includes: (a) Improve healthy living skills. The training needed is sanitation and health, first aid, and disaster preparedness; this can strengthen the value of clean and healthy

character in the surrounding environment. (2) Working and serving in the community. The training needed is leadership, mobilization, sanitation and health, and first aid. These activities can strengthen the character values of leadership, caring, creativity, and cooperation; and (3) Strengthen national and international friendships. The training needed is leadership and mobilization, so it is expected **2** to strengthen the character values of being friendly and cheerful. PMR Extracurricular Evaluation **Based on the results of observations, it can be seen** that **the evaluation of PMR extracurricular activities** is carried out by (1) Determining the schedule of evaluation activities, (2) Conducting an evaluation by looking at the results obtained first, (3) Conducting follow-up if needed, and (4) Improving and redeveloping existing programs. **The results of observations** related to **the evaluation of PMR extracurricular**

activities are in line with the opinion of Susilo et al. (2008), who explain that monitoring and **evaluation of PMR extracurricular activities** aims to measure achievements in the PMR coaching and development process, resulting in proposals for change or improvement. The study conducted by Syakir et al. (2017) also emphasizes the importance of supervision **in the implementation of** extracurricular activity programs to serve as an evaluation of the implementation of extracurricular activities in the future. The rules and sanctions for each extracurricular activity are needed **8** to serve as a control tool for implementing supervision of extracurricular activities to run smoothly. Monitoring/Evaluation **2** is an **activity to** collect information about the operation of something, which then the information is used to determine the right alternative in making a decision (Arikunto, 2004). Monitoring and evaluation should **7** **be carried out in** stages from the central PMI to the regions at least once a year, regional PMI to branches at least twice a year, and branch PMI to PMR units at least once a month. Supporting and inhibiting factors **2** **for PMR extracurricular activities** **Based on the results of observations** and interviews with extracurricular teachers at SD NEGERI NO.067951 MEDAN, researchers can find out that there are supporting factors for PMR extracurricular activities, which include (1) Adequate **facilities and**

infrastructure, (2) Good cooperation between teachers at school and parents of students, (3) Full support from schools and parents of students, and (4) The willingness to learn from students in participating in activities. The inhibiting factors include (1) Limited funds and (2) Students who sometimes do not seriously participate in routine training activities.

Combining these internal and external factors will greatly influence the success of PMR extracurricular activities at the beginner level. Schools need to use these driving factors optimally and find ways to overcome the obstacles that arise so that the PMR program can run smoothly and provide maximum student benefits. CONCLUSION Based on the results and discussion of the research, it can be concluded that the PMR Organization / Extracurricular Management at SD NEGERI NO.067951 MEDAN, which is carried out by implementing management functions, namely PMR extracurricular planning, PMR extracurricular organization, PMR extracurricular implementation, and PMR extracurricular evaluation, has been effective as a means to

Organizational Management of Teenage Red Cross (PMR) Mula Level in Public Elementary School No.067951 Medan 112 J-SIME- Vol. 1 No. 2 Desember 2024 foster good values for students, not only that it can be a coaching medium that can welcome the development of children's abilities, interests and talents of students who take part in extracurricular organizational activities and become a provision for the progress of the field of Red Cross students in the future. REFERENCES Abdullah, M. (2014). Manajemen dan Evaluasi Kinerja Karyawan. Yogyakarta: Penerbit Aswaja Pressindo. Arikunto, S. (2004) Evaluasi Program Pendidikan Pedoman Teoritis Praktis Bagi Praktisi Pendidikan. Jakarta : Bumi Aksara. Gunawan, I. (2014). Metode Penelitian Kualitatif Teori dan Praktik. Jakarta: PT. Bumi Aksara. Inriyani, Y., Wahjoedi., & Sudarmiatin. (2017). Peran Kegiatan Ekstrakurikuler untuk Meningkatkan Prestasi Belajar IPS. Diterima dari: <https://core.ac.uk/download/pdf/267023922.pdf>. Rohit. (2009). Manajemen Sekolah. Bandung: PT Refika Aditama. Rosmana, P. S., Iskandar, S., Laksita, E. C., Laila, W. N., Nurfitriya, R., & Tambunan, Y. A. M. (2024). Implikasi Ekstrakurikuler PMR Tingkat Mula

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