

ANALYSIS OF STAKEHOLDER CONTRIBUTIONS TO THE DEVELOPMENT OF MADRASAH QUALITY MADRASAH IN MAN ASAHAN

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Abstract

Madrasas play a crucial role in supporting the achievement of national education goals by continuously striving to improve their quality and relevance. In this context, stakeholder involvement is essential in shaping policies and initiatives that enhance the performance of madrasas as quality educational institutions. This study aims to analyze the role of stakeholders in improving the quality of education at MAN Asahan. A qualitative research method was employed using in-depth interviews with various madrasa stakeholders, including the head of the madrasa, teachers, students, and parents. This approach allowed for a comprehensive understanding of stakeholder contributions in the development of madrasas. The findings reveal that each stakeholder has a complementary role, with their active participation forming a collaborative ecosystem that supports the vision and mission of the madrasa. Stakeholders are capable of mobilizing all elements of the institution toward achieving educational excellence. The study concludes that building a quality madrasa requires the synergy of all stakeholders, creating an effective support system that fosters the progress and sustainability of MAN Asahan.

Keywords: Stakeholders; Quality Madrasah; Collaboration

A. Introduction

Within educational institutions, there are various components that have a role in managing and regulating all madrasah activities known as stakeholders. Stakeholders include individuals or groups who are directly or indirectly involved with madrasah management and have social awareness and influence on the development of madrasas. The sustainability of a madrasah is not only determined by the head of the madrasah, but also by the participation of various stakeholders (*stakeholder*) others who bring creative ideas and broad perspectives. Quality madrasah education can be achieved if all groups collaborate and support each other, namely between teachers, students, parents, the community, and the government (Sabila et al., 2023: 227).

Development and implementation of a strategic mindset by all stakeholders (*stakeholder*) Madrasah is another component that needs to be considered in strategic management (Hidayat, 2018:205). Leaders are responsible for making strategic decisions and regulating all madrasah activities so that organizational goals can be achieved.

Designing strategies and management plans is one of the main tasks of madrasah managers. Managers must have the ability to manage human, financial, and material resources with an efficient and effective approach to achieve desired educational goals. Improving the quality of education, madrasah organizers are obliged to ensure that all madrasah activities run efficiently and effectively and continue to strive to improve the quality of madrasah as a whole (Sari et al., 2023: 32).

Madrasahs are very significant in supporting the achievement of national education goals. To achieve this goal, it is important for all levels, types, and forms of educational institutions in Indonesia to continue to improve their quality in order to compete and excel (Muhith, 2018:144). Efforts to improve the quality of madrasahs as superior and quality educational institutions, always innovating and taking concrete steps in developing the vision and mission of madrasahs and involving all *Squirrel* madrasah. One of the achievements that has been achieved is the establishment of an environment-oriented madrasah, which is evidenced by the determination of madrasahs as a national adiwiyata madrasah (Rahim & Humaerah, 2016: 1).

Building a quality madrasah must have a vision and mission to make a madrasah a quality educational institution, one of the aspects that needs to be improved continuously is its management. Madrasahs must focus on the real conditions faced which include several elements, including curriculum and learning processes, facilities, infrastructure, funding, students, and community involvement. Madrasah education has several problems related to stakeholders which include dissatisfaction, difficulties in communication, lack of participation, changes in policies or regulations, uncertainty, limited resources, and power imbalances. Therefore, the role of stakeholders is very important in formulating policies that aim to improve the quality of education in educational institutions (Azwar et al., 2024:136).

In the context of developing educational quality, stakeholder involvement is a crucial aspect in every policy planning and implementation process. Stakeholders include individuals, groups, and institutions with a direct interest in the educational policies being designed, such as the government, educational institutions, parents, and the wider community (Schmeer, 2000). Their involvement is not merely administrative but also crucial for determining the direction and success of inclusive and sustainable educational policies. Educational planning that does not actively involve stakeholders often fails to address real needs on the ground. Therefore, the active involvement of all elements, including madrasahs as religious-based educational institutions, is crucial. (Purwo Haryono, 2024:39). With the participation of all parties, educational policies will be more responsive to the needs and expectations of all involved. In this context, this study focuses on the role of stakeholders in designing and promoting the advancement of educational quality at MAN Asahan. (Fadli Agus Triansyah, 2023).

Improving the quality of madrasah education in Indonesia still faces various challenges, particularly in institutional management, human resource quality, and limited infrastructure. Yet, madrasahs have significant potential to produce a generation that excels

academically and spiritually. Compared to public schools, many madrasahs still suffer from low competitiveness due to suboptimal professional and sustainable educational governance. In efforts to improve this quality, the involvement of stakeholders – such as madrasah principals, teachers, parents, the government, and the community – is essential. However, in practice, various obstacles such as minimal coordination, lack of active participation, and weak communication systems often hinder the creation of synergy. Based on this, this research was conducted at MAN Asahan, a state madrasah that is striving to strengthen stakeholder participation in improving educational quality. This study aims to illustrate how stakeholder roles can be optimized to support the achievement of the vision of a superior and high-quality madrasah (Rifa'i, 2019: 230). This study aims to analyze the role of stakeholders in developing quality madrasahs at MAN Asahan, as well as the forms of collaboration between components that support the achievement of national education goals."

B. Method

This research uses a qualitative approach with a descriptive case study. This approach was chosen to gain a deeper understanding of the social realities within the madrasah environment, particularly in examining the role of stakeholders in improving educational quality. Qualitative research allows researchers to obtain descriptive data through words, narratives, and direct interactions with research subjects (Rukajat, 2018:3). The research was conducted at MAN Asahan, located on Jl. Latsitarda Nusantara VIII, Kisaran Timur District, Asahan Regency, North Sumatra Province, ZIP Code 21214. This location was chosen because MAN Asahan is a state madrasah actively developing a quality management system based on stakeholder participation. The data collection techniques used included participant observation, in-depth interviews, and documentation. Observations were conducted to directly observe stakeholder interactions and involvement in madrasah activities. Interviews were used to explore informants' experiences and perspectives, while documentation was used to collect relevant written or visual data.

Data analysis techniques were conducted simultaneously with the data collection process using the interactive analysis model from Miles and Huberman, which consists of three stages: data reduction, data presentation, and conclusion drawing. This process was carried out continuously until data saturation was reached, when the information obtained from informants was repetitive and no new data was generated (Bogdan & Taylor, 1975: 56). To ensure data validity, this study employed triangulation techniques, both source triangulation and technical triangulation. This triangulation was conducted to compare data from various sources and data collection techniques to obtain a valid and reliable picture. (Fattah, 2023:131). Explaining that the qualitative research design is prepared before the researcher makes observations in the field, where the researcher makes careful preparations before going to the research site.

C. Finding and Discussion

In order for this discussion to be understood in its entirety, the researcher first explained the description of the research results. So the results of the research that I have explained below are as follows.

1. Finding

The Role of Stakeholders in Encouraging the Realization of Quality MAN Asahan

The research findings indicate that various stakeholders at MAN Asahan play complementary roles in supporting improvements in educational quality. The principal serves as the primary director of institutional policy and management, assisted by the Deputy Principal (WKM) in the areas of curriculum, student affairs, facilities, infrastructure, and public relations. This division of tasks makes the madrasah governance system more structured and focused. Collaboration between the madrasah and external institutions was also found to be a crucial strategy for improving student competency. MAN Asahan collaborates with Course and Training Institutions (LKP) to provide skills training in areas such as fashion design and computer network engineering (TKJ). Furthermore, a Guidance and Counseling Coordinator (BK) assists students in non-academic areas. Field data indicates that teachers at MAN Asahan are very active in developing learning materials, including developing relevant and contextual lesson plans (RPP). Teachers also implement a problem-solving learning model, which encourages students to work in groups and find solutions to given problems, rather than simply passively listening to lectures.

Student academic achievement also demonstrates an indicator of madrasah success. In 2025, 28 MAN Asahan students successfully graduated through the National Achievement-Based Selection (SNBP) pathway, spread across various state universities, including Medan State University (11 students), Malikussaleh University (7 students), UIN North Sumatra (3 students), Andalas University (2 students), Padang State University (2 students), Syiah Kuala University (2 students), and Diponegoro University (1 student). The findings also indicate an active role of parents in supporting madrasah programs, both through motivating their children and participating in social activities and institutional agendas. This support reflects the positive involvement of external stakeholders in the development of education at the madrasah. Teacher participation at MAN Asahan is also key to implementing a quality-based curriculum. Teachers not only develop learning materials such as lesson plans (RPP), but also actively implement a problem-solving-based learning approach that encourages active student participation. This learning model is considered capable of improving students' critical thinking and collaborative skills, two important indicators of competency-based education quality.

This indicates that teachers, as core stakeholders, play a role in ensuring that learning is not one-way, but rather dialogic and contextual. Academic achievements also demonstrate the tangible impact of the synergy of various stakeholders on educational outcomes. Twenty-eight MAN Asahan students successfully passed the 2025 National Examination for Education (SNBP) and were accepted into various prestigious universities,

reflecting the high quality of educational input, process, and output. This achievement strengthens the argument that coordinated roles between the madrasah principal, teachers, and external partners can create a productive educational ecosystem. The support of parents, as external stakeholders, has also been identified as having a positive influence. Their participation includes home study assistance, involvement in madrasah social activities, and providing moral motivation to their children. This involvement is not merely symbolic but functional, as it strengthens the bridge between formal education and the family environment. This synergy strengthens the community-based participatory management model as an effective approach in managing the quality of education in madrasahs.

Effective Strategy to Involve Stakeholders in the Development of MAN Asahan

Madrasah strives to cooperate with institutions and organizations as much as possible. Madrasah has made an MOU with Darull Ullum University and UINSU, as well as an MOU with a special institution or training institution because the madrasah has a training major. To build a quality madrasah, there needs to be effective cooperation. Madrasah has a structure such as the head of ktu and treasurer for administration. For the teaching and learning process, there are four representatives: representatives for academic affairs, student representatives, infrastructure, and public relations representatives. This is the team that forms KBM. In addition, the head of study program, kalep, and kapus must work well together to build a quality madrasah. To build a quality madrasah, it is important to communicate with other stakeholders to plan how the madrasah can be even better. Therefore, it is important to organize the words that really matter. Put the words in their place, and we're talking to whom. Madrasah issues a decree once a year to evaluate its performance. Because the principal is a supervisor, administrator, and must have management skills.

The head of the madrasah is obliged to supervise one teacher every semester, with one teacher per semester. The policy was taken by the head of the madrasah through a meeting with teachers. Meetings are usually held once a month, but if there is an urgent need, meetings can be held outside of the one-month schedule. There is the latest information that needs to be discussed, formed, discussed, and decided. Madrasah stakeholders, namely madrasah committees, collaborate with other stakeholders, to ensure that student data is managed correctly and in accordance with applicable regulations. To ensure this accessibility and how these stakeholders can be involved, we can ensure that student data is properly managed and madrasahs ensure that these students and students carry out the teaching and learning process properly without falling behind.

Challenges and Obstacles in Involving MAN Asahan Stakeholders

An important effort to improve the quality of education and improve the learning environment at MAN Asahan is to involve stakeholders. However, in this process, there are many challenges and obstacles that need to be faced. Every job has its challenges, with advantages and disadvantages. This means that they don't need to be too principled in their

activities. There are some teachers who only do routine work, regardless of their performance level. So, because students/students are now addicted to AI, they are no longer thinking as hard as they used to. Since they are typed and photographed, the answer comes immediately. Therefore, when I teach the system like I used to, I collect the handphones on the table and just write like that. Now the students are gathered. The current challenge lies in the sheer number of numbers calculated with a calculator. On the other hand, forming a separate committee or forum involving all parties involved is also difficult. It is difficult to bring all parties together to actively participate, especially if they have different interests and priorities. They are also hampered by time and resource limitations.

Expectations and Needs of Stakeholders for MAN Asahan.

The hope is that this madrasah will be successful, not the students will be successful. For an achievement, to the first success of the student, we deliver the student to success, this teacher can be successful for the student, the teacher must also be successful and the teacher must have achievements. Outstanding teachers, madrasah heads must also be successful, the head of the madrasah must also have achievements. So, if so, what is the role of the organization? Regarding the adwiyata environment, this madrasah has reached the only independent adwiyata madrasah and the first in Asahan. The hope of stakeholders is that other parties will also participate in the development of the school, proactively, so that this madrasah, especially this religious school, can compete with other public schools and with other madrasahs. We want our children in the future to have the skills, skills, and competencies that are able to compete in society.

Table 1. Stakeholder Expectations and Needs for MAN Asahan

Theme	Subthemes	Sumber / Kutipan Informan
Expectations for Madrasahs	Overall Madrasah Successuh	"It's not just the students who must succeed, but the school itself. The principal, teachers, and everyone must excel." (Teacher)
	Competitiveness with Public Schools	"We want this school to be competitive, not only with other schools, but also with public schools." (Parent)
	External Participation in Development	"We hope there will be cooperation from external parties to develop this school." (Principal)
The Role of Teachers and Madrasa Principals	Teachers as the Driver of Student Success	"If teachers want their students to succeed, they must also be successful and achieve." (Teacher)
	Madrasah Principal Leadership	"The principal must also be a role model and have achievements." (Teacher)
Student Competencies	Graduate Skills and Competitiveness	"We want our children to have skills and be able to compete in society." (Parent)
	Character and Religious Education	"Because this is a school, religious values must also be strong so that children are

Theme	Subthemes	Sumber / Kutipan Informan
Institutional Achievements	Institutional Achievement	equipped for this world and the hereafter." (Parent) "This school has become the only Adiwiyata Mandiri (Independent Adiwiyata) in Asahan." (Principal)

Interview data shows that stakeholders have high hopes that MAN Asahan will not only produce outstanding students but also become a superior and competitive educational institution institutionally. Teachers and principals are considered role models who must demonstrate their accomplishments to encourage student success. Parents want their children to develop strong skills and character to compete in society. Furthermore, the school's achievement as an Adiwiyata Mandiri (Independent Adiwiyata) is a source of pride and a benchmark of success that is hoped to be further enhanced.

2. Discussion

This section is the core and most important part of the contents of the journal that will be loaded for publication. The discussion section is intended to interpret the findings of the study in accordance with the theories used and not merely explain the author's founding. The discussion must be enriched by referring to the results of previous studies that have been published in scientific journals. A conceptual framework needs to be made clear to get the appropriate discussion. References in the manuscript are written in brackets. Here are the examples for one author, e.g., (Buseri, 2017), and two authors, e.g., (Badarch & Zanabar, 2017)., If there are three to five authors, all authors are written in the first mention, e.g., (Casey, Kudeva, & Rausson, 2018) and the next mention is written as (Casey et al., 2018). Reference can also be written with a name outside the brackets, e.g., (Buseri, 2017) in accordance with the writing style. If the statement referred to is a direct quote or a specific fact, page number/s must be included, e.g., (Badarch & Zanabar, 2017) or if substances are taken from several pages, e.g., (Badarch & Zanabar, 2017). Indirect citations are more recommended than direct ones.

In the context of education, stakeholders refer to individuals or groups with an interest in the educational outcomes and processes within an institution. Stakeholders are not limited to internal parties such as madrasah principals and teachers, but also include external parties such as parents, madrasah committees, and the government (Sentanu et al, 2024). Strategic management theory views synergy between stakeholders as a prerequisite for improving institutional quality (Yusuf, 2023). In the Islamic education system, the leadership of the madrasah principal holds a central position. (Holis et al 2023) indicate that the leadership style of the madrasah principal influences 75% of the institution's development. This demonstrates the urgency of leadership quality in determining policy direction, decision-making, and the implementation of learning strategies in madrasahs. This aligns with (Rosyada, 2017). view that a madrasah leader must not rely solely on formal authority but must prioritize a scientific basis, be collaborative, and be responsive to the aspirations of the learners.

Leadership values exemplified in the Qur'an there are verses related to leaders including the words of Allah SWT. In QS. Al-Baqarah/2:30 which reads:

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰٓئِكَةِ اِنِّىْ جَاعِلٌ فِى الْاَرْضِ خَلِیْفَةً ۗ قَالُوْۤا اَجْعَلْ فِیْهَا مَنْ یُّفْسِدُ فِیْهَا وَیَسْفِكُ الدِّمَآءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ ۗ قَالَ اِنِّىْۤ اَعْلَمُ مَا لَا تَعْلَمُوْنَ

Meaning: "Remember when your Lord said to the angels: "I am about to make a caliph on earth." They said: "Why do you want to make (the Caliph) on earth a man who will cause damage to it and shed blood, when we are always praising you and purifying you?" God said: "Surely I know what you do not know."

The role of the caliph (leader) as the holder of a divine mandate who is responsible for the management and improvement of world life, including education (Hidayat & Wijaya, 2017). Collaboration between various stakeholders has proven to be a crucial driver in improving the quality of education at MAN Asahan. The principal, as a strategic leader, plays a key role in decision-making, internal oversight, and teacher empowerment. Teachers, as the primary actors in learning, not only teach but also develop teaching materials and implement problem-based learning approaches (Hidayat & Wijaya, 2017:270). The government's role as policymakers and resource providers significantly determines the direction of educational innovation (Yusuf, 2023). Meanwhile, the role of parents and the madrasah committee as external stakeholders demonstrates synergy in supporting character formation and strengthening student learning outside the classroom (H. Muh. Arif, 2023).

Table 1. Building a Quality Madrasah

Respondents	Role
Head of Madrasah	Leader
	Decision
	Supervision
	Motivator
	Person in charge of madrasah
Teacher	Educators
	Teacher
	Student supervisor
	Assessment
student	Educational acceptance
	Active learners
	Assessment
Parents	Supporting children's education
	Coordinating with madrassas
Madrasah Committee	Supervisor
	Advisor
	Supervisor
	Supporter

Based on educational management theory and field practice, the strategies adopted by MAN Asahan stakeholders can be classified into five main approaches:

Table 2. Strategies Adopted By MAN Asahan Stakeholders Can Be Classified Into Five Main Approaches

Quality Improvement Strategies	Explanation	Source
Improving teacher competency	Regular teacher training and professional development to improve teaching quality	(Umam & Murtafiah, 2023:36).
Active parental involvement	Parent involvement in meetings, school activities, and student development	(H. Muh. Arif, 2023:108).
Strengthening adaptive curriculum	Curriculum adjustment to current demands and student needs in the digital era	(Yusuf, 2023).
Improving educational facilities and infrastructure	Provision of facilities that support a conducive teaching and learning process	(Umam & Murtafiah, 2023:36).
Strengthening madrasah leadership	The principal prioritizes collaboration, a long-term educational vision, and active supervision	Holis et al. (2023:145)

The success of quality improvement strategies is heavily influenced by internal and external factors (Agustian & Amiruddin, 2024) suggest that stakeholder engagement will be optimal if supported by intensive communication, information transparency, and a sense of ownership of the madrasah. Conversely, inhibiting factors can include resistance to change, limited resources, and low digital literacy among some teachers and parents. The findings in this study confirm previous findings that the success of madrasahs in creating quality is not determined solely by a single actor, but rather by a collaborative ecosystem built between stakeholders (Sutasman, 2009). The theoretical implications of these results indicate that a participatory, collaborative management approach is more effective than an authoritarian or top-down model in the context of madrasah education management (Hutagaluh, et.al, 2020).

E. Conclusion

Based on the results of research that has been conducted at MAN Asahan, the role of stakeholders in building a quality madrasah in MAN Asahan can involve all madrasah stakeholders in a positive synergy between madrasah heads, teachers, students, and parents who together form an effective support system for the progress of madrasahs in MAN Asahan. Each element of internal stakeholders has a role and contribution in the process of improving the quality of education, starting from the leadership aspect, the learning process, facility support, to the creation of student character in the madrasah. MAN Asahan produces outstanding students to go to higher education, overall the quality of madrasahs at MAN Asahan can be realized and continue to be improved through cooperation and active involvement of all stakeholders based on the common vision and mission to create superior and competitive madrasahs. With the writing of this journal, hopefully this journal can be a

reference for other authors and a lot in adding knowledge in seeing this journal. It is hoped that the role of stakeholders in improving quality madrasahs with active involvement and good collaboration between all madrasah stakeholders.

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