

Strategies to Increase Students' Interest in Organizing with Swot Analysis

Prasetyo Utomo¹⁾ & Siti Sumiati²⁾

¹⁾Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: prasetyoutomo.std@unissula.ac.id

²⁾Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: sitisumiati@unissula.ac.id

Abstract. *This study aims to formulate strategies to enhance students' interest in participating in student organizations at the Faculty of Communication Sciences, Bandung Islamic University, through a strategic management approach. The research is motivated by declining student participation rates, weak leadership regeneration, and difficulties in aligning organizational programs with students' changing needs and institutional policies. These challenges highlight the necessity for student organizations to design systematic, data-driven, and sustainable development strategies. A qualitative descriptive method was employed, with data collected through in-depth interviews with organizational leaders and faculty management, observations of organizational activities, and document analysis. The analytical process involves the use of the Internal Factor Evaluation (IFE) and External Factor Evaluation (EFE) matrices to identify key strategic internal and external factors. The organization's strategic position was subsequently mapped using the Internal–External (IE) Matrix and the Cartesian SWOT Diagram. Alternative strategies were then formulated through the SWOT Matrix and quantitatively assessed using the Quantitative Strategic Planning Matrix (QSPM) to determine priority strategies. The findings reveal that the organization's internal condition falls within the moderate category, with an IFE score of 2,660, while the external environment is classified as high, with an EFE score of 3,307. This combination places the organization in Cell II of the IE Matrix, indicating a grow and build strategic orientation. The Cartesian SWOT mapping positions of the organization in Quadrant I, with an internal axis value of 1.692 and an external axis value of 0.127, reflects dominant internal strengths and external opportunities that slightly outweigh threats. The QSPM results identify the optimization of digital media utilization and the development of innovative, student-interest-based programs as the primary strategic priority, supported by strengthened external collaboration, organizational governance reform, and improved cadre development systems. The study concludes that student organizations possess substantial potential for growth provided that the recommended strategies are implemented consistently, adaptively, and in accordance with students' evolving needs.*

Keywords: Organization; Strategy; Student; Participation.

1. Introduction

Student interest in organizations has become a trend in student affairs at universities. Student organizations are an effective means of developing soft skills in the university environment. Student organizations (ormawa) play a vital role in campus life. They not only provide a platform for students to develop their talents and interests, but also contribute to the development of soft skills, leadership skills, and non-academic experiences that shape character.

Students are a reflection of the intellectual community who have a diligent spirit, diversity of thoughts, concepts, and creative ideas, with the aim of implementing the Tri Dharma of Higher Education, which includes education and learning, research, and community service. (Cahyono, 2019) Students are considered to have a high level of intellectual ability, natural intelligence in thinking and planning in acting. (Lastary & Rahayu, 2018) By channeling high intellectual talent into the organization, it will provide broader benefits.

Student organizations (ormawa) play a strategic role in supporting the faculty's vision and mission, particularly in developing character, competence, and student contributions to the academic environment and society. Here are some reasons why ormawa are so important to the faculty:

- 1) As part of a higher education institution, the Faculty's Soft Skills Development Center is not only tasked with producing academically superior graduates but also with the responsibility of developing individuals who are ready to compete in the workplace and society. Through student organizations, students can develop leadership, communication, time management, teamwork, and problem-solving skills—all highly sought-after soft skills in the professional world.
- 2) Supporting the Implementation of the Independent Learning Curriculum: Student organizations provide a platform for students to actualize their work and support programs such as Independent Learning and Independent Campus (MBKM). Faculties can utilize student organizations to integrate self-development activities into a more flexible and adaptive academic system.
- 3) Means of Implementing the Tri Dharma of Higher Education: Through student organizations, students contribute to the implementation of the Tri Dharma, particularly in community service and collaborative research. Student organizations often implement various social, educational, and community development activities that contribute to the reputation of the faculty.
- 4) Strengthening the Faculty's Reputation and Image: Student organization activities, both on and off campus, reflect the quality of student development within the faculty. The achievements and presence of student organizations reflect the active academic and

organizational culture within the faculty, which indirectly strengthens the faculty's appeal to prospective students and collaboration partners.

5) The Faculty's Social and Leadership Laboratory requires a place for students to learn leadership, decision-making, and the development and implementation of work programs. Student organizations provide a realistic setting for practicing these skills. This is crucial as part of the student character development process.

6) Student and Faculty Communication Bridges Student organizations, particularly Student Executive Boards (BEM) and Departmental Student Associations (Himpunan Mahasiswa Departemen), serve as liaisons between students and faculty. They convey aspirations, constructive criticism, and innovative ideas that can help faculty better respond to student needs.

In addition, the existence of student organizations (ormawa) in the faculty is also an important indicator in assessing the accreditation of study programs and institutions. Student Criteria in BAN-PT/LAM-PT Accreditation In the accreditation instruments from BAN-PT and the Independent Accreditation Institution (LAM-PT), the student aspect is one of the main assessment components. Ormawa activities support the assessment of indicators such as: Student quality and achievement, Student involvement in intra- and extra-campus organizational activities, The role of the faculty in supporting the development of student interests and talents.

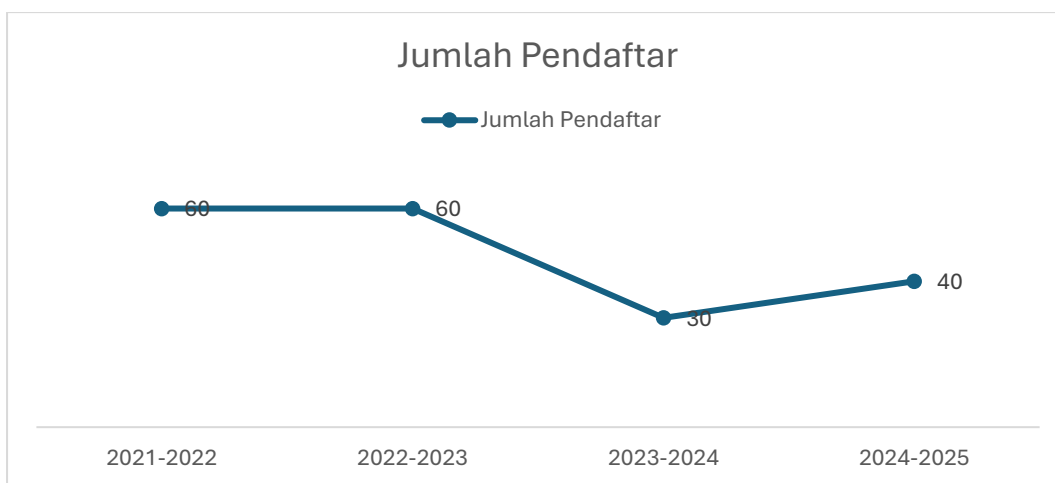
Student organizations (ormawa) are an integral part of the higher education system in Indonesia. Their existence is supported by laws and regulations that provide legality and direction for the development of student organizations in the campus environment, namely Law Number 12 of 2012 concerning Higher Education Article 90 Paragraph (1) states that "Students have the right to form student organizations in higher education." Article 90 Paragraph (2) states that these student organizations are formed in order to develop students' interests, talents, and leadership abilities as well as in order to increase national insight and love for the country, Permendikbud (Regulation of the Minister of Education and Culture) Number 155 of 2009 concerning General Guidelines for Student Organizations in Higher Education. Although it is quite old, this regulation is still often used as a reference by many campuses in regulating the formation, development, and implementation of student organizations. It explains that student organizations are a means of self-development for students towards broadening their horizons, increasing their intellectualism, and personal integrity to achieve national education goals.

Student organizations are also a medium for implementing the Tri Dharma, especially in terms of community service and student character development, which are also the responsibility of higher education institutions.

Post-COVID-19 pandemic, organizational activities have begun to gradually return to normal. However, this is not as easy as returning the organization's vibrant atmosphere to its original

state. Student interest in the Faculty of Communication Sciences is dynamic, but has decreased over the years. According to information from the Secretary of the Student Executive Board (BEM) of the Faculty of Communication Sciences, Unisba, the number of interested students who registered for BEM Fikom was over 60 in 2021, over 60 in 2022, 30 in 2023, and over 40 in 2024. This demonstrates student interest. Each year, BEM Fikom accepts around 30 new members.

Figure Number of Registrants Graph



Source: BEM Secretary, 2024

Based on data from 2023, interest in student organizations in the Faculty of Communication Sciences (Fikom) has declined. Enrollment in the Fikom Student Executive Board (BEM) has decreased by around 50% compared to the previous year. In 2024, there was an increase, although it has not yet returned to the levels seen in 2021 and 2022. The decline in interest is also being felt at other campuses in Indonesia. According to Kompas.id, member recruitment, which used to be held once a year, is now held twice a year. (Setianingsi, 2024). Reported from Kompas.id The decline in student interest in campus organizations stems from the availability of more promising opportunities outside of these organizations. One such program is the Certified Independent Study and Internship (MSIB) program. (Fitrianto, 2024) This is in line with what the Head of the Student Executive Board of the Faculty of Communication Sciences, Unisba, said that government programs such as internships, MSIB, and MBKM are more attractive to students.

Internally, there's a growing concern that students feel drained by organizational activities due to their busy schedules and tight schedules. This is believed to impact student interest in organizing.

Student organizations have work programs and activities that they implement each term. The author observed a decline in student interest in organizations.

2. Research Methods

The type of research used in this study is qualitative research with a case study approach. Qualitative research methods are research methods based on post-positivism or interpretive philosophy, used to research natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (a combination of observation, interviews, documentation), the data obtained tends to be qualitative data, data analysis is inductive/qualitative, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena and find hypotheses. (Sugiyono, 2024). Qualitative research is a type of research approach in the social sciences that uses a natural paradigm, based on phenomenological theory and related concepts, to examine social problems in an area from the perspective of the background and perspective of the object being studied holistically.(Abdussamad, 2021).

3. Results and Discussion

3.1. Overview of Research Location

This research was conducted at the Faculty of Communication Sciences, Bandung Islamic University (FIKOM UNISBA), a faculty at the university. Founded in 1983, FIKOM UNISBA currently offers three study programs: undergraduate (S1), master's (S3), and doctoral (S3) degrees in Communication Sciences.

FIKOM is located at Jl. Tamansari No. 24–26, Bandung. The student organization structure at FIKOM consists of two bodies, namely the Student Executive Board of the Faculty of Communication Sciences (BEM FIKOM), which carries out executive functions and organizes student activities and the Student Trustee Board of the Faculty of Communication Sciences (DAM FIKOM), which acts as a legislative body and internal supervisor of the organization. Both student organizations operate under the guidance of the Vice Dean III for Student Affairs, who has a strategic role in assisting the development of student character and leadership capacity.

The data obtained is data from the results of interviews with several informants who are individuals who are considered to have understanding, experience and involvement relevant to the issues being researched, as follows:

Table Characteristics of Research Respondents

R	Education	Gender	Work	information
1	S3	Woman	Lecturer	Deputy Dean III of Fikom Unisba
2	S1 Process	Man	Student	Chairman of the Student Executive Board of the Faculty of Communication Sciences, Unisba
3	S1 Process	Man	Student	Head of DAM Fikom Unisba

4	S1 Process	Woman	Student	Secretary of the Student Executive Board of the Faculty of Communication Sciences, Unisba
5	S1 Process	Woman	Student	Class of 2023 Students
6	S1 Process	Man	Student	Class of 2024 Students
7	S1 Process	Man	Student	Class of 2024 Students

In this section, the results of the analysis of the external and internal environment of the student organizations (ormawa) of the Faculty of Communication Sciences, Unisba are presented and then strategies are formulated to increase students' interest in organizing.

Strategy determination is carried out using a SWOT analysis. A SWOT analysis is a systematic approach used to identify various strategic factors that influence an organization. This approach is based on the principle that effective strategies can be formulated by leveraging existing strengths and opportunities while simultaneously minimizing the impact of existing weaknesses and threats.

The internal environment discusses the strengths and weaknesses of the Fikom Unisba Student Organization. Based on the results of interviews with several informants, an identification of factors consisting of strengths (S) and weaknesses (W), as well as external factors consisting of opportunities (O) and threats (T) can be obtained.

1) Internal Factors

a. Strength (Strength-S)

Strength factors are internal organizational factors, including the following:

- a) Event appeal and positive image
- b) Self-development and skills
- c) Relations and networks
- d) Internal and environmental support

b. Weakness (Weakness-W)

Weakness factors are internal organizational factors that can hinder or limit, as follows:

- a) Declining student interest and regeneration
- b) Time management and priorities
- c) Limitations of innovation and programs
- d) Paradigms and organizational culture

e) Focus and scope of activities

2) External Factors

a. Opportunities (O)

The opportunity factor is a favorable situation faced by Fikom Student Organizations in increasing students' interest in organizing, as follows:

a) MBKM program support

b) Utilization of digital media and innovation

c) External Networking and Collaboration

d) Soft Skill and Leadership Development

b. Threats (Threats-T)

Threat factors are the main situations that are not beneficial for Fikom Student Organizations in increasing students' interest in student organizations, as follows:

1) Paradigm Shift and Student Priorities

2) Declining student interest and regeneration

3) Stagnant organizational culture

4) Student academic load

5) Lack of communication with leadership

Quantitative Strategic Planning Matrix (QSPM) Analysis

After obtaining alternative strategies through the SWOT Matrix, the next step in strategy formulation is the application of the Quantitative Strategic Planning Matrix (QSPM). The QSPM is used to evaluate and determine the most appropriate priority strategies based on the relative attractiveness of each alternative strategy to previously identified internal and external strategic factors.

The QSPM allows for a more objective and systematic strategy assessment, as it considers the importance of each strategic factor derived from the IFE and EFE Matrices, as well as the degree of attractiveness of each strategy to that factor. Thus, the chosen strategy is not only conceptual but also supported by quantitative calculations.

The QSPM preparation in this study is based on internal and external strategic factors and their weights obtained from the IFE and EFE Matrices. Alternative strategies generated from the SWOT Matrix, especially the strategies most relevant to the organization's position in Cell II of the IE Matrix and Quadrant I of the Cartesian SWOT Diagram.

Assigning an Attractiveness Score (AS) to each strategic factor for each strategy, with a rating scale of 4 = very attractive, 3 = attractive, 2 = less attractive, 1 = not attractive, 0 = no influence.

The Total Attractiveness Score (TAS) value is obtained from the results of multiplying the strategic factor weights by the AS value, then added up for each strategic alternative.

Based on the results of the SWOT Matrix and the matching stage, four main strategic alternatives were determined which were considered the most relevant and realistic to be tested through QSPM, namely:

- 1) Strategy 1 (S1): Strengthening external collaboration and integration of the Independent Campus Program to increase organizational attractiveness.
- 2) Strategy 2 (S2): Optimizing the use of digital media and program innovation based on student interests.
- 3) Strategy 3 (S3): Strengthening the cadre system and regeneration of organizational members.
- 4) Strategy 4 (S4): Strengthening organizational governance and culture to be more adaptive and flexible.

Quantitative Strategic Planning Matrix (QSPM)

Strategic Factors	Weight	AS S1	S1 Bag	AS S2	S2 Bag	AS S3	S3 BAG	AS S4	S4 BAG
Strength (S)									
S1 Attractiveness & positive image	0.109	4	0.436	3	0.327	2	0.218	2	0.218
S2 Self-development & skills	0.188	3	0.564	4	0.752	3	0.564	2	0.376
S3 External Network	0.181	4	0.724	3	0.543	2	0.362	2	0.362
S4 Internal support	0.174	3	0.522	2	0.348	3	0.522	3	0.522
Weakness (W)									
W1 Low regeneration	0.065	2	0.130	3	0.195	4	0.260	3	0.195
W2 Time management	0.087	2	0.174	3	0.261	3	0.261	4	0.348
Opportunity (O)									
O1 Independent Campus	0.109	4	0.436	3	0.327	2	0.218	2	0.218
O2 Digital Media	0.139	3	0.417	4	0.556	3	0.417	2	0.278
Threat (T)									
T1 Academic priority	0.104	2	0.208	3	0.312	3	0.312	4	0.416
T2 Interest decreases	0.134	3	0.402	3	0.402	4	0.536	3	0.402
Total TAS			4,013		4,023		3,670		3,335

Table Strategy Ranking Based on QSPM

Ranking	Strategy Code	Alternative Strategy	Total TAS
1	S2	Digital media optimization & program innovation	4,023
2	S1	External Collaboration & Independent Campus	4,013

3	S3	Strengthening cadre development & regeneration	3,670
4	S4	Strengthening organizational governance	3,335

Based on the QSPM calculation results, the highest Total Attractiveness Score (TAS) was obtained for Strategy 2 (Optimizing the use of digital media and student interest-based program innovation) with a value of 4.023, followed by Strategy 1 (External collaboration and integration of the Independent Campus Program) with a value of 4.013. Furthermore, Strategy 3 (Strengthening cadre development and regeneration) obtained a TAS value of 3.670, while Strategy 4 (Strengthening organizational governance) obtained the lowest TAS value of 3.335.

These results indicate that a strategy focused on utilizing digital media and program innovation was deemed the most attractive and most appropriate for the internal and external conditions of the FIKOM UNISBA student organization. This strategy was deemed capable of leveraging the organization's internal strengths while effectively responding to environmental opportunities, particularly in addressing changing student preferences and characteristics.

Thus, Strategy 2 is determined as the main priority strategy, while Strategy 1, Strategy 3, and Strategy 4 are positioned as supporting strategies that can be implemented in stages according to the organization's capacity and resources.

3.2. Strategic Implications

Based on the results of the SWOT Matrix and Quantitative Strategic Planning Matrix (QSPM) analyses, four main strategies were identified that can be implemented gradually to increase student interest in participating in organizations at the Faculty of Communication Sciences, Bandung Islamic University. These strategic implications emphasize strengthening the organization's attractiveness, increasing the relevance of activities to student needs, strengthening the organization's human resource capacity, and continuously improving organizational governance.

1) Digital Media Optimization and Program Innovation

This strategy is a top priority strategy because it has the highest Total Attractiveness Score, so it is considered most appropriate to the characteristics of digital generation students and the dynamics of the current higher education environment.

Strategy implementation can be achieved by strengthening the organization's digital branding by establishing a dedicated media team responsible for professional and consistent social media management. Regular publication of activities, member testimonials, and educational content related to soft skills development should be conducted to increase the organization's visibility among students.

Furthermore, organizations need to develop student interest-based work programs, such as

creative workshops, passion-based short projects, and cross-community collaborative activities. Recruitment can also be conducted digitally through online open recruitment, organizational introduction webinars, and the provision of organizational profile videos. This approach is expected to increase student engagement, making the organization more relevant and engaging.

2) Strengthening External Collaboration and Integrating the Independent Campus Program

This strategy aims to increase the organization's relevance to academic needs and the demands of the professional world. Implementation of the strategy is carried out through strengthening collaboration with external partners such as the communications industry, alumni, and professional institutions through practitioner seminars, mentoring programs, and collaborative activities.

Furthermore, organizational activities can be integrated with the Independent Campus Program policy by recognizing organizational activities as part of experiential learning. This integration can be realized through the development of social projects, competency-based activities, and collaborative academic programs that support the development of students' soft skills. The implication of this strategy is an increased value of organizational benefits, so that students view organizations as spaces for developing competencies relevant to their career needs.

3) Strengthening the Cadre Development and Regeneration System

This strategy aims to ensure organizational sustainability and improve the quality of its human resources. Implementation of the strategy involves the development of a more structured, competency-based cadre development system, including a new member orientation program, mentoring by senior management, and a cadre development curriculum tailored to the organization's needs.

In addition, organizations need to implement capacity-building programs such as leadership training and organizational management training, as well as regular member performance evaluations. Implementing these strategies is expected to improve the quality of organizational members and make the regeneration process more effective and sustainable.

4) Strengthening Governance and Organizational Culture

This strategy focuses on increasing organizational effectiveness by improving the management system and work culture to be more adaptive and professional. Implementation involves developing standard operating procedures for activities, a work program monitoring system, and regular management performance evaluations.

Furthermore, organizational culture reform is necessary by strengthening open communication, reducing the culture of seniority, and developing a collaborative work culture. Organizations also need to conduct internal training on time management,

teamwork, and leadership to improve the capacity of management.

As part of strengthening governance, organizations can also integrate non-credit-based academic recognition through recognition of organizational activities in the form of a Diploma Accompanying Certificate (SKPI), assessment of activity portfolios, and integration of organizational activities with institutional policies. The implication of this strategy is increased student motivation to participate in organizations because organizational activities receive formal recognition and are supported by a stronger institutional system.

Overall, the implementation of the strategies generated in this study indicates that increasing student interest in organizations is determined not only by the quality of the program activities, but also by the organization's relevance to student needs, institutional support, and the effectiveness of organizational governance. With integrated and sustainable implementation of these strategies, student organizations are expected to increase student participation, strengthen their non-academic competency development function, and support the achievement of higher education goals more optimally.

4. Conclusion

Based on the analysis and discussion in the previous chapter, it can be concluded that the condition of the student organization of the Faculty of Communication Sciences, Bandung Islamic University is in a relatively strategic position that is advantageous for development. The results of the Internal Factor Evaluation (IFE) Matrix show that the internal condition of the organization is in the medium category with a score of 2.660, while the External Factor Evaluation (EFE) Matrix shows that the external environment is in the high category with a score of 3.307. This combination places the organization in Cell II in the Internal–External (IE) Matrix with a growth and build strategy orientation. Furthermore, the mapping results using the Cartesian SWOT Diagram show that the organization is in Quadrant I with an internal axis value (S - W) of 1.692 and an external axis value (O - T) of 0.127. This position indicates that the organization's internal strengths are relatively dominant compared to weaknesses, and external opportunities are still greater than threats, although by a relatively small margin. This finding strengthens the recommendation for a growth strategy oriented towards utilizing internal strengths to capture external opportunities in a targeted manner. The matching stage and the preparation of the SWOT Matrix resulted in four groups of alternative strategies, namely the S–O, W–O, S–T, and W–T strategies. From these groups of strategies, a number of main strategies were selected that were considered the most relevant to be tested quantitatively through the Quantitative Strategic Planning Matrix (QSPM). The QSPM results show that the strategy of optimizing digital media utilization and student-interest-based program innovation achieved the highest Total Attractiveness Score, thus being designated as the top priority strategy in efforts to increase student interest in organizations. Other supporting strategies include strengthening external collaboration and integration of the Independent Campus Program, strengthening organizational governance, and strengthening the cadre development and member regeneration system. Overall, the series of strategic

analyses used in this study—starting from IFE, EFE, IE Matrix, Cartesian SWOT Diagram, to QSPM—prove that the FIKOM UNISBA student organization has great potential to develop if the formulated strategies are implemented consistently, directed, and sustainably.

5. References

Journals:

- Abichandani, P., Iaboni, C., Lobo, D., & Kelly, T. (2023). Artificial intelligence and computer vision education: Codifying student learning gains and attitudes. *Computers and Education: Artificial Intelligence*, 5. doi: 10.1016/j.caeai.2023.100159
- Ahmić, A., & Čizmić, E. (2021). Motivational Factors and Retention of Talented Managers. *Business Systems Research*, 12(2), 200–220. doi: 10.2478/bsrj-2021-0028
- Anggraini, IA, Desti Utami, W., & Rahma, SB (2020). IDENTIFYING STUDENTS' INTERESTS AND TALENTS FROM AN EARLY AGE AT ADIWIYATA ELEMENTARY SCHOOL. In *Jurnal Keislaman dan Ilmu Pendidikan* (Vol. 2, Issue 1). Retrieved from <https://ejournal.stitpn.ac.id/index.php/islamika>
- Azra, FEA (2022). Analysis of Strategy and Competitive Advantage as Keys to the Success of Retail MSMEs: A Case Study of ABC Company.
- Bozac, M. G. (2008). SWOT analysis and TOWS matrix-Similarities and differences. Retrieved from <https://hrcak.srce.hr/21453>.
- Cahyono, H. (2019). THE ROLE OF STUDENTS IN SOCIETY. *Setiabudhi Community Service Journal*, 1(1), 2019.
- Fakhrurrazi. (2021). SYSTEMIC THINKING CONCEPT IN STRATEGIC PLANNING. *Isema Journal: Islamic Educational Management*, 6(1), 13–24. doi: 10.15575/isema.v6i1.9406
- Fitrianto, D. (2024, December 28). Which Do Students Choose: Internships or Organizations? *Kompas.Id*.
- Hardiyanto, A., Soejanto, I., & Berlianty, I. (2018). Journal of Industrial System Optimization. ANALYSIS OF TOURISM VILLAGE DEVELOPMENT STRATEGY IN THE CENTER OF KERIS CRAFTSMEN. *Journal of Industrial System Optimization*, 11(1).
- Kalyana, G., & Arif, M. (2023). SEIKO: Journal of Management & Business TOWS Analysis as a Strategy to Achieve Sustainable Competitive Advantage in Ropang et al. *SEIKO: Journal of Management & Business*, 6(1), 300–308. doi: 10.37531/sejaman.v6i1.3643
- Lastary, LD, & Rahayu, A. (2018). The Relationship Between Social Support and Self-Efficacy and Academic Procrastination of Students Studying in Jakarta (Vol. 2, Issue 2).

Liani, D., Management, J., Tinggi, S., Ekonomi, I., Negara, K., Mastrip, J., 59 Blitar, N., & Timur, J. (nd). TOWS Analysis in Determining Marketing Strategy to Increase Sales Volume at CV Permadi Karya Mandiri Blitar.

Nigrum, L., & Azalia, M. (2018). Benefits of Participation in Student Organizations in Tourism Education: Professional and Working Opportunities Through Experience. In *Tourism Research Journal E* (Vol. 2, Issue 1).

Saputri, N., & Sa'adah, N. (2021). Developing Students' Interests and Talents through Extracurricular Activities. *Journal of Islamic Guidance and Counseling*, 2, 125–141. doi: 10.21093/tj.v2i2.4268

Sasoko, DM, & Mahrudi, I. (2023). *JOURNAL OF INTERDISCIPLINARY STUDIES: PERSPECTIVES ON SWOT ANALYSIS TECHNIQUES IN ACTIVITY PLANNING*.

Setianingsi, DA (2024, March 19). Student Organizations in the Internship Era: Are They Still Relevant? Kompas.Id.

Su, R. (2020). The three faces of interests: An integrative review of interests research in vocational, organizational, and educational psychology. *Journal of Vocational Behavior*, 116, 103240. doi: <https://doi.org/10.1016/j.jvb.2018.10.016>

Wati, DIR (2023). The Effect of Student Participation in Student Organizations on Soft Skills Development: A Case Study at UINSU. 2(4), 74–76. doi: 10.32832/amk

Books:

Abdussamad, Z. (2021). *Qualitative Research Methods* (P. Rapana, Ed.). Syakir Media Press.

Moleong, LJ (2022). *Qualitative Research Methodology (Revision)*. Bandung: PT Remaja Rosdakarya Bandung.

Sugiyono. (2024). *Qualitative Research Methods* (3rd ed.). Bandung: Alfabeta, CV.