



## The Rule of Competence, Knowledge and Culture on the Leadership Role of Islamic Education Management

Arlen Mardayanti<sup>1\*</sup>, Kasful Anwar<sup>2</sup>, Afif Fuadi<sup>3</sup>

<sup>1</sup>Postgraduate Doctoral Student at UIN STS Jambi, Indonesia, email: [mardayantiarlen@gmail.com](mailto:mardayantiarlen@gmail.com)

<sup>2</sup>UIN STS Jambi, Indonesia, email: [kasfulanwarus@uinjambi.ac.id](mailto:kasfulanwarus@uinjambi.ac.id)

<sup>3</sup>UIN STS Jambi, Indonesia, email: [amiraafifa2606@gmail.com](mailto:amiraafifa2606@gmail.com)

\*Corresponding Author: Arlen Mardayanti<sup>1</sup>

**Abstract:** The Literature Review article on the Influence of Competence, Knowledge and Culture on the Leadership Role of Islamic Education Management is a scientific article that aims to build a research hypothesis on the influence between variables to be used in further research, within the scope of Systematic Thinking in Islamic Education. The method of writing this Literature Review article is the library research method, which is sourced from online media such as Google Scholar, Mendeley and other academic online media. The results of this Literature Review article are that: 1) Competence influences the Leadership Role of Islamic Education Management; 2) Knowledge influences the Leadership Role of Islamic Education Management; and 3) Culture influences the Leadership Role of Islamic Education Management. Apart from these 3 exogenous variables that affect the endogenous variable, the Role of Leadership in Islamic Education Management includes many other factors, including the variables Public Speaking, leadership style and policy.

**Keyword:** Islamic Education Management Leadership Role, Competence, Knowledge and Culture

### INTRODUCTION

Leader is one aspect that is considered very important in Islam. This can be seen from the many verses and hadiths of the Prophet Muhammad that discuss this. This is understandable, because the leader is one of the factors that greatly influence the life of a community. In Islam, all issues related to human life have very clear and detailed rules.

In essence, every human being is a leader. The husband is the leader of his wife and children. The wife becomes a leader in maintaining her honor and guarding her husband's property. Every human being is a leader both for himself and for others. In addition, the fact that no human being can live without help from other people is proof that living in society is also human nature.

According to nature and irodatnya that humans are born to be leaders. Since Adam was created as the first human and was sent down to Earth, he was assigned as Caliph fil ardhi. As

stated in the Al Quran Surah Al Baqarah verse 30 which reads: "Remember when your Lord spoke to the Angel"; "Indeed I will appointed Adam as Khalifah on earth. According to Bachtiar Surin who was quoted by Maman Ukas that "The words of the Khalifah mean a liaison or leader who is entrusted with conveying or leading something". From this description it is clear that humans have been endowed with characteristics and at the same time tasks as a leader. At this time, every individual is aware of the importance of knowledge as a guide/tool/guide to lead humanity, which is increasing in number and complex in its problems. It is on the basis of this awareness and is relevant to the learning process that obliges every human being to seek knowledge. Thus these efforts cannot be separated from education, and educational goals will not be achieved optimally without good management or management of education, which furthermore in educational management activities requires leaders who have the ability to become leaders.

Leaders cannot be separated from leadership which is a part of management itself. Leadership is also called leadership, which is an art of how to influence other people and then direct their desires, abilities and activities to achieve the goals of the leader. In the context of leadership in educational institutions, leadership is used as the main reference for measuring the extent to which educational institutions are good or not, advanced or not, quality or not and so on. The role of leaders in educational institutions needs to be studied wisely and wisely.

The leader is the driving force of an institution in achieving its goals, so that in moving the wheel of the institution good human resources are needed, not only the leader but all members in the institution, because human resources are the main component of an institution which is an active planner and actor in every institution activity. Everyone has heterogeneous desires, status and educational background, ages that are brought into an institution so that unlike machines, money and materials are passive and can be fully controlled and regulated in support of achieving the goals of the institution.

Institutions of any type, including educational institutions, usually have a leader who has the highest authority and power in carrying out institutional activities. This is where a leader is needed. The failure and success of an institution is largely determined by its leader, because the leader is the controller and determines the direction to be taken by the institution towards the goals to be achieved.

Based on empirical experience, many students and authors have difficulty finding supporting articles for their scientific work as previous research or as relevant research. Relevant articles are needed to strengthen the theory being researched, to see the relationship or influence between variables and build hypotheses. This article discusses the influence of Competence, Knowledge, and Culture on the Leadership Role of Islamic Education Management, a literature review study in the field of Systematic Thinking in Islamic Education.

Based on the background, the problems that will be discussed can be formulated in order to build hypotheses for further research, namely:

1. Does Competence play a role in the Role of Islamic Education Management Leaders?
2. Does Knowledge play a role in the Leader's Role in Islamic Education Management?
3. Does Culture play a role in the Role of Islamic Education Management Leaders?

## **THEORITICAL REVIEW**

### **The Leadership Role of Islamic Education Management**

Principals of schools/madrasas who function as leaders in the management of Islamic education generally have a role in carrying out their duties as follows: a) Principals as formal officials. The principal is a leadership position that cannot be filled by people without being based on considerations. b) Principal As Manager. The principal as a manager, planner,

organizer, leader and controller of the school he leads. This is based on existing management functions, namely planning, organizing, actuating, and controlling. c) The Principal as a Leader is an important force in the context of management, therefore the ability to lead effectively is the key to becoming an effective manager. d) Principal As Supervisor (guiding and supervising) and Administrator. Principal as Educator. (Akhmad Said, 2018)

Besides that, the Leadership Role in Islamic Education Management is as a provider of vision and strategy, meaning that the leader is someone who is responsible for moving the organization in the right direction. Furthermore, the leader or principal establishes, disseminates and develops a clear vision and shows new ways in the future. (Adi Darma et al, 2019).

He added that the Leadership Role of Islamic Education Management is a leadership task carried out by a leader in an educational institution broadly related to the five educational perspectives, which can be divided into two types, namely managerial and maintenance tasks. According to James A.F. Stoner, as quoted by wahjosumido, for a group to operate effectively, a leader must have two main functions, namely:

a. Task related or problem solving function, meaning that leaders provide suggestions and problem solving and can contribute information and opinions.

b. Group maintenance function or social function which includes: helping the group to operate smoothly, giving approval or complementing other group members. (Rahman Afandi, 2013).

There is also the Leadership Role of Islamic Education Management as an educational leader, among other things the leader helps create an atmosphere of brotherhood, cooperation, with a full sense of freedom. The leader helps the group to organize itself, that is, participates in providing stimulation and assistance to the group in setting and explaining goals. The leader assists the group in establishing work procedures, namely assisting the group in analyzing the situation and then determining which procedure is most practical and effective. The leader is also responsible for making joint decisions with the group. Leaders provide opportunities for groups to learn from experience. The leader has the responsibility to train the group to be aware of the process and content of the work being done and dare to assess the group's results consciously that other people want to do what the leader wants. (Yustika et al, 2020).

The dimensions or indicators of the Islamic Education Management Leadership Role include: Leaders' skills in making decisions; The level of trust in the leadership; There is guidance or instructions regarding a job; and The fair and wise attitude of the leadership towards employees. (Yustika et al, 2020).

The leadership role of Islamic Education Management has been studied by many previous researchers including (Adi Darma et al, 2019), (Rahman Afandi, 2013), and (Yustika et al, 2020).

## **Competence**

Competence is a person's ability to take initiative in social activities to stimulate and organize actions and generate effective cooperation towards achieving educational goals. (Rais Hidayat et al, 2019).

Competence in general means the authority to determine and decide something. In language, competency means having abilities or skills. This is in accordance with the explanation of M. Dahlan. That competence has the meaning of skill, authority, power, ability. Meanwhile, according to Jamal M. Asmani said that competence is the capacity to do something that results from the learning process. (Hasan Baharun, 2017).

This competency has been studied by many previous researchers, including (Rais Hidayat et al, 2019), (Siti Farida, 2019). (Hasan Baharun, 2017).

## Knowledge

Knowledge is an asset that everyone has and can be obtained based on their own experience and the experience of others. In Big Indonesian Dictionary (1988) explains that knowledge is everything that is known, everything that is known regarding work matters. Science is knowledge that aims to achieve scientific truth about a particular object that is obtained through a particular approach or perspective, method (method), and system. According to Sutrisno (2014) said that knowledge (knowledge) is awareness in the cognitive field. For example, an employee knows how to do learning identification, and how to do good learning according to the needs that exist in the company. (Sutrisno: 2014).

It was argued that knowledge comes from the word "know". In the Big Indonesian Dictionary, the word "know" means, among other things, to understand after seeing (witnessing, experiencing, and so on), knowing and understanding. Mubarak (2011), defines knowledge as everything that is known based on human experience itself and knowledge will increase according to the process of experience experienced. According to Bloom, knowledge is the result of knowing, and this occurs after people sense a certain object. Sensing occurs through the five human senses, namely the senses of sight, hearing, smell, taste and touch. Most of human knowledge is obtained through the eyes and ears. Knowledge is a very important domain in shaping one's actions (over behavior). From research experience it is written that behavior based on knowledge will be more lasting than behavior that is not based on knowledge (Notoadmojo, 2003; Suwanti and Aprilin, 2017).

The concept of knowledge through Bloom's taxonomy (Ratnawati, 2016) introduced what refers to the taxonomy for educational purposes and has classified knowledge into the dimensions of cognitive processes into six categories namely, knowledge (knowledge), understanding (comprehension), application (application), analysis (analysis), synthesis (synthesis), and evaluation (evaluation). This taxonomic model is known as Bloom's Taxonomy. (Darsini et al, 2019).

This knowledge has been studied by many previous researchers including (Muhammad Ichsan, 2012) and (Suhaili bin Hj Jaya et al, 2019).

## Culture

Organizational culture is a set of values, beliefs, assumptions and practices that shape and guide the attitudes and behavior of members of the organization (Rashid et al., 2004). Organizational culture shows the shared perception held by members of the organization (Robbins, 2005). Cultural dimensions are classified into four groups, namely: (1). PowerDistance. Leads to members who have less power in institutions and organizations to accept that power is distributed in a balanced way, (2). Uncertainty Avoidance. Leads to where humans feel treated with doubtful situations and form beliefs and institutions that try to avoid this, (3). individualism. The tendency of humans to see themselves and their immediate family, (4). Masculinity. A culture where the dominant values in society are success, money, and goods (Hofstede quoted from Hodgett/Luthans, 2003), (Dede Mustomi, 2017).

According to Stoner (Waridin and Masrukhin, 2006) culture (culture) is a complex combination of assumptions, behavior, stories, myths, metaphors and various other ideas that become one to determine what it means to be a member of a particular society. (Abdul Hakim et al, 2015). Organizational culture or corporate culture is often interpreted as values, symbols that are understood and obeyed together, owned by an organization so that members of the organization feel one family and create a condition where members of the organization feel different from other organizations. Organizational culture is a system of meanings, values and beliefs held together in an organization which is a reference for action and distinguishes one organization from another. (Abdul Hakim et al, 2015).

This culture has been studied by many previous researchers including (Abdul Hakim et al, 2015), (Dede Mustomi, 2017), and (Achmad Khoosin, 2021)

**Table 1: Relevant past research**

No	Authors (Year)	Relevant past research	Similarities With This Article	The Difference With This Article
1	Rahman Afandi (2013)	Leadership function in education lies in two aspects of ability, namely managerial ability (managerial) and maintenance (maintenance).	It has similarities in the scope of the discussion, namely leadership in Islamic education and this article discusses the role of leaders in the management of Islamic education.	<ul style="list-style-type: none"> <li>• Keyword articles in the form of leadership, education, roles.</li> <li>• Different journal presentation/writing formats.</li> </ul>
2	Yustika et al(2020)	The existence of a leader in an organization is a necessity.	Have similarities in the discussion regarding the role of leadership in the organization of Islamic educational institutions.	<ul style="list-style-type: none"> <li>• Keyword articles in the form of Leadership, Educational Organizations</li> <li>• Different journal presentation/writing formats. It has no variables and provides no suggestions.</li> </ul>
3	Adi Darma et al(2019)	Existing leadership in educational institutions means carrying out a leadership process that influences the resources of educational personnel (teachers and employees) to take joint action to achieve goals where the goal is to manage change in the context of educational organizations, namely a systematic process of planning, organizing, activating and control carried out by the manager.	Have titles that both discuss the role of the leader.	<ul style="list-style-type: none"> <li>• Keyword articles in the form of</li> <li>•Principal Leadership, Change Management, Educational Institutions</li> <li>• Different journal presentation/writing formats. It has no variables and provides no suggestions.</li> </ul>

**METHOD**

The method of writing this Literature Review article is the Qualitative Descriptive method and Library Research, sourced from the Google Scholar online application, Mendeley and other online academic applications.

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that it is exploratory in nature, (Ali & Limakrisna, 2013).

**DISCUSSION**

Based on the problem formulation, relevant theoretical studies and previous research, the discussion of this literature review article is:

**1. The Effect of Competence on the Leadership Role of Islamic Education Management**

Competence in the 21st Century requires school principals to have excellent leadership. The prime leadership of the 21st century in question is a principal capable of leading teaching



and learning, developing oneself and others, leading improvement, renewal and opportunities, leading school management, involving and working with the community (Aitsl, 2015).

Competence influences the Leadership Role of Islamic Education Management, where the dimension or indicator is that Competence is a person's ability to take the initiative in social activities to stimulate and organize actions and generate effective collaboration towards achieving educational goals. Competency dimensions or indicators are as follows. In more detail, the competencies of school principals will be explained from an education management perspective: 1) Planning or planning. 2) Organizing. 3) Implementation, 4) Supervision. (Siti Farida, 2019).

Research (Djafri & Rahmat, 2018) found that training aimed at increasing the competence of school principals such as training in professional thinking skills, attitudes, personality, and managerial skills will improve school principal leadership for the better. (Putri et al., 2020; Sari et al., 2018) found that to improve effective principal leadership, it is necessary to improve personal competence, professional competence, and social competence of school principals. Based on the relevant research findings and results, it can be concluded that one of the efforts that can be made in improving the leadership of the school principal, the school principal must always improve his competence. By increasing competency, school principals will be able to carry out their leadership duties more effectively and efficiently.

Competence influences the Leadership Role of Islamic Education Management, this is in line with research conducted by: (Djafri & Rahmat, 2018) , (Holmes, 2018) , (Ajefri, 2017)

## **2. The Influence of Knowledge on the Leadership Role of Islamic Education Management**

Knowledge influences the Leadership Role of Islamic Education Management, where the dimensions or indicators of knowledge are found in Bloom's statement (1956; Ratnawati, 2016) introduces the concept of knowledge through Bloom's taxonomy which refers to taxonomy for educational purposes and has classified knowledge into cognitive process dimensions into six categories, namely , knowledge (knowledge), understanding (comprehension), application (application), analysis (analysis), synthesis (synthesis), and evaluation (evaluation). influence on the dimensions or indicators of the Islamic Education Management Leadership Role.

If one looks closely at the importance of knowledge in order to support the role of a leader as stated by the father of National Education, Ki Hajar Dewantara, namely: 1. Ing Ngarsa Sung Tuladha This means that from the front, setting an example. A leader is someone who will be seen by all the people he leads. 2. Ing Madya Mangun Karsa It means that in the midst of inspiring enthusiasm. A leader when he is in the midst of being led must be able to protect, establish togetherness, and motivate to achieve goals. 3. Tut Wuri Handayani Meaning from behind to give encouragement. A leader must also be able to put himself in the back to encourage individuals in the organization he leads to be in the front to gain progress and achievement. Leaders are expected to be able to educate and develop those they lead so that new leaders are formed so as to create a regeneration process. (Arlen Mardayanti et al, 2022)

## **3. Cultural Influence on the Leadership Role of Islamic Education Management**

Culture influences the Leadership Role of Islamic Education Management, where cultural dimensions or indicators are Culture is Organizational culture is a set of values, beliefs, assumptions and practices that shape and guide the attitudes and behavior of members of the organization (Rashid et al., 2004). Organizational culture shows the shared perception held by members of the organization (Robbins, 2005). (Dede Mustomi, 2017). Cultural dimensions or indicators are cultural dimensions classified into four groups, namely: (1).

PowerDistance. Leads to members who have less power in institutions and organizations to accept that power is distributed in a balanced way, (2). Uncertainty Avoidance. Leads to where humans feel treated with doubtful situations and form beliefs and institutions that try to avoid this, (3). individualism. The tendency of humans to see themselves and their immediate family, (4). Masculine.

Culture is defined as symbols, ideological language, rituals and myths, an organizational script taken from the personal script of the founder of the organization or the dominant leader, is a product, a history based on symbols and is an abstraction of behavior and a product of behavior. There are several types of culture that need the role of the leader/principal in it such as quality culture is a system of shared meaning shared by members that distinguishes an organization from other organizations. (Akhmad Said, 2018).

### Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework of this article is processed as follows.

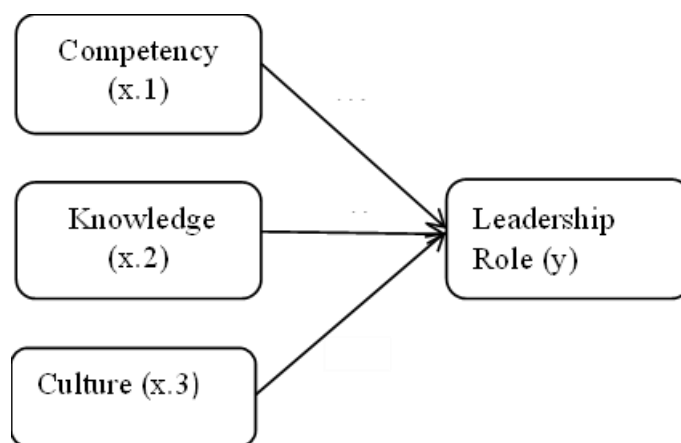


Figure 1: Conceptual Framework

Based on the conceptual framework picture above, then: Competence, Knowledge, and Culture influence the Leadership Role of Islamic Education Management.

Apart from these three exogenous variables that influence the Leadership Role of Islamic Education Management, there are many other variables that influence the Leader Role as follows:

- 1) Leader Style: (PD Paramita, 2011), (M Rumondor et al, 2019) and (KP Utomo, 2017)
- 2) Governance: (Agussalim et al., 2020), (Widodo et al., 2020), (Limakrisna et al., 2016)
- 3) Morals: (P Khamdani, 2014), (SF Siregar et al, 2018) and (HA Siahaan et al 2017)
- 4) Commitment: (Harini et al.), 2020), (Prayetno & Ali, 2017), (Riyanto, Yanti, et al., 2017)
- 5) Creativity: (Richardo et al., 2020), (Christina Catur Widayati et al., 2020), (Prayetno & Ali, 2020)
- 6) Discipline: (S Ngiode, 2016), (Anam, 2018) and (Idris, 2013)
- 7) Work ethic: (Fahmi Khomeini, 2019), (Abdul Qofur, 2020)

### CONCLUSIONS AND SUGGESTION

#### Conclusion

Based on the theory, relevant articles and discussion, it can be formulated that the hypothesis for further research:

1. Competence influences the Leadership Role of Islamic Education Management. This can be proven in the competence of leaders in carrying out management functions within the institution.
2. Knowledge influences the Leadership Role of Islamic Education Management because with knowledge a leader will lead the institution towards the vision and mission that will be achieved.
3. Culture has an influence on the Leadership Role of Islamic Education Management. Because culture is a value that needs to be maintained to show the existence of a leader.

### **Suggestion**

Based on the conclusions above, the suggestion for the next author is that there are still many other factors that influence the Leadership Role of Islamic Education Management, apart from Competence, Knowledge and Culture, therefore further studies are still needed to look for these other factors. Other factors influence the Leadership Role of Islamic Education Management Apart from the three variables examined in this article, such as character, style, discipline and work ethic of leaders.

This paper is very limited in scope because it does not use empirical data and limited time for literature review, it is hoped that this paper will inspire further to conduct research in other contexts with a wider scope thereby providing a deeper understanding so that empowerment practices can be develop in the future. On the other hand, more in-depth research is needed about the Role of Leaders in the Management of Islamic Education that can make a contribution to science.

### **REFERENCES**

- Abdul Maji D, Learning Planning: Developing Teacher Competency Standards (Bandung: Young Rosdakarya, 2005).
- Achamad Khoosin. The Role of Principal Leadership, Decision Making, and Organizational Culture on Work Discipline. *Chalim Journal Of Teaching And Learning E-Issn: On Process* Volume 1, Issue. 1, 2021.
- Adi Darma et al. The Role of Principal Leadership in Change Management in Educational Institutions. *Journal of Islamic Education Management* Volume 3 Number 1. January – June 2019 Pages: 1 - 18 Web. [Http://Jurnal.Uinsu.Ac.Id/Index.Php/Benchmarking](http://Jurnal.Uinsu.Ac.Id/Index.Php/Benchmarking)
- Ajefri, F. (2017). Leadership Effectiveness in Madrasah-Based Management. *Al-Idahrah : Journal of Islamic Education*, 7(2), 99–119. <https://doi.org/10.24042/alidahrah.v7i2.2265>
- Ahmad Said. Principal Leadership in Preserving School Quality Culture. *EVALUATION*. Vol.2, No. 1, March 2018
- Arlen Mardayanti et al. *Education Administration and Supervision*. Yogyakarta: 2022
- Darsini et al. Knowledge. *Nursing Journal*. 2019
- Dede Mustomi. The Effect of Organizational Culture and the Role of Leadership on Knowledge Sharing. *Widya Cipta* Vol I, No. Sept. 2, 2017 2017
- Dila Rukmi et al. Human Nature: Knowledge, Science, Philosophy and Religion. *Journal of Tawadu'*. 2021
- Djafri, N., & Rahmat, A. (2018). Mapping of Leadership Species Protection for the Sustainable Economic Growth of Local Communities. *European Research Studies Journal*, XX(4A), 432–442. <https://ersj.eu>
- Ministry of Education and Culture, *Big Indonesian Dictionary* (Jakarta: Balai Pustaka, 1989), 453.
- Jamluddin Malik et al. The Influence of Competence, Motivation, Infrastructure, and School Climate on Principal Leadership in Elementary Schools *Negeri Munaddhomah: Journal of Islamic Education Management*, Volume 2, Issue. 2, 2021.



- Jamal Ma'mur Asmani, *Fun and Professional Teacher Competence* (Yogyakarta: Power Books, 2009), 37.20 See: Uu No. 14 About Teachers and Lecturers
- Kunandar, *Professional Teacher: Implementation of Education Unit Level Curriculum and Success in Certification* (Jakarta: Raja Grafindo Persada, 2007), *ESSENCE: Journal of Business Management*, Vol. 23 No. 3 / 2020
- Mubarak, I. Wahit. *Health Promotion for Midwifery*. Jakarta: Pt. Salem Medika. (2011).
- Mulyono, *Educational Leadership*, (Malang: UIN Press, 2009), 104
- Paulus Wahana, *Philosophy of Science* (Yogyakarta: Pustaka Diamon, 2016)
- Pius A Partanto and M. Dahlan Al Barry, *Popular Scientific Dictionary* (Surabaya: Arkola, 1994), 353.
- Rahman Afandi. *Leadership in Islamic Education*. 2013. *Human Journal*
- Ratnawati, E. *Characteristics of Learning Theories in the Educational Process (Psychological Development and Application)*. *Edueksos: Journal of Social & Economic Education*, 4(2). (2016).
- Rais Hidayat et al. *Competence of 21st Century School Principals: A Theoretical Review*. *Journal of School Leadership and Management* Vol. 4 No. 1, March 2019 (Page 61-68)
- Robbins P. Stephen. (2005), *Organizational Behavior*, Eleventh Edition, San Diego University.
- Rashid, Md. Z. A., Sambasivan, M., Dan Rahman, A. A. (2004), "The Influence Of Organizational Culture On Attitudes Toward Organizational Change", *The Leadership & Organization Development Journal*, Vol. 25, no. 2, pp. 161-179. On line. <Http://Emeraldinsight.Com>.
- Siti Farida. *Madrasah Principal Leadership (Managerial Competency of Madrasah Principals In Education Management Perspective)*. *Journal of Education and Economics*, Stai Denpasar Bali. 2019
- Susi Adiawaty: "Dimensions and Indicators of Leadership and Organizational Culture that..." 353 work, a sense of community and decision-making power together.
- Suwanti, I., & Aprilin, H. (2017). *Correlation Study of Patient's Families About Hepatitis Transmission with Hand Washing Behavior*. *Journal of Nursing*, 10(2), 13-13.
- Yuli Supriani et al. *The Role of Leadership Management in the Management of Islamic Education Institutions*. 2022 *JiIP Scientific Journal of Education* (2614 - 8854) Volume 5, Number 1, January 2022 Ma'mur Daud, *Translated Hadith Sahih Muslim*, (Jakarta: Widjaya, 1993), p. 14 and can be seen <http://www.nabulsi.com/blue/ar/art.php?art=3468&id=104&sid=111&ssid=780&sssid=7>
- Muhammad Syafii Antonio, *PROLIM Encyclopedia Prophetic Leadership and Management Wisdom*, (Jakarta Selatan, Tazkia Publishing, 2013).
- Yustika et al. *The Role of Leadership in the Organization of Islamic Education Institutions*. *Produ: Educational Procurement Journal of Islamic Education Management [P-Issn: 2721-270x]\*\*\*\*\*Volume 2, Special Issue, December 2020\*\*\*\*\* [E-Issn: 2721-3439] 2020*