

DEVELOPMENT STRATEGY FOR KODIKLATAL ADMINISTRATIVE ASSISTANCE EDUCATION CENTERS TO IMPROVE THE QUALITY OF EDUCATIONAL RESULTS

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ABSTRACT

The Indonesian National Armed Forces as the front line of national defense must implement policies that are in line with those conveyed by emphasizing on the ranks in order to carry out appropriate budgetary activities, especially those that are right on target for predetermined uses. The use of the budget must optimize the control side of activities, the fulfillment of the procurement of goods and services as well as the maintenance of defense equipment and the fulfillment of targeted supplies, as well as personnel management and updating of educational institutions. The Center for Administrative Assistance Education, Kodiklatal is an instructive institution for the Naval force which is the center for authoritative help instruction and has an imperative part in regulatory help instruction. The reason of this consider was to decide elective techniques for creating authoritative help instruction centers in arrange to move forward the quality of prepared warriors utilizing the SWOT strategy. The comes about of the distinguishing proof are 15 (fifteen) inner variables with 8 (eight) quality variables and 7 (seven) shortcoming variables, and 15 (fifteen) outside components with 8 (eight) opportunity components and 7 (seven) risk components. By weighting all factors, the chosen methodology may be a strength-threat procedure which suggests maximizing the change of debilitating variables by utilizing qualities within the frame of concentric expansion, with 5 (five) ST methodologies produced.

Keywords : SWOT, education, administrative assistance

1. INTRODUCTION

The Navy is a system formed from sub-systems that must be maintained in readiness with the right coaching method so that it can be used in various operations (Marsetio, 2014). Various threats that occur in the world today require the TNI, especially the Navy, to be ready in all parts, to administrative and logistical assistance in various conditions, to carry out all forms of operations, to protracted war situations such as the example currently happening in various countries. countries in the world. In addition, the Covid-19 virus pandemic, which has even developed in various variants and has been felt by all countries in the world, has become a scourge for all elements of society, including the TNI, which is actually required to participate actively in supporting the government to prevent the transmission of the epidemic. the. The competence of all TNI soldiers at all strata is

very much needed, to master and be ready from the start to enter the field of duty, according to their respective expertise in all units. This is largely determined by the education process and intense training undertaken by each TNI personnel in their respective fields from all educational strata.

In the Navy Leadership Meeting held in March 2022, the Chief of Staff of the Navy conveyed the importance of evaluating the work program of the previous years as a joint evaluation and introspection to improve the performance of the Navy. As the front line, the TNI as the front line of national defense must implement policies that are in line with those conveyed by the President, the Minister of Defense, and the Commander of the TNI, with emphasis on the ranks in order to carry out appropriate budgetary activities, especially on target for predetermined uses. . The use of the budget must optimize the control side of activities,

the fulfillment of the procurement of goods and services as well as the maintenance of defense equipment and the fulfillment of targeted supplies, as well as personnel management and updating of educational institutions.

Referring to the policy points of the leadership above, Command for Education and Training Doctrine of the Navy as a place of education for Indonesian navy soldiers, has one educational center, Administrative Assistance Education Center, which is located directly under the General Support Education Command, as an institutional unit. education that carries out the educational function of administrative assistance, with the task of coordinating, supervising, and controlling the schools under it, as well as fostering strength including its organic supporting facilities and infrastructure. As it were so distant, the concept of considering that has been connected until presently is still restricted to the application of financial variables and the viability of how in carrying out each operation one can get ready each movement at the least taken a toll as required, solid, and with adequate supplies, as well as with upkeep and other needs. as characterized prerequisites, how and when to move assets to where they are required, as well as supply chain administration amid operations managing with certain factors to anticipate costs, quality debasement, utilization, and ensuing request. However, the things mentioned above have not been followed by the development of the developing situation, for example, where the development of various software for the latest financial administration and supply administration activities in the government environment, where the TNI as one of the implementing elements of the State Revenue and Expenditure Budget must be able to follow and implement it. Then, the development of treasury science to internal supervision of institutions, Administrative Assistance Education Center still

does not have certified educators and fully masters the field, causing the knowledge provided is still not in accordance with current developments, which results in many being found in the field of soldiers resulting from Administrative Assistance Education Center students who have just been assigned, must learn from the beginning again to be able to understand, follow and carry out their duties and responsibilities in financial and supply administration properly in their respective units.

From the three schools, each school has a different duration of time for each educational program. And the current conditions of Administrative Assistance Education Center related to the 10 components of education in accordance with the 2021 Administrative Assistance Education Center Development Report include :

- a. The current education curriculum in the Administrative Assistance Education Center ranks, for example in the lessons of the treasury management system which still does not refer to current developments, so it is necessary to improve the curriculum according to the demands of the posture and criteria for the latest treasury administration system personnel.
- b. Instruction packages to support students in teaching and learning activities are still lacking and there are still instruction packages that are invalid/not in accordance with the latest developments, for example in the development of the latest treasury system.
- c. There is still a lack of qualified educators to educate students in Administrative Assistance Education Center, especially to teach material on financial administration and supply management.
- d. There are still many Education Personnel in the ranks of Administrative Assistance Education Center, especially for several positions in organizational staff and schools, as well as the lack of qualified personnel to guide students in the

Administrative Assistance Education Center environment.

e. There are still students who do not master the required field of work when they are involved in the assignment.

f. Shortage of instructional instruments and instructional assists including computers that support the latest treasury system.

g. Teaching methods at Administrative Assistance Education Center have not utilized E-Learning technology which is one of the needs that must be mastered well by personnel involved in educational institutions faced with current technological advances.

h. Evaluation of learning outcomes that still have indications that are not balanced and real with the reality on the ground.

i. Some classroom buildings and accommodation mess buildings are old buildings and need renovation.

j. The budget for needs is not in accordance with the operational needs of education.

Given the importance of the Navy's readiness to carry out tasks according to the constitution and the development of the situation above, faced with various problems with the conditions of the Administrative Assistance Education Center, it is deemed necessary to carry out research on the strategy for developing the Administrative Assistance Education Center (Administrative Assistance Education Center) in the provision of education which refers to 10 (ten) components of education, in order to improve the quality of students who are superior and professional, in dealing with the problems above, as well as the challenges and threats faced today. The target of this research is to find a development strategy in the implementation of education in Administrative Assistance Education Center which still refers to the parameters of the 10 (ten) components of education, in dealing with the various problems

above, as well as to improve the quality of the trained soldiers who are ready to face the challenges and threats that will be faced. since entering the field of their respective assignments. With the priority of research that everything that will be carried out in this study aims to make Administrative Assistance Education Center able to fix all parts of the process of providing education in a proportional and sustainable manner, so that it is hoped that Administrative Assistance Education Center will be able to improve the quality of its students in their respective fields, especially in facing the current developments.

There are several steps used in formulating a development strategy to improve the quality, capability and effectiveness of the implementation of the main tasks of Administrative Assistance Education Center in improving the quality of the trained soldiers. It begins with system thinking to analyze in general all stakeholders involved in the education implementation process at Administrative Assistance Education Center from the highest level to the lowest level, so that it can be clearly illustrated how to determine the steps to be taken in responding to the problems that occur. After analyzing the relevant stakeholder system, then determining the right strategy using the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis method, where the priority of this method is to obtain conceptual policy strategies that best.

The objectives to be achieved in this study are to identify external and internal factors to find the development strategy of Administrative Assistance Education Center to answer the problems that occur referring to 10 (ten) education components, then determine the priority of the Administrative Assistance Education Center development strategy in order to determine the best preferential strategy.

2. MATERIALS AND METHODOLOGY

2.1. Systems Analysis Theory

Concurring to Satzinger (2012), frameworks examination is an action that permits one to recognize and indicate what the unused framework ought to accomplish. Frameworks investigation is more than fair a brief explanation of the issue. For illustration, the administration must be able to track clients, enroll items, screen guarantee, and track levels of benefit and other capacities. System analysis explains in detail what the system must achieve according to the needs and how to solve a problem. There are 5 activities in conducting system analysis:

- a. Gather detailed information, system analysis obtains information from people who will use the system, information is obtained either through interviews or seeing how it works.
- b. Define requirements, analysts use the combination of information from implementing activities and documents to determine the latest system requirements.
- c. Prioritize requirements, after all needs are met, it is important to determine which needs are the most important for implementing activities.
- d. Develop user interface dialogs, by developing a new system to replace the old system, it is important to make the implementer of activities responsive to the new appearance of a system.
- e. Evaluate requirements with users, it is important to evaluate the new system with the implementing activities and document everything for the sake of developing a good system in the future. In this study, the author will conduct a system analysis of stakeholders involved in the implementation of education at Administrative Assistance Education Center, Kodiklatal Surabaya, in order to clearly determine strategies to answer the problems that exist in this study.

2.2. Stakeholder Theory

Stakeholders or also called stakeholders are parties who can influence or receive the impact of the decisions taken (Freeman, 1984). Another meaning of partners is as a community, both exclusively and in bunches, who have authenticity, control, and intrigued within the victory of the company (Chandra, Indarto, Wiguna, & Kaming, 2011). In other words, partners have an enormous part and impact on the maintainability of the company. In this study, referring to various references to work instructions and rules as well as the results of interviews with officials and staff at Administrative Assistance Education Center, a scheme for the stakeholders/stakeholders from the implementation of the entire education program at Administrative Assistance Education Center can be made, as follows

- a. The top command in this case the Navy Education Service

All related departments in the Naval Education Office, which are directly under the leadership of the Navy, formulate policies for all education within the Navy organization education in the field of Administrative Assistance in the Navy.

- b. Command for Education and Training Doctrine of the Navy.

All relevant Directorates and staff who are indirectly responsible for the entire implementation of education at the Kodiklatal in this case education in the field of Administrative Assistance in the Navy.

- c. General Support Education Command

The entire Department and related staff are indirectly responsible for the entire implementation of education at General Support Education Command in this case education in the field of Administrative Assistance under General Support Education.

- d. Administrative Assistance Education Center
All Administrative Assistance Education Center officials and staff who are directly responsible for the

implementation of all educational programs at Administrative Assistance Education Center.

e. Instructor. All instructors of all educational programs at Administrative Assistance Education Center that have been prepared.

f. Student All students from all strata and groups who are studying at Administrative Assistance Education Center.

g. Users. In this case, work units directly receive students trained by Administrative Assistance Education Center and feel how capable the soldiers trained at Administrative Assistance Education Center are after entering service.

2.3 Stakeholder Analysis

According to Satzinger (2012) activity diagrams describe the various user activities in a system, the people who perform each activity, and the sequential flow of activities. Activity Diagrams

use many symbols such as :

- Oval, symbolizing individual activities in the work flow.
- Connecting arrow, represents the sequence between workflow activities.
- The black circle, symbolizing the beginning and the beginning of a workflow.
- Diamond, symbolizing decision-making points in the workflow.
- Heavy solid line, is a synchronization bar which separates one line into many lines or combines many lines into one.
- Swimlane heading, symbolizing the main agent.

From the explanations of the three theories above, an analysis of the stakeholder system is described in the process of providing education at the Administrative Assistance Education Center :

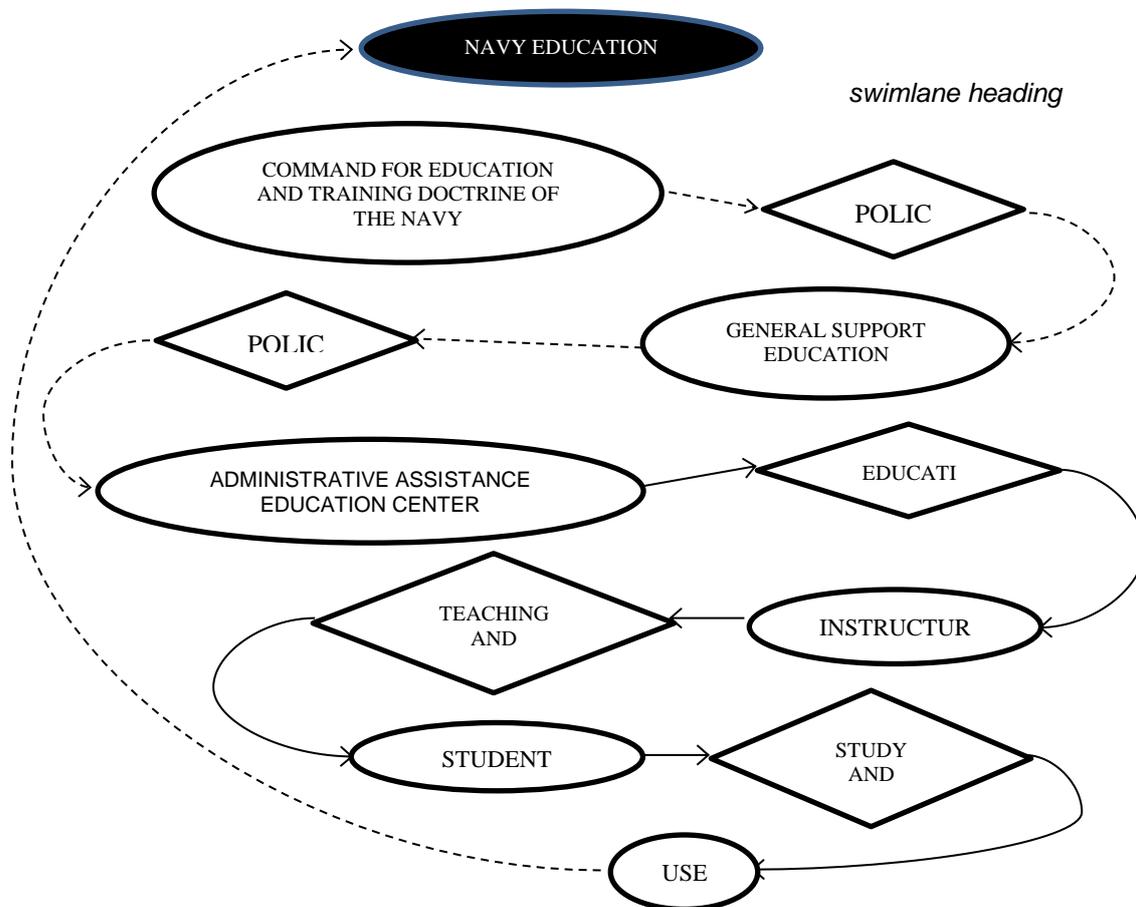


Figure. 1 Activity Diagram of Stakeholder System Analysis

2.4 Strategy Theory

The procedure may be a word with numerous implications that are pertinent and valuable to those entrusted with setting techniques for companies, businesses, or organizations (Özleblebici, et al., 2015). Strategy comes from the Greek word strategy which implies an arrangement to destroy the adversary by utilizing assets viably (Athapaththu, 2016). The advancement technique incorporates a detailing work in considering outside and inside variables in organizational conditions. Methodology detailing incorporates exercises to create an advanced commerce mission and vision, distinguish viewpoints of organizational openings and dangers remotely, decide angles of managerial qualities and shortcomings inside, decide long-term corporate objectives, plan elective organizational techniques, and define chosen procedures for advancement (Fariyatul, 2017).

Within the military circle, technique alludes to a common arrangement of assault or defense. In this case, it includes courses of action made sometime recently really lock in the foe and plan to hurt that adversary. In this setting, the procedure is concerned with the sending of assets. As a result, there are continuously two adaptations of a given methodology: (1) technique as mulled over or expecting, and (2) procedure as realized (Özleblebici, et al., 2015). These days, military qualities go up against various challenges around the world.

2.5 SWOT Analysis

The SWOT strategy is the foremost common strategy that can be utilized to analyze strategic cases. SWOT could be an apparatus that's regularly utilized to analyze the inside and outside environment to attain an orderly approach and support for choice circumstances. SWOT is an acronym for qualities (S), shortcomings (W), openings (O), and dangers (T). The primary two

components (qualities and shortcomings) relate to the inner components of the organization, whereas openings and dangers cover the more extensive setting or environment in which the substance works.

2.6 Ten Components of Education

The pattern and structure of the Education of Indonesian navy Soldiers refers to the 10 (ten) Educational Components, which are the design of education as a series of vertical and horizontal education arrangements and administrations and are arranged based on the spectrum of assignments, strata/position/class and qualifications of personnel. which will be projected on the current and subsequent assignments. This component refers to the main components of education consisting of input, process, output, environmental, and outcomes (Sudjana, 2010).

The Education Components listed in the Regulation of the Commander of the Indonesian National Armed Forces No. Perpang/51/IX/2008, concerning the Instruction Manual for the Education of Indonesian National Army Soldiers, includes :

- a. The educational modules may be a set of subjects and instructive programs given by an instructive institution that contains lesson plans that will be given to lesson members in one period of instruction level.
- b. The Instruction Package is the completeness of educators in their readiness to provide subject matter in order to achieve curricular/lesson goals that contain teaching materials directed at achieving instructional goals.
- c. Educators are personnel in charge of providing knowledge, skills and the formation and development of personality through teaching, training and nurturing/guiding efforts.
- d. Educational Personnel are all organic personnel of educational institutions who are directly or indirectly involved in the operational

implementation of an education who fill structural positions in educational institutions and have the same status as staff personnel in general.

e. Students are personnel who are carrying out learning tasks at the officer, non-commissioned and enlisted levels organized by educational institutions in tiered or non-tiered.

f. Instructional Tools and Instructional Assistance Tools.

1) Instructional tools are equipment used in education to: acquire certain skills, describe or demonstrate a process or concept so that students get the desired knowledge, and create a situation or environment that students can use to practice knowledge and skills.

2) Instructional aids are equipment used for the functioning of an instructional device. In the implementation of education, it is possible to have equipment that functions as an instructional tool, but it can also function as an instructional assistant. Vice versa, equipment that functions as a tool to help instructions but also functions as an instructional tool.

g. Teaching Method is a way of delivering teaching materials in the implementation of education. The teaching methods in detail are as follows:

1) Centered on Educators include: Lectures, Lectures and Instructions.

2) Student-centered includes: reading assignments, student presentations, discussions, seminars, participant exercises, simulations, research and assessments, case studies, formal debates and tutorials.

h. Educational Evaluation. It is a tool to measure the development level of students as well as the level of efficiency and effectiveness of the curriculum.

i. Educational facilities are buildings and their

equipment and other facilities where education is held, the development of which is regulated in accordance with the provisions concerning the logistics development of the Indonesian National Armed Forces in force.

j. The Education Budget consists of three components:

1) Fixed costs, which are maintenance costs, the amount of which is adjusted to the respective Lemdik assets.

2) Variable costs according to the index, namely the operating costs of education, the amount of which is adjusted to the number of classes and the length of education based on the index.

3) Variable costs of operating instructional tools, determined according to the needs of an education.

3. RESULT AND DISCUSSION

3.1 Criteria Identification

The investigation arrange starts with information collection by conducting interviews with eleven Master staff which speaking to from each partner (E1; E2; E3; E4; E5; E6; E7; E8; E9; E10; E11) within the advancement of the Regulatory Help Instruction Center. Respondents in this essential information collection are specialists and official officers who have competence in their areas and are prepared with official involvement and have a vital introduction of considering approximately the improvement of the Authoritative Help Instruction Center with all the issues in it and it is anticipated that discernment information the legitimacy of the respondents can be met.

3.2. Strategy Formulation

Based on the examination of inner variables gotten 15 (fifteen) inner components with 8 (eight) quality components and 7 (seven) shortcoming components and 15 (fifteen) outside components

with 8 (eight) opportunity variables and 7 (seven) danger components. This area examines the investigation of the comes about of the weighting of criteria and elective techniques for creating Authoritative Help Instruction Center utilizing EFI

and EFE weighting through the utilization of surveys given to partners in the Regulatory Help Instruction Center advancement technique.

3.3. Internal Factor Evaluation (EFI) Matrix

Table 1. Internal Factor Weighting

STRENGTH					
NO	FACTOR	ACCUMULATIVE VALUE	WEIGHT	RATING	SCORE (W X R)
1.	Support for the vision and mission of the Administrative Assistance Education Center for the achievement of the Indonesian Navy vision and mission.	34	0,066	1,782	1,848
2.	The work program of the Administrative Assistance Education Center in supporting organizational development in the Navy.	35	0,068	1,370	1,438
3.	Organizational and managerial performance within the Administrative Assistance Education Center supports the organization.	35	0,068	1,287	1,354
4.	Conformity of the workload index value of the Administrative Assistance Education Center personnel with the organization's inside.	35	0,068	1,763	1,831
5.	The work spirit of the educators and teaching assistants of the Administrative Assistance Education Center.	35	0,068	3,311	3,379
6.	The existence of practical exercises to improve the quality of student outcomes.	35	0,068	3,659	3,727
7.	Student's ability to interact with developing technology.	35	0,068	3,311	3,379
8.	Internet network support that can be accessed by both students and personnel.	35	0,068	3,659	3,727
Total		279			20,683
WEAKNESS					
NO	FACTOR	ACCUMULATIVE VALUE	WEIGHT	RATING	SCORE (W X R)
1.	The existence of the Administrative Assistance Education Center and the Schools under it are currently in the face of developments and technology.	32	0,062	2,686	2,748
2.	Competence of educators & teaching assistants Education Center for Administrative Assistance supports the teaching and learning process.	34	0,066	3,000	3,066
3.	The number of teaching staff & teaching assistant staff at the Administrative Assistance Education Center in carrying out the main task to the maximum.	35	0,068	1,782	1,850
4.	Readiness of facilities and infrastructure to support the implementation of education and training such as buildings, messes, sports facilities.	34	0,066	2,065	2,131
5.	Readiness of e-learning based teaching methods.	34	0,066	1,782	1,848
6.	The suitability of the instruction package is faced with the development of the outside situation.	34	0,066	1,782	1,848
7.	Instructional tools / instructional support tools, especially hardware and software according to the latest standard rules.	34	0,066	1,782	1,848
Total		237			15,339
Total of accumulative value		516			

Weighting is done to discover how much impact or effect these components have on the procedure itself. The illustration for the evaluation of the quality figure (S) sub-criteria no. 1 is gotten from adding up to the appraisal of respondent's answers is 34. The

figure is 516 (from 279+237). Though the weight of the quality sub-criteria no.1 is gotten from the value in column 1 partitioned by the entire number of appraisals, (weight = 34/516 = 0.066).

3.4 External Factor Evaluation (EFE) Matrix

Table 2 External Factor Weighting

O P P O R T U N I T I E S					
NO	FACTOR	ACCUMULATIVE VALUE	WEIGHT	RATING	SCORE (W X R)
1.	The influence of government programs, world maritime axis demands the readiness of defense equipment and crews.	38	0,083	2,075	2,158
2.	The development of situations and conditions outside the very dynamic of the organization.	36	0,078	1,782	1,861
3.	Validation of organizations within the Navy to the organization of the Administrative Assistance Education Center itself.	37	0,081	2,354	2,434
4.	Interaction/cooperation relationship with other related institutions both at home and abroad for the Administrative Assistance Education Center.	37	0,081	1,613	1,693
5.	The ability of the government's budget in the defense sector, especially for education within the Navy.	38	0,083	1,948	2,031
6.	Preparation of human resources in the national strategic industry independence program for student outcomes.	36	0,078	2,000	2,078
7.	The development of the internet world is increasingly rapid in increasing good knowledge to personnel and students.	36	0,078	1,782	1,861
8.	The influence of the country's geopolitical conditions on students and personnel.	35	0,076	1,736	1,812
Total		293			15,929
T H R E A T					
NO	FACTOR	ACCUMULATIVE VALUE	WEIGHT	RATING	SCORE (W X R)
1.	The existence of the Administrative Assistance Education Center and the Schools under it are currently in the face of developments and technology.	17	0,037	3,510	3,547
2.	Competence of educators & teaching assistants Education Center for Administrative Assistance supports the teaching and learning process.	25	0,054	2,830	2,885
3.	The number of teaching staff & teaching assistant staff at the Administrative Assistance Education Center in carrying out the main task to the maximum.	28	0,057	3,142	3,199
4.	Readiness of facilities and infrastructure to support the implementation of education and training such as buildings, messes, sports facilities.	24	0,052	3,061	3,113
5.	Readiness of e-learning based teaching methods.	25	0,054	3,603	3,657
6.	The suitability of the instruction package is faced with the development of the outside situation.	29	0,063	2,318	2,381
7.	Instructional tools / instructional support tools, especially hardware and software according to the latest standard rules.	20	0,044	3,603	3,646
Total		166			22,428
Total of accumulative value		459			

Weighting is done to discover how much impact or effect these variables have on the technique itself. Illustration for the appraisal of the openings calculate (O) sub-criteria no. 1 is gotten from add up to the appraisal of respondent's answers is 38. The entire evaluation of each quality and shortcoming calculate is 459 (from 293+156). Though the weight of the quality sub-criteria no.1 is gotten from the value in column 1 partitioned by the

whole number of evaluations, (weight = $38/459 = 0.083$).

3.5 Recapitulation of the calculation results of the EFE / EFI matrix

Based on the comes about of calculations that have been carried out through SWOT framework examination, the ultimate esteem of outside variables, openings and dangers, and inside

variables, qualities, and shortcomings, is obtained, as appeared within the table underneath :

Table 3. EFE / EFI Matrix Calculation Results

NO	FACTOR	VALUE
1	Internal Factor	
	Strength	20,683
	Weakness	15,339
2	External Factor	
	Opportunities	15,929
	Threat	22,428

At that point orchestrated a cross technique between variables or a SWOT framework to decide the chosen procedure to be utilized in issue fathoming. Through the technique quadrant, the chosen elective technique is gotten from the contrast between each calculation as appeared within the taking after table :

Table 4. Analysis of the intersection of the lines of the SWOT matrix

SWOT				X axis	Y axis
S	W	O	T	(S - W)	(O - T)
20,683	15,340	15,929	22,428	5,343	6,500

From the picture over, it can be seen that the technique for creating the Authoritative Help

Instruction Center to progress the quality of understudy results is in quadrant IV.

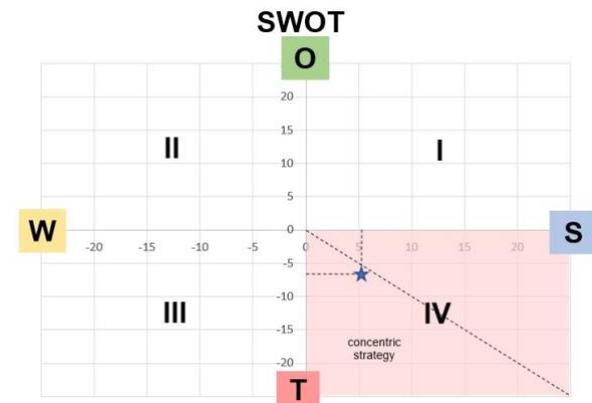


Figure 2. SWOT Kuadran

The crossing point position in quadrant IV distinguished conditions that bolster the utilization of the concentric broadening procedure which procedure to include unused things related to maximizing the advancement of undermining variables by utilizing existing strengths. From the comes about of making the Strength-Threat methodology concept, interviews were carried out with specialists to approve the S-T technique that had been conceptualized. From the comes about of interviews with specialists, 5 S-T methodologies were chosen, to be specific ST 1, ST 2, ST 3, ST 4, and ST 5 strategies.

Table 5. Strategies ST

CODE	STRATEGY
ST 1	Maintaining and increasing support and implementation of the vision and mission of the Administrative Assistance Education Center by fully responding to the needs of administrative assistance personnel in the field so that they are ready to serve in their respective fields.
ST 2	Maximizing the implementation of work programs to support the organization of the Navy, especially in leadership policies that are now very concerned about rotation and assignments, especially for educators and teaching assistants.

ST 3	One of the ways to improve performance and managerial skills is by involving outside experts in teaching students and in organizational development to be able to keep up with updates in the field of administrative assistance in accordance with the development of various external regulations.
ST 4	Maintain and increase the enthusiasm and loyalty of personnel, both students and staff of the Administrative Assistance Education Center, to prepare themselves to face the challenges of the times, both from outside and individually.
ST 5	Improving the quality and quantity of practical training in accordance with technological developments as well as updating various software and hardware to be ready to meet the needs of personnel in developing a new organization within the Indonesian navy.

4. CONCLUSION

Based on the results of the research that has been done, conclusions :

- a. The variables that can be distinguished within the SWOT examination in defining the technique for creating the Regulatory Help Instruction Center are 15 (fifteen) inner variables with 8 (eight) quality variables and 7 (seven) shortcoming components and 15 (fifteen) outside components with 8 (eight) opportunity variables and 7 (seven) danger components.
- b. Based on the comes about of the detailing of the technique for the improvement of the Authoritative Help Instruction Center utilizing SWOT examination, it produces a point of the crossing point of inner and outside components to the Lattice Space quadrant, the point (5,343; -6,500) is found in quadrant IV. Quadrant IV is indistinguishable from the concentric expansion quadrant where this procedure includes unused things related to maximizing the change of undermining components by utilizing existing qualities. The technique concept in quadrant IV utilized is the ST procedure (Strength-Threat) with five elective need techniques.

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Improvement Procedure for Regulatory Help Instruction Center could be a shape of reaction to the advancement and approval of the Navy's organization. This investigation is anticipated to be one of the contemplations and inputs within the decision-making preparation. The subject of the research consider is communicated in factors that speak to the organization with the point of not causing negative discernments. Thank you to the institutions that have given back and the opportunity for analysts to supply input on their thoughts and to honorable authorities and administrators so that this paper can be composed this may be organized.

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