International Journal of Health, Economics, and Social Sciences (IJHESS)
Vol. 7, No. 2, April 2025, pp. 573~579
DOI: 10.56338/ijhess.v7i2.7048
Website: https://jurnal.unismuhpalu.ac.id/index.php/IJHESS

The McKinsey Framework as an Analysis of Organizational Change Readiness: Public Service Agency State Polytechnic

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Article Info

Article history:

Received 10 Jan, 2025
Revised 09 Mar, 2025
Accepted 16 Mar, 2025

Keywords:

The McKinsey Framework;
Readiness for Change;
Public Service Agnecy;

ABSTRACT

The transformation of state universities operating as work units (PTN-Satker) into state universities with public service agency status (PTN-BLU) is expected to enhance the quality of both academic and non-academic services. Consequently, this transformation will improve the performance of polytechnics, ultimately having a direct impact on students, society, and industry. The McKinsey 7S Framework is used to analyze organizational effectiveness through seven key elements: strategy, structure, systems, style, staff, skills, and shared values. These seven elements within the McKinsey 7S Framework play a crucial role in building strong organizational management. Organizational change is a process in which an organization transitions from its current state to a desired state to enhance its effectiveness. Throughout this transformation process, organizations inevitably face various challenges, obstacles, and constraints. This study utilizes the McKinsey 7S Framework to analyze an organization's readiness for change. This study was conducted by distributing questionnaires both online and offline to respondents comprising academic and administrative staff at PTN-BLU. 57 Respondents' responses were measured using a Likert scale ranging from one to seven. Data analysis was performed using simple linear regression with SPSS version 27 and tabulation with Microsoft Excel. The findings indicate that the McKinsey 7S Framework has a positive and significant influence on organizational change readiness, with a contribution of 71,8%. Furthermore, the results of the simple linear regression analysis produced the equation $Y = -4.502 + 0.170.$, meaning that every one-unit increase in the McKinsey 7S Framework variable will be followed by a 0.170 increase in organizational change readiness.

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INTRODUCTION

State Polytechnic of Madiun, as a state polytechnic with Work Unit status (PTN-Satker) that provides vocational education, is expected to enhance its service-related outcomes. This change aligns with the continuous growth of the State Polytechnic of Madiun each year in terms of the number of students, lecturers, and educational staff, as well as in research, community service, and collaborations with the business and industrial sectors (DUDI). Therefore, an analysis of the organization's readiness to transition from PTN-Satker to a Public Service Agency State University (PTN-BLU) needs to be conducted using the McKinsey 7S Framework.

An organization is a system that involves cooperation among a group of individuals to achieve a specific goal. This system consists of three interconnected main elements: individuals (a group of people), cooperation, and objectives, (1). Vocational education, as mentioned in research (2), plays a crucial role in developing countries like Indonesia. According to Forlap Dikti data from 2020, (3), there were 2,295 vocational higher education institutions in Indonesia, categorized into three groups: institutions under the Ministry of Education and Culture, totaling 832 institutions (11.58%); private higher education institutions, totaling 684 institutions (4.33%); and polytechnics under ministries or government agencies, totaling 779 institutions (74.98%).

There are three types of state university governance statuses that play a crucial role in determining the level of autonomy of a higher education institution. A state university with Work Unit status (PTN-Satker) has the lowest level of autonomy and functions similarly to a department within a ministry. Meanwhile, a state university with public service agency status (PTN-BLU) has greater autonomy, although it remains part of the government structure, (4). By the end of 2022, there were 11 state polytechnics with Public Service Agency (BLU) status (www.menpan.go.id, 2022). State Polytechnic of Madiun has held PTN-Satker status since 2012. The core principle behind the establishment of BLU institutions is to provide education with a focus on improving public services and promoting general welfare, (5).

Both for-profit and nonprofit higher education institutions currently face the same challenges, namely competition in terms of quality, cost, and services, (4). Therefore, the government is accelerating the transformation of PTN-Satker into PTN-BLU by enhancing the capacity and quality of infrastructure, facilities, and governance of PTN-Satker. This effort aims to improve the quality of academic services and prepare PTN-Satker for its transition to PTN-BLU. The transition from PTN-Satker to PTN-BLU impacts organizational change. In general, organizational change has two main objectives: first, to enhance the organization's ability to adapt to environmental developments; second, to modify the behavior of its members (Robbins & Judge, 2008). This transformation is intended to ensure the sustainability of the organization or company while improving its effectiveness and performance, Lunenburg in (6). Although the services provided by the government through its officials within the organizational structure are not profit-oriented, quality and service must still be prioritized to meet the demands, expectations, and needs of society, (7).

Organizational readiness in research (8) can be defined as the perceptions, beliefs, attitudes, and expectations of organization members regarding the extent to which the organization is prepared and capable of introducing and implementing changes to improve performance (Armenakis et al., 1993; Pond et al., 1984; Weber and Weber, 2000). Organizational readiness for change is a concept introduced by Weiner in (9) where this readiness is no longer understood as individual (employee) readiness but rather as organizational readiness as a whole. Readiness for change becomes a key factor for organizations in responding to and effectively implementing changes quickly. One study conducted to investigate the effectiveness of changes within organizations used the McKinsey 7S analysis, (10). The McKinsey 7S Framework (11), can be utilized in various situations to analyze the effectiveness of an organization. Additionally, the McKinsey 7S Framework can be employed to assess the internal environment of an organization from the perspective of its readiness for change (12) viewing the organization as an interconnected system evaluated from different aspects (Alam, 2017), namely: strategy, skills, structure, systems, staff, style, and shared values, (13).

METHODOLOGY

The population in this study consists of educators and educational staff at state polytechnics with PTN-BLU status. Meanwhile, the sample determination in this research is conducted using purposive sampling, which is a sampling technique that allows the researcher to control the representation of the sample, (14). For the determination of sample size, the theory by Hair et al. is used, (15). This formula is chosen because the population size is not definitively known and recommends that the minimum sample size should be 5-10 times the number of indicators. In this study, there are eight indicators, so the minimum sample size required is 40 respondents.

This study uses primary data, which consists of respondents' responses collected through a questionnaire. The responses provided by respondents in the questionnaire utilize seven answer options, ranging from Strongly Disagree to Strongly Agree, (16–18). A seven-point Likert scale was chosen because it is commonly used in questionnaire responses, in contrast to the five-point Likert scale, (18). Additionally, the seven-point scale was selected as it includes a middle option, allowing respondents to select the “neither” option in their answers.

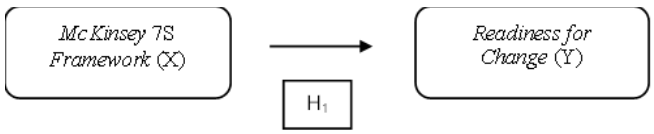

Figure 1. Research Model
Source: Data Processing (2024)

The data analysis process in this study consists of presenting descriptive statistics, validity testing, reliability testing of the questionnaire, and regression analysis. Descriptive statistics will display the demographics of the respondents involved in this study. The characteristics or profiles of the respondents are described based on gender, position or role within the organization (as educators or educational staff), and educational level within the organization. After the questionnaire data is collected, it is tabulated using Microsoft Excel so that statistical calculations can be performed using SPSS 27.

Validity is a measure that indicates the level of accuracy and legitimacy of a measuring instrument or research instrument (19). To determine the appropriateness of a variable, validity testing is conducted using SPSS, resulting in a significant and valid outcome when the calculated R value is greater than the table R value, (20). The table R value for a total of 32 statement items is 0.266, with a significance level of less than 0.05. Meanwhile, reliability is an index that indicates the extent to which a measuring instrument or research instrument can be trusted or relied upon in data collection activities. According to Fornell and Larcker'e in (21)**,** the reliability test in this study uses the Cronbach's Alpha coefficient method for each variable, where a variable is considered reliable if the Cronbach's Alpha value of 0,70 or higher that it.

Normality testing is used to assess the distribution or spread of random data within a population, (22). One of the methods for normality testing is the Kolmogorov-Smirnov test, (23). Normality tests are conducted after validity and reliability testing. If the tested data demonstrates a normal and linear distribution, linear regression testing can proceed. Multicollinearity testing aims to determine whether the independent variables in a study share common elements, (24). Ghozali in (24), the purpose of multicollinearity testing is to identify whether there is a correlation among the independent variables within the regression model. Multicollinearity in the regression model can be assessed based on the values of the Variance Inflation Factor (VIF) and Tolerance. Simple regression testing is utilized to predict the relationship between one independent variable and one dependent variable; for example, to determine the strength of the relationship between variable Y (dependent variable) and variable X (independent variable), (22). The linear regression equation model is as follows:

$$Y = a + bx$$

Description:

$Y =$ dependent variable; $x =$ independent variable; $a =$ constant value

Hypothesis testing is used to determine whether there is a significant effect of the independent variable (McKinsey Framework) on the dependent variable (Organizational Readiness for Change), (25). If the significance value for the variable is less than 0.05 (sig < 0.05), it can be concluded that the independent variable has a significant effect on the dependent variable. Conversely, if the significance value is greater than 0.05 (sig > 0.05), the independent variable does not have an effect on the dependent variable.

RESULTS

The results of descriptive data processing from the respondents' demographics are as follows: 46 respondents (80.7%) are academic staff (lecturers), while 11 respondents (19.3%) are administrative staff. In terms of years of service, 46 respondents (80.7%) have worked for more than three years, while 11 respondents (19.3%) have worked for 1–3 years. Regarding educational qualifications, two respondents (3.5%) hold a Diploma Three, seven respondents (12.3%) hold a Diploma Four/Bachelor's/Applied Bachelor's degree, 42 respondents (73.7%) hold a Master's degree, and six respondents (10.5%) hold a Doctoral degree

Table 1. Validity Test Results of Respondents

Indicator	**Statement Item**	**R-count**	**R-table (5% = 0.266)**	**Description**	**Indicator**	**Statement Item**	**R-count**	**R-table (5% = 0.266)**	**Description**
Strategy	SY1	0.609	5% (0.266)	Valid	*Staff*	SF1	0.707	5% (0.266)	Valid
	SY2	0.547				SF2	0.533		
	SY3	0.515				SF3	0.590		
	SY4	0.616				SF4	0.721		
Structure	ST1	0.649		Valid	*Skills*	SK1	0.430		Valid
	ST2	0.569				SK2	0.627		
	ST3	0.481				SK3	0.638		
	ST4	0.415				SK4	0.657		
Systems	SS1	0.643		Valid	*Shared values*	SH1	0.597		Valid
	SS2	0.484				SH2	0.461		
	SS3	0.496				SH3	0.568		
	SS4	0.490				SH4	0.534		
Style	SL1	0.546		Valid	*Readiness for*	RFC1	0.840		Valid
	SL2	0.559				RFC2	0.853		

	SL3	0.323			*Change*	RFC3	0.915		
	SL4	0.603				RFC4	0.811		

Source: Data Processing (2024)

Table 2. Reliability Test

Variable	**Cronbach's Alpha**	**Description *)**
X (McKinsey Framework)	0.918	Reliable
Y (Readiness for Change)	0.876	Reliable
*) Considered reliable if the Cronbach's Alpha value is greater than 0.7 (> 0.7).		

Source: Data Processing (2024)

The normality test conducted on the questionnaire aimed to examine the distribution of the data. Based on the test results, the significance value (Asymp. Sig) was found to be 0.200, which is greater than 0.05. This indicates that the data is normally distributed. Below is the plot illustrating the normality test results.

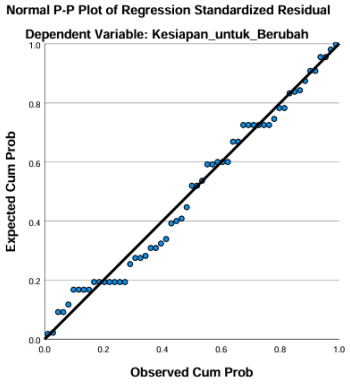

Figure 1. Normality Test

Source: Data Processing (2024)

The multicollinearity test was conducted by calculating the Tolerance and VIF values. The test results showed that the tolerance value for the independent variable (X), McKinsey Framework, was 1.000 (greater than 0.100), and the VIF value was 1.000 (less than 10). This indicates that there is no correlation among the independent variables, specifically the McKinsey Framework. This study utilizes SPSS Version 27 to conduct a simple linear regression analysis. The results of the analysis are as follows:

Table 3. Hypothesis Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.502	2.635		-1.709	.093
	Kerangka_Kerja_McKinsey	.170	.014	.848	11.843	.000
a. Dependent Variable: Kesiapan_untuk_Berubah						

Source: Data Processing (2024)

The equation derived from the test results is Y = -4.502 + 0.170X. This means that if the McKinsey 7S Framework variable increases by one unit, it will be followed by an increase in the organization's Readiness for Change variable by 0.170. The hypothesis test was conducted to assess the significance value and t-test result. Based on the data analysis, the findings are as follows: The significance value is 0.000 (less than 0.05), indicating a statistically significant relationship between the McKinsey 7S Framework and Readiness for Change. Additionally, the t-test result is 11.843 (greater than 2.021), suggesting that the McKinsey 7S Framework positively influences Readiness for Change. In other words, as the value of the McKinsey 7S Framework increases, the level of readiness for change also increases.

Table 4. Determination Coefficient Test

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.848[a]	.718	.713	.929
a. Predictors: (Constant), Kerangka_Kerja_McKinsey				
b. Dependent Variable: Kesiapan_untuk_Berubah				

Source: Data Processing (2024)

The table above presents the extent of the influence of variable X (McKinsey 7S Framework) on variable Y (Readiness for Change). The magnitude of this influence is measured using the R^2 (R-Square) value. The test results indicate that the R^2 value is 71.8%, meaning that 71.8% of the variation in Readiness for Change is explained by the McKinsey 7S Framework, while the remaining 28.2% is influenced by other factors not examined in this study.

DISCUSSION

The positive and significant influence of the McKinsey Framework on an organization's Readiness for Change is 71.8%, with a significance value of 0.000 and a t-test result of 11.843. The McKinsey Framework is a strategic planning tool widely used by both practitioners and academics to develop strong management systems across various organizations, (26). The alignment of its seven elements—strategy, structure, systems, style, staff, skills, and shared values—is essential for achieving organizational effectiveness, (27). Currently, Polytechnic State of Madiun operates as a Public Service Agency (PTN-Satker). In this study, the McKinsey Framework serves as an analytical model to assess the organization's preparedness for transitioning from PTN-Satker to a Polytechnic under the Public Service Agency framework.

The Public Service Agency (BLU) policy grants state polytechnics autonomy in managing their organizations. Polytechnic State of Madiun has experienced rapid growth, as reflected in the increasing number of lecturers, students, and academic staff. As part of its development in 2024, Polytechnic State of Madiun has inaugurated the Railway Laboratory, constructed Graha Vokasi, and utilized the Restorative Justice (RJ) House as an educational and legal consultation facility in collaboration with the Madiun District Attorney's Office. Additionally, the institution has established a health service clinic to cater to students, educators, and academic staff. In terms of transparency, Polytechnic State of Madiun achieved first place in budget implementation performance among work units in East Java Province. The institution also remains committed to flexible financial management by adhering to the principles of economic efficiency and productivity.

The McKinsey Framework consists of seven interconnected elements. Strategy in this study refers to the establishment of a vision and mission for transitioning to a Public Service Agency (PTN-BLU), along with clearly defined goals and objectives that are well understood by all employees. The organization has set both short-term and long-term goals, supported by strategic plans and operational procedures for transforming from PTN-Satker to PTN-BLU, (12), (13), and (28). Structure pertains to the functions, job structures, and responsibilities assigned to all employees within the organization. It also includes the oversight and control exercised by top management over each function, such as human resource management, the formulation of the institution's vision and mission, and their integration into individual study programs. Additionally, it involves the evaluation and supervision of academic activities, as well as the institution's authority to assign academic staff based on performance assessments, (28) dan (29). System, relates to work control, the use of technology for data processing, the implementation of standardized work procedures, and structured business processes designed to achieve organizational goals, (12), (28), dan (30). Style or organizational culture, in this study focuses on internal service delivery, particularly for students, the community, and industry partners. This element also addresses transparency in information, leadership roles in policy formulation and decision-making, as well as the organizational climate and work patterns, (28–30).

The remaining elements of the McKinsey Framework include the following: Staff refers to the allocation of positions based on individual competencies. It also encompasses employee benefits and welfare provided by the organization according to performance evaluations. Additionally, staff development is supported through training programs, certification exams, and competency assessments. Moreover, the education sector holds a responsibility to contribute to society and establish collaborations with external stakeholders, including the community and industry partners (DUDI), (28–30). Skills emphasize that both academic and administrative staff share a commitment to delivering excellent service to external stakeholders. Employees perform their duties according to predefined roles, adhere to established standards and competencies, and possess skills that are validated through training certificates and/or professional certifications, (28,29). Shared value, focus on a collective commitment to achieving organizational goals as outlined in the strategic plan. Both academic and administrative staff engage in social service activities for the community and other external entities. Employees also have a strong understanding of organizational guidelines and values while continuously fostering innovation, creativity, and collaboration, (28–30).

Readiness for change should not be limited to individual understanding but must be embraced by all members of the organization. This readiness emerges from an organizational climate and culture that fosters continuous growth and transformation toward a more advanced institution. Effective leadership plays a crucial role by utilizing strong communication skills to convey ideas and make decisions that promote harmony and trust within the organization. Additionally, employees must demonstrate a commitment to change, supported by the organization's management at all levels. For public universities, transformation is a strategic choice to enable autonomous governance, even if not fully implemented. However, through this transformation, universities are expected to adopt business practices to enhance educational services and improve management quality. Achieving readiness for change requires the collective commitment and responsibility of the entire academic community, along with technological support, skill development, and a continuously evolving organizational culture.

Several key factors play a crucial role in an organization's transformation and readiness for change, including competent human resources, transparent communication, effective leadership, commitment and support for change, strong work control systems, a positive work culture and organizational climate, and performance-based employee benefits and welfare. Although full autonomy is not implemented, the Public Service Agency (BLU) framework allows an organization to adopt sound business practices to enhance services for students, the community, and industry partners (DUDI). However, transformation success does not happen instantly. It requires the engagement of the entire organization, not just individual readiness. Therefore, a successful transformation must be supported by a strong and responsible commitment from all stakeholders, including students, academic staff (lecturers), administrative staff, and top management.

CONCLUSION

This study aims to examine the impact of the McKinsey Framework on Readiness for Change, with respondents consisting of academic staff (lecturers) and administrative personnel working at state polytechnics that have attained Public Service Agency (BLU) status. The McKinsey Framework is utilized as an analytical tool to assess the effectiveness of organizational management. Several critical factors must be considered in organizational transformation, including interpersonal dynamics, resource availability to support technological advancement, and leadership capability in driving change. Strong interpersonal relationships and active engagement within the organization foster commitment among students, lecturers, and administrative staff toward achieving successful transformation. Resource availability, particularly financial stability supported by a well-structured business process, enables organizational growth. Technological adoption within an organization simplifies administrative systems and processes, increasing overall efficiency. Additionally, leadership competence in communication and motivation significantly influences policy dissemination and decision-making. Clear and well-communicated ideas are more likely to be effectively understood and accepted by employees when leaders possess strong communication skills. Moreover, openness and fair policies from leadership contribute to harmonious relationships and trust within the organization, fostering a more cohesive and resilient institutional environment

RECOMMENDATION

Future research on assessing the effectiveness of organizational readiness for change through the McKinsey Framework analysis should incorporate a qualitative study involving key stakeholders and leadership in state universities with Public Service Agency (BLU) status. An in-depth interview method could be employed to explore how each element of the McKinsey Framework contributes as an analytical tool in preparing organizations for change. This approach would provide deeper insights into the strategic role of the framework in facilitating transformation within higher education institutions

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