



## EVALUATION OF THE OVERSEAS INTERNSHIP PROGRAM PLANNING

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### ABSTRACT

This study aimed to evaluate the overseas internship program planning for students at Indonesia Defense University (IDU). Evaluation is conducted to analyze adequate needs of the program, design and strategy, field study planning, readiness of students, academic advisors and keynote speakers, management planning, also facilities and budget. This study applied qualitative approach. Primary and secondary data were obtained through document studies, literature, observation, and interviews. The data were analyzed using interactive approach of Miles and Huberman through data display activities, data reduction, and withdrawing the conclusion. The results of the study indicated that overall program planning obtained high percentage (77.04%). It means that most aspects are implemented or available based on the criteria. Therefore, it is recommended that the program planning needs to be developed with some improvements as needed to fulfill the quality standards.

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## INTRODUCTION

Planning is known as one of the management functions. Planning is the first function of management that instructs the preparation of everything consciously by taking into account all the resources and anticipating potential obstacles to achieve specific purpose. Terry (2016) reminded us the importance of planning as something that is very necessary and an intellectual arm of future developments. Robbins and Coulter (2010) stated that planning related to the final result (what) and means or device (how). Basuki Wibawa (2017) explained that planning is activity of thinking about the future. Future means nothing without planning. It is no doubt that planning is important to support the success of a program or activity. Some people said that making a mistake in planning means planning a failure. Nobody wants to plan failure definitely. The problem is, has the planning been properly carried out? Planning as part of management functions in this era is not only understood as a concept, but also applied in various dimensions including programs and activities, applied both in private and public organizations. In this case, the planning is formal planning. Formal planning is carried out with certain

criteria to be fulfilled and implemented to achieve maximum results. The term of fulfilling the criteria confirms that planning is not only a final product that will end when the formulation has been carried out. In accordance to the problems in this study, it is important to conduct an evaluation of program planning to determine whether the planning has been carried out appropriately. Evaluation is an activity to measure or assess the results of a planning to determine its effectiveness in achieving purposes. The precision demands of program planning are a fundamental element for the effectiveness of a planning. Precise criteria do not refer to planning without any possibilities to make adjustments. Contextually, there are some dynamics or uncertainties during the implementation of the program such as constraints and challenges. Well-planning is expected to anticipate those obstacles and challenges. Planning should be flexibly formulated that it is possible to be revised or developed as needed. Program planning evaluation can be applied to ensure the planning flexibility to support its precision to achieve maximum results. The implementation of planning evaluation is relevant to the internship program held by IDU as part of the learning program for students. The internship program is factually based on the potential purposes and in correlation with the graduates' competence and also IDU's vision and mission. IDU has visions to be world-class university.

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Therefore, IDU proposes its best educational programs. The programs are performed with quality standard-based approach to activities, methods, and various strategies to satisfy both internal and external parties. Fulfilling the quality standards is interpreted as to fulfill IDU's promises to the stakeholders. The decision making process of the approach in the implementation of the education program is important by considering various experience. In some relevant studies, McBride's research in Astin Lukum (2015) stated that the application of learning is still not optimum in practice. In Indonesia, as stated by Susbiyanto and Insih Wilujeng (2016), one of the education problems is the learners' competence which is not optimized yet. There is a missing link between college graduates and the demands in the field of work (Edy Supriyadi, 2017). The indication emphasized the importance and urgency selecting education programs and activities. Another interesting point of view is related to the planning of the overseas internship program in IDU environment. The program is done overseas and it involves all students accompanied by lecturers and supporting staff. Such conditions will much consume the budget for the program. The overseas internship program is indeed compulsory as part of the education curriculum with only 1 (one) credit unit of semester. Compared to the cost or expense of other courses, the amount is very high. A program with high cost of budget should not be failed. It is logical to analyze program planning to see whether the preparation process has met the specified criteria. The evaluation results can reveal whether the planning is successful or failed.

### Literature Review

This study applied an evaluation approach. The Joint Committee as quoted by Stufflebeam and Coryn (2014) defined evaluation as a systematic assessment of the worth or merit of an object. According to Arikunto and Jabar (2014), evaluation is an activity to gather information about the workings of something and the information is used to determine the proper alternative to make decision. The evaluation is in the form of program evaluation. Arikunto and Jabar said that if the program is associated with program evaluation then it should be defined as a unit of activity to the realization or implementation of a policy, in a continuous process, and occur in organizations involving a group of people. With the understanding of the program as a unit of activity, there are relational parts between one to another. These parts include planning, implementing, monitoring, and achieving results. Evaluation is conducted through the parts of the program. Internship as a learning concept can be a program held in an education environment. The internship program will involve various resources including educators, students, budget, and implementation strategies. The implementation of an internship program needs some good planning to succeed, both in implementation and control. Internship is an activity to apply theory in the classroom with those in the field (Arinta, Utaya, and Astina, 2016). Lecturing activity is still considered as a core training activity to obtain knowledge. However, this is not enough because there are many gaps between theory and practice in the field of work and society. For this reason, another method of training is still needed to provide experience to students regarding the reality that occurs in the field. One of the training activities is the internship program. Internship program is the implementation of the KKNi-based curriculum which previously substituted the community service program (Yuliani, 2017).

The internship program is a learning method applied by IDU every year, both domestic and overseas. The overseas internship program as the object of this research is listed in the education curriculum and it is a compulsory program for students in IDU environment. The overseas internship program applies to students for regular study programs. The internship program is done overseas. The activities consist of lectures and field visits to higher education institutions, official institutions, and/or professional institutions. As a program, the implementation of the overseas internship program is certainly through a planning process. The precision of planning is one of the factors that determine the success of the implementation of the overseas internship program. The urgency of precision planning of the overseas internship program organized by IDU is closely related to the demand for accountability in higher education. The education law mandates the implementation of quality-based education. IDU as an institution of higher education implements the education quality management through internal and external quality assurance systems. In that context, the implementation of the overseas internship program is certainly included. There is a demand in the management stages to see the level of accountability indicated by the planning process and through some funding supports from the State Budget for the education administration system; the regular cycle concepts with budget-based planning, and the implementation of auditing is something that is routine and compulsory. Planning as part of the implementation system of quality education is an activity to prepare and anticipate appropriately in achieving expected purposes. Basuki Wibawa (2017) explained some crucial points as guidelines in drafting a plan which include future matters, a set of activities, a systematic process, and specific results or objectives. In addition, it is also stated that the planning function includes guidelines for implementation and control, avoiding improvidence of resources, as tools for developing quality of assurance, and as efforts to fulfill institutional accountability. From this context, the importance of planning for the effectiveness of a program is clearly seen.

### MATERIALS AND METHODS

This study applied qualitative approach. Creswell (2017) defined qualitative as an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Evaluation and planning belong to social problems. The social characteristics are seen from the subjects of this study: students, alumni, lecturers, supporting staff, university management, faculty management, and management of study programs in IDU who are adequate knowledge about the problems in this research. The data were collected through document studies, guided interviews, and observations to analyze the suitability of program planning with evaluation criteria on the primary of program requirements, program design and strategy, planning of internship, preparation of students, academic advisors, supporting staff, management planning, and also infrastructure and budget planning. The data were interpreted using qualitative descriptive analysis. Data analysis were conducted by data display, data reduction, and withdrawing the conclusions. In evaluating the level of results achievement of planning for each component and aspects were given score from 0 to 100. In interpreting the research data or empirical data, the acquisition of each element of planning is adjusted to the fulfillment of the criteria. The reduced data were then presented and compared to the given evaluation criteria and

expected objectives with the interpretation adapted from assessment type by Djaali and Muldjono (2008), ranging from high, moderate, and low categories. This scoring was used as interpretation category of availability, implementation and achievement levels for each evaluated component and aspect. Djaali and Muldjono's assessment are shown in the following table:

**Table 1. Interpretation Categories of Research Data**

Category level of implementation and availability (achievement)	Descriptors	
	Interpretation	Percentage
High	Most or even all aspects are implemented / available based on the criteria	71-100%
Moderate	Some aspects are partially implemented / partially available based on the criteria	41-70%
Low	Less or only few aspects are implemented / available based on the criteria	< 40%

**Table 2. Scale of Basic Achievement of Program Needs**

No.	Observed Elements	Scale		
		1 < 40%	2 41-70%	3 71-100%
1.	Written policies that govern program requirements with comprehensive explanation.			90
2.	The formulation of program objectives is clear as well as with institution's vision and mission.			80
3.	Effective socialization of the program to achieve adequate understanding by stakeholders to emerge response for standard roles.		50	
Average achievement scale of basic requirements		the results of the assessment are 73.33%		

Based on the table above, the evaluation component is in the category of "high" achievement level if the interpretation of the analyzed data indicated that most or even all aspects evaluated based on the evaluation criteria with percentage of 71-100%. The evaluation component is in the category of "moderate" achievement level if the interpretation of the analyzed data indicated that some aspects are partially implemented / partially available based on the criteria with the percentage of 41-70%. The evaluation component is in the category of "low" if the interpretation of the analyzed data indicated that there are less or only few aspects implemented / available according based on the criteria with the percentage of <41%.

## RESULT AND DISCUSSION

The evaluation of the over seas internship program planning based on the analysis results in this study are presented from various data collecting sources, compatibility analysis with evaluation criteria, assessment and decisions as research findings on the basic needs of the program, design and strategy, internship planning, preparation of students, academic advisors and keynote speakers, management planning, facilities and budget.

**Basic Needs of the Program:** From the evaluation results, there are various findings of the program needs. First, the program requirements are written in the Rector's Regulation governing the education curriculum, internship guidelines, quality standards of the study programs, and work plan program policy in the strategic plan and annual work plan. However, the policy is still not equipped with follow-up procedures in the scope of faculty program and study program as the leading sectors. Furthermore, the program is aimed to provide opportunities for students to gain experience from the field of work and practical knowledge as an application of the science. The objectives of the program are to improve knowledge insights (hard skills) as well as self-confidence, leadership, and communication skills (soft skills).

The formulation of these objectives is less detailed and equivocal to show the correlation with graduates' competence as well as vision and mission of the program. It is stated in the guidelines that internship is one of the courses in the curriculum integrated with the institution's objectives and missions. Moreover, socialization has been done through Web media, WhatsApp Group, institution program profiles, and

institution's official meetings. However, it is still not effective to reach the substantial aspects of program implementation, especially in the form of positive responses on their roles and standards. The response is mostly the desire to go overseas although they are not qualified yet for the program. These findings can be presented in the form of achievement scale as shown in the following table:

The results indicated that planning on the basic components of the program reach the percentage of 73.33%. In other words, it belongs to high category in which most or even all aspects are implemented / available based on the criteria. Special attention needs to be given to the program's socialization aspects which only reach 50% or in moderate category in which some aspects are partially implemented / partially available based on the criteria. Program socialization should reach substantial aspects to support the preparation and implementation of the programs to fulfill the criteria.

### Design and Strategy of the Program

Based on the evaluation results, there are various findings on program design and strategy. The results of document study on the internship program guidelines, the program design is kind of field studies in the form of course activities and community service in various professional and community institutions for 2 to 3 weeks which is located overseas. Furthermore, the program strategy refers to the management standards of study programs through planning, implementation, evaluation and reporting. The strategy is generally accepted and has not been formulated in more detailed activities to do in 2 to 3 weeks. The findings of design data and program strategies can be presented in the form of achievement scale as shown in Table 3: The findings indicated that the percentage of planning on the design component and program strategy is 80%. In other words, it belongs to high category in which most or even all aspects are implemented / available based on the criteria. However, the achievement is not too significant.

**Table 3. Scale of Program Design and Strategy Achievement**

No.	Observed Elements	Scale		
		1 < 40%	2 41-70%	3 71-100%
1.	Program design is formulated in clear and realistic activities	70		
2.	Program strategies are formulated in clear and realistic activities	90		
Average scale of program design and strategy achievement		assessment result is 80%		

**Table 4. Achievement Scale of Internship Planning**

No.	Observed Elements	Scale		
		1 < 40%	2 41-70%	3 71-100%
1.	Lesson plan is elaborated in activities through stages to achieve learning objectives.	50		
2.	Comprehensive lesson materials / supporting material for students are prepared by the lecturers and taken from other learning resources.	50		
3.	The plans for consultation with academic advisors and course delivery / explanation are written in the form of activity schedules, clarity of methods, and in correlation to the learning substance.	75		
4.	Learning activity and assignment plans are productivity-oriented based on program requirements.	83,33		
5.	Evaluation of the study is in the form of standard instruments and students should know the details of learning achievement that must be done to get the best results based on the assessment instrument.	50		
6.	Quality evaluation is done by the quality assurance unit using standardized instruments.	30		
Average scale of achievement of work class planning		assessment result is 56.38%		

The program design and strategy have been explained in the regulation, but it is better that the design and strategy should be formulated more clearly and realistic to be implemented very well by the involved parties. The importance of design and especially this strategy is in line with Robbins and Coulter (2010) which states that strategy becomes part of planning. Design and strategy of the program should be explained by clear activity and the realistic concept to be implemented well and have correlation with the objectives of program. The findings indicated that the percentage of planning on the design component and program strategy is 80%. In other words, it belongs to high category in which most or even all aspects are implemented / available based on the criteria. However, the achievement is not too significant. The program design and strategy have been explained in the regulation, but it is better that the design and strategy should be formulated more clearly and realistic to be implemented very well by the involved parties. The importance of design and especially this strategy is in line with Robbins and Coulter (2010) which states that strategy becomes part of planning. Design and strategy of the program should be explained by clear activity and the realistic concept to be implemented well and have correlation with the objectives of program.

### Internship Planning

The evaluation results indicated that there are various findings of planning internship program. The overseas internship program as a course definitely requires a lesson plan during the semester. It is found that the lesson plan document is not standardized. The details of the stages are written in the pocket book / activity rundown for all participants during the overseas internship program. The activity plan is similar to learning activity, but it takes place overseas. The internship plan is also filled with a series of protocol activities and visitation to certain places such as cultural heritage, historic monuments / museums, military / government agencies, embassies, and so on. The activities seem to be irrelevant to productivity on a global scale. The students are asked to find relevant materials from various sources. Meanwhile, the schedule for consultation with the academic advisors is allocated in the class through independent learning and included in the activity

schedule. The schedule for stadium general by the keynote speakers is also written in the event rundown. At the end of the program, the students are assigned to write final reports. As an evaluation, the students will get marks / scores based on the internship program, but the testing tool has not been standardized. The plan for quality evaluation is not well-planned. During preparation stage, the potential problems are discussed for anticipation, but the instruments are not standardized. The achievement scale of the internship planning is shown in Table 4: The planning for the component of the internship program is 56.38% or in moderate category. It means that some aspects are partially implemented / partially available based on the criteria. The aspects of the plan for student learning activities are exceptionally 83.33% or high category, while the aspect of quality evaluation readiness is 30% or in low category. The internship program is substantial implementation of academic activities and should be in line with learning activities in, but innovation in lecture planning is still needed. In activities involving global interactions, the planning can be focused on academic process in global scope. The activities can be projected in presentation, paper discussion as collaboration among domestic and overseas students to produce collaborative publications. Related to quality evaluation, the implementation is necessary. The low achievement score should be given special attention for evaluation. Administrative matters such as semester lesson plans, structured scheduling, standardized learning evaluation, and quality evaluation activities should be applied. The contextual comprehension is not only at the administrative level, but there should be a follow-up. The evaluation process is not only routine activity, but it is expected to be applied thoroughly. If there are some inappropriate findings, correction and revision need to be done. Potential problems may occur if there is no careful planning. Mujiman (2011) said that training design determines the success of the program. The planning of internship program essentially needs to be revised and improved as guidelines for the program.

### Students Readiness

In the evaluation results, there are various findings about how far the students are ready for the program. There is a regulation that explains students who can take part in the program. One of

the points is the students have taken research methodology course. The students are required to take part in the program because it belongs to the education curriculum. However, if we analyze the needs of the program, foreign language proficiency should be prerequisites because the program is conducted overseas. After that, they should participate in scheduled training to prepare them before joining the program. The training is focused on preparation and writing final report. The achievement scale of student preparation is presented in Table 5 as follows:

**Table 5. Scale of Student Readiness Achievement**

No.	Observed Elements	Scale		
		1 < 40%	2 41-70%	3 71-100%
1.	Requirements for students to participate in the program are proper with the program			80
2.	Scheduled training with proper method to prepare students for the internship program		60	
Average achievement scale of student preparation		assessment result is 70%		

The achievement scale of academic advisors and keynote speakers are presented in Table 6 as follows: The findings indicated that planning on preparing academic advisors and keynote speakers are 80% or in high category. It means that most or even all aspects are implemented / available based on the criteria. The score is urgent to be improved. Foreign language proficiency and the ratio of academic advisors from relevant study program need special attention. Language training can be done to prepare the lecturers.

**Table 6. Achievement Scale Academic Advisors and Keynote Speakers**

No.	Observed Elements	Scale		
		1 < 40%	2 41-70%	3 71-100%
1.	Requirements and tasks for academic advisors are relevant to program requirements.			80
2.	Requirements and tasks for keynote speakers are relevant to program requirements.			80
Average achievement scale of academic advisors and keynote speakers		assessment result is 80%		

**Table 7. Achievement Scale of Program Management Planning Evaluation Results**

No.	Observed Elements	Scale		
		1 < 40%	2 41-70%	3 71-100%
1.	Committee structure with clear descriptions, competency requirements, and personnel assignments based on requirements			86,66
2.	Documented work plan and its preparation involves stakeholders			90
3.	Several steps in the controlling plan that are understood and guided by all participants to anticipate obstacles.			100
4.	Budget-based performance audit plan by independent auditors to assess performance accountability and possible frauds			95
Average achievement scale of program management planning		assessment result is 92.91%		

The findings indicated that planning on preparing the students readiness reaching 70% or in moderate category. It means that some aspects are partially implemented / partially available based on the criteria. It is recommended that the training program should prioritize hard skills and soft skills to adequate knowledge and solve the problem during the internship program. These activities are closely related to the role of the lecturer. Therefore, faculties and study programs may issue particular standard operating procedures for the internship program.

**Readiness of Academic Advisors and Keynote Speakers:** In the evaluation results, there are various findings about the preparation of the academic advisors. They are selected from IDU's lecturers to guide and advise the students. Meanwhile the keynote speakers are selected from the agencies of target countries for the overseas internship program. There are some requirements for the academic advisors. One of them is foreign language proficiency that has not been written in the regulation. Another problem is the competence of the academic advisors that is not relevant to the study program home base. Regarding the keynote speakers, the requirements have not also been written in the regulation although the institution emphasizes their core competence in relevant knowledge. In the end, it becomes the institution's authority to decide the keynote speakers.

Regarding the keynote speakers, good diplomacy to fellow countries should be improved for better competence. The required standard for the regulation needs to be issued.

**Management Planning:** In the evaluation results, there are various findings on management planning. First, the organizational structure of the organizing committee includes head of the delegation, head of the study program, observer, and administrative staff with their respective job descriptions. The academic advisor and student are actually included in the organizational structure, but their roles in management planning are less significant. The job description needs to be fulfilled. Faculties and study programs have the most intense duties. Foreign language proficiency should be written in the regulation as the internship is conducted overseas. The composition of the assigned committee should meet the requirements. The work plans aspects indicated by various documents for the implementation of activities consist of various resource requirements including personnel (students, lecturers, and supporting staff), facilities, and budget. The plans are formulated in the guide book which explains the rundown. The work plan is supported by some mechanisms such as meetings, internal coordination at faculty and university levels, as well as diplomacy coordination with embassies and officials.

**Table 8. Achievement Scale of Facility and Budget**

No.	Observed Elements	Scale		
		1 < 40%	2 41-70%	3 71-100%
1.	Available facilities and infrastructure planning documents according to the program needs, the preparation of which involves stakeholders.			86,66
2.	Budget support plan document relevant to the needs of the program and involves relevant parties with adequate supports.			86,66
Average Achievement Scale of Facility and Budget Planning		assessment result is 86.66%		

**Table 9. Recapitulation of Program Planning Evaluation Results**

No.	Observed Elements	Implementation	
		Score	Category
1.	Basic Program Needs	73,33	high
2.	Program design and strategy	80	high
3.	Job Training Plan	56,38	moderate
4.	Students	70	moderate
5.	Academic Advisors and Keynote Speakers	80	high
6.	Management Planning	high	high
7.	Facility and Budget	high	high
Average program planning		77,04	high

Monitoring and evaluation are necessary to overcome potential problems during the internship program. In supervision context, the management plan is also supported by budget-based audit plan performance. Observer as part of the committee has the duty to observe the process to perform the audit function. The auditing team may not be objective in the audit function as they are part of the team going overseas. The management plan is completed with final report plan for preparing reports on the implementation of activities. Based on the evaluation results, the achievement scale of management planning is presented in Table 7 as follows: The findings indicated that planning in the management component is 92.91% or in high category. It means that most or even all aspects are implemented / available based on the criteria. Referring to findings, management planning has been very adequate that the revision is partial.

**Readiness of Facilities and Budget:** In the evaluation results, there are various findings on the preparation of facilities and budget. Facility planning such as proposals for equipment, accommodation, transportation, consumption, and matters needed in the program implementation plan. Budgeting proposal is also needed. As the program is part of the education curriculum and as a featured program, the preparation has fulfilled the criteria. Based on the evaluation results, the achievement scale of the facilities and budgets can be presented in Table 8 as follows:

### Conclusion and Recommendation

Based on the program planning evaluation, the percentage result is 77.04% which belong to high category. It means that most or even all aspects are implemented / available based on the criteria of the overseas internship program. Moreover, there are components with high achievement including the primary needs of the program (73.33%), design and strategy (80%), readiness of academic advisors and keynote speakers (80%), management planning (92.91%), also facility and budget (86.66%). Furthermore, there are also components belong to moderate category, namely the internship planning (53.33%) and readiness of the students (73.5%),

From these results it is recommended to develop the program planning by making improvements as follows:

- 1) Partial revisions on the existing regulations to clarify the correlation of program needs and objectives with the competence of the graduates and institutional vision and mission, foreign language proficiency requirements, focused program design and strategy, and quality evaluation of program implementation.
- 2) Significant arrangement on the components of the internship planning as the learning objectives are highly determined by the initial readiness, including learning materials, learning evaluation plans with clear assessment instruments, and adding some learning activities that demand global scale academic products such as students' paper discussion and collaboration among domestic lecturers and students and with overseas lecturers and students to produce collaborative publications.

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