

SYNCHRONIZATION AND IMPLEMENTATION OF PERMENRISTEKDIKTI NO.44-2015 CONCERNING THE NATIONAL STANDARDS OF HIGH EDUCATION IN THE NAVY VOCATIONAL-HIGHER EDUCATION

Isworo Sutristyanto 1, Octavianus BudiSusanto2*

¹ Indonesia Naval Academy, AAL Surabaya, Indonesia

² Doctoral Student of Management Study Program Indonesia School of
Economic (STIESIA) Surabaya, Indonesia

*Corresponding Author: ocbudi9797@gmail.com

Abstract: Naval Service Vocational Education is a higher education institution that produces Navy soldiers who are devoted to God Almighty, patriotism, Pancasila, based on the doctrine of the soldier's oath, Trisila Indonesia Navy, professional and have leadership competence, with many external competencies that are demanded, there are also many problems requires policies, methods, qualified resources so that they can produce professional Navy officers. As for the striking problem is the number of courses that must be completed, the teachers and teachers who are teaching teachers must have specific competences and requirements as well as the influence of organizational culture. The method used is descriptive qualitative by using Henry Mintzberg's organizational theory, the theory of transformational leadership from Mc. Gregor Burn and Noel M. Tichy and Edgar Dale's Pyramid of Learning. As for the results of too much curriculum research which can cause chronic stress on students, it is necessary to make efforts to redesign a simpler curriculum, restructure lectures organization that is able to facilitate lecture to carry out the tri dharma of higher education, Reorganization in the Marine Service Vocational Education Institution to synchronize education policies. vocational level of the Navy to achieve world-class PT through national standardization.

Keywords: Synchronization and Implementation, standardization of vocational higher education

1. Introduction

Navy Polytechnic is an official vocational college under the Indonesian defense department that educates cadets to become Navy officers who have, (1) Complete devotion to God Almighty and the spirit of patriotism as well as the fighting spirit of Pancasila and SaptaMarga based on the doctrine of the Soldier's Oath, 8 Mandatory TNI, Trisila Navy and upholding Hree Dharma Shanty's life guidelines; (2) Provision of up-to-date knowledge and professional skills in the maritime army in the spectrum of initial assignment in Ships and Troops; and (3) equipped with managerial skills and leadership skills as a future leader of the Navy. From the main tasks of the Navy Polytechnic, it can be explained in more detail that the competence of Navy Polytechnic graduates must have hard skills and soft skills competencies

in accordance with the field of assignment that will be carried out later. The education applied at the Navy Polytechnic currently includes understanding and practice of doctrine, starting from the doctrine of being a soldier, the doctrine of TNI soldiers, the doctrine of TNI soldiers, the doctrine of an officer and the profession of personnel according to the corps and assignments that are expected to not be disgraceful later, because The cadets from getting up in the morning until getting up in the morning again have to follow the PHST (Fixed Nature Daily Order) that has been made and scheduled to manage the life of the cadets from minutes to minutes while participating in education at the Navy Police.

Cadet in participating in education at the NavyPolytechnic who are demanded so many soft skills and hard skills and life in a dormitory full of rules, there will be inner disputes or internal conflicts between the cadets and between cadets, where conflicts according to Baker (1992) in general all Potential conflicts arise from one or more categories including: (1) goal-oriented conflicts related to the outcome, performance specifications and criteria, priorities, and objectives of education at the NavyPolytechnic; (2) administrative conflicts refer to the structure and management philosophy, and are mainly based on the definition of the roles of a junior and senior, reporting the relationship between cadets full of hierarchical and ethical levels between juniors and seniors, responsibilities, and the authority for senior duties, functions and decisions that sometimes exceed the limits of reasonableness can cause conflicts; (3) interpersonal conflicts resulted from differences in work ethics, styles, egos, and personalities of each cadet with different backgrounds to be educated at the Navy Polytechnic which has one treatment for all backgrounds of students / cadets.

According to Hotepo, et.al 2010, there are six main sources of conflict that cause disputes in organizations, namely (1) interpersonal differences of opinion that arise when a person experiences individual stress; (2) taking over someone's role in the organization; (3) someone's struggle to achieve their interests that intersect with other interests; (4) misunderstandings and differences in orientation in approaching the problem, resulting in differences; (5) interdependence for unbalanced collaboration between several parties, making communication and interaction difficult, leading to conflict; (6) external pressures that put pressure on the internal system.

The ideal educational situation and environment will be able to reduce stress on students / cadets in following the learning and teaching process at the NavyPolytechnic by creating ideal conditions for the 10 components of education according to national education regulations, as well as specific regulations so that the vision, mission, goals and objectives which is stipulated in the Navy service vocational higher education, especially in the Navy Polytechnic can run better, according to Bloom's taxonomy concept which states that there are 3 domains of education that must be disseminated to students, both simultaneously and continuously in the realm of knowledge, skills and personality . Knowledge that must be mastered includes general knowledge which includes the basic sciences from mathematics, physics, applied chemistry to management, while professional science includes the main professions, supporting professions and development professions. The skills that must be mastered by cadets include physical skills and abilities which include batteries A and B, as well as swimming skills. While skills related to the profession are also divided into 3 skills, namely the main skills that must be mastered by

an officer, additional skills to support basic skills in the profession and development skills to face future technological advances. Besides the competencies mentioned above, it must be strongly instilled in the competence of graduates about leadership. In order for this paper to be sharper in its discussion, the author will limit the organizational components of the

teaching staff and the curriculum associated with the activities of the Tri Dharma of Higher Education at the NavyPolytechnic

2. Literature Review

Organization Theory.

Organization in general is a system that has a planned structure in a group of people / people and is related to one another, in a coordinated way, communicating to achieve common goals. Organizational theory according to Henry Mintzberg has at least 5 elements including: (1) The operating core, namely employees who carry out basic work related to production, both in the form of goods and services; (2) The strategic apex, namely a leader or top manager who is fully responsible for the organization; (3) *The middle line*, namely the managers who become the liaison between the operating core and the strategic apex; (4) The technostructure, namely those who are assigned to implement a form of standardization specifically in the organization; (5) The staff support, namely the people who fill the staff unit who provide services to support the organization's nets.

Transformational Leadership Theory.

James Mc Gregor Burn. Where leaders and followers have the same goals, the same goals but different levels and potential for achieving goals, transformational leadership seeks to develop a system by stating a vision, then teaches how to achieve goals by playing an active role in change, and transformation leaders create final values includes justice, freedom, independence, equality and brotherhood in society, so that the leader of Burn's transformation is a leader who influences both ways or dialogically.

Bernard M. Bass. He is of the opinion that leaders are all efforts to influence their followers in one way and mobilize social groups, mobilizing public opinion so as to create a supportive and beneficial organizational climate;

Leadership Theory. Noel M. Tichy and Mary Anne Devana, in Noel's theory of transformational leadership states that the transformational leadership model is carried out in 3 rounds (*Transformational Leadership: A Three-Act Drama*) namely the recognition of the need for revitalization, making a new vision, changing institutions. Act I, Trigger (trigger event), the need to change (felt the need for change), creating a need to change, resistance to change; Act II, creating a vision, mobilizing commitment; act III namely institutionalizing change.

Table 1. Transformational Leadership indicator table

Leader	Followers
• Having a vision, goals, motivation, desires, needs, aspirations, hopes, the future is one with what followers dream of. • Motivation, power, and skills to realize the vision are higher than followers but try to raise the motivation of followers to be the same. • stimulate and transform followers to level with the leader. • use the power of expertise and charisma.	• Vision, goals, values, motivation, desires, needs, aspirations, hopes, the future, are united with what the leader dreams of. • use the leader as a role model so that he tries to identify himself with the leader. • motivate leaders to achieve Common goals.

Leadership Function. According to Wirawan, in 2013, among others, create a vision, develop organizational culture, create synergy, create change, motivate followers, empower followers, represent social systems, conflict managers, teach organizations. In this leadership function the writer tries to offer changes in the organizational structure of the teaching staff at the NavyPolytechnic, so that it focuses on the activities of the Tri Dharma College that have an impact on the outcomes of NavyPolytechnic graduates.

Edgar Dale's Pyramid of Learning (1946). The Dale pyramid is broadly divided into two parts, namely active learning and passive learning, where in the passive realm it will be divided into 6 sub-sections, namely reading activities that contribute to mastery of material and memory only 10%, listening and seeing a little 20%, seeing, direct and listen to contribute 30%, see, listen, then try to demonstrate contributing to memory up to 50%, participate directly in workshops, seminars then, actively ask and answer questions, make synopsis and reports have a contribution to memory up to 70%, while teaching, telling a process and being able to answer questions well, will contribute to memory about 90%.

The principle of Dale's pyramid theory is that in the teaching and learning process, all sensory abilities possessed by students are stimulated by the knowledge and skills to be taught, for that Dale's concept is that every meeting of students is given knowledge, then practices individually and partially. arrived in groups, then given one to explain and one to lead the task that was completed in groups. At the practical stage, lecturers are instructors and facilitators. then practicing individually and partially, arriving in groups, then one is given to explain and one to lead the task that is completed in groups. At the practical stage, the lecturers are instructors and facilitators. then practicing individually and partially, arriving in groups, then one is given to explain and one to lead the task that is completed in groups. At the practical stage, lecturers are instructors and facilitators.

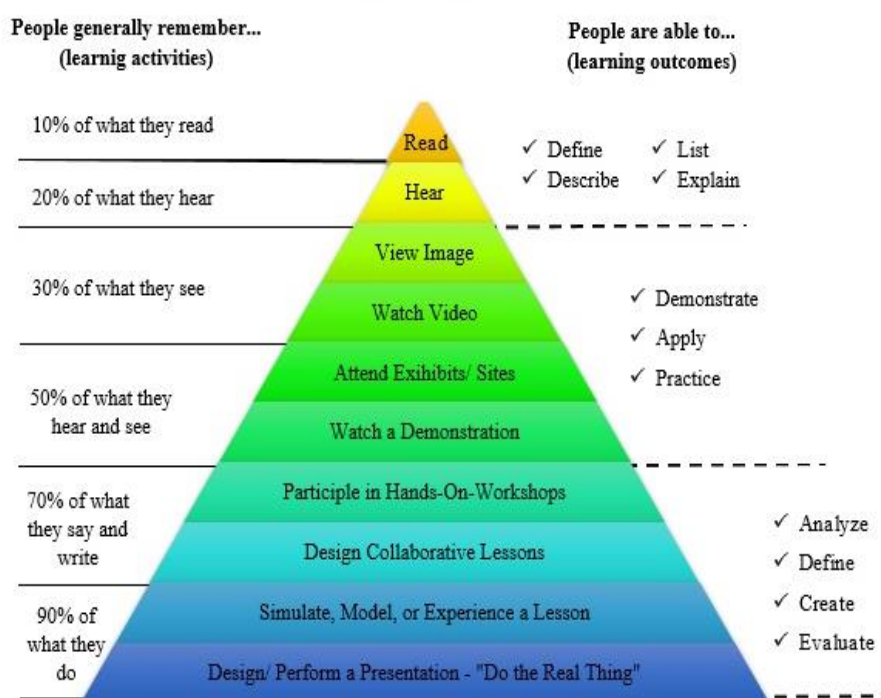


Figure 1: The Learning Pyramid
Sources : Edgare Dale, 1946

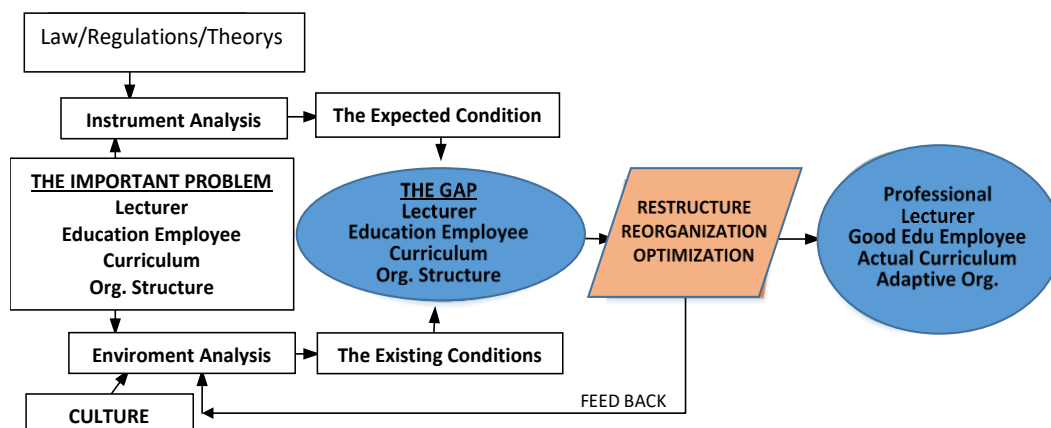


Figure 2. Conceptual Framework

3. Result and Discussion

In this discussion, the author will describe the current condition of some of the 10 components of education including the curriculum, teaching staff, educational staff and organizational structures that are faced with existing theories and regulations to become ideal conditions that are expected to provide a teaching and learning process that can produce appropriate learning outcomes. with the vision, mission, goals and objectives that have been set, namely to produce professional, moral, and leadership Navy officers to lead the future Navy. The problems and solutions for their solutions will be discussed in the aspects of the curriculum, teaching staff, education staff and the NavyPolytechnic organizational structure.

Curriculum. It is a document that contains a whole series of activities, planned and arranged systematically for the benefit of the educational process in accordance with the philosophy, principles, goals and objectives of Education in accordance with Perkasal / 74 / IX / 2008 dated 19 September 2008.

The Existing conditions.

In preparing the curriculum, the steps for making it begin with (a) determining the goals and objectives of education, (b) making a job analysis, (c) formulating the ability requirements for each task, (d) formulating the need for provision for each ability, (e) sorting out the supplies, (f) formulating goals for each subject in the field of science. The learning outcomes of each Courses are different, according to the final competencies expected by each Courses and the tree of knowledge that has been parsed with qualifying performance competencies such as knowing, understanding, understanding, mastering. While in the field of skills / psychomotor, the competency attainment of the qualifications can do limitedly, can do, is able to do, and is adept at doing it according to the main / professional or supporting Courses. For example, the number of Courses in the Marine Corps Defense Management study program, education for 4 years / 8 semesters / 160 credits with the number of courses (Courses)

- Personality Development Courses (PDC) total 35 Courses;
- Science and Skills Courses (SSC) totaled 21 Courses;
- The Work Expertise Courses (Courses) totaled 15 Courses;
- The Work Behavior Course (WBC) consists of 20 exercises
- Community Life Courses (CLC) consist of 4 exercises;
- There are 15 other activities without credits, for example, conversation to care.

The expected conditions.

Friedlander et.al. (2007) there is a lot of evidence that the chronic stress experienced by students according to the observations of researchers can be caused by dramatic lifestyle changes (the transition from a free world to a world full of rules, values, doctrines, status, and relatively many new subjects).

Regulation of the Minister of Education and Culture of the Republic of Indonesia number 44 of 2015 concerning National Higher Education standards in article (11) states that the characteristics of the learning process must be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered.

The current condition is compared to the prevailing education theory and policies, so there is a gap that can be a problem, namely the number of Courses that students have to take, and this can have an impact on chronic stress experienced by students so that they are mentally weak and feel depressed about learning. impact on lack of concentration and weak minds and an impact on cadets sleepy when in class. Based on the content of the Permenristekdikti, where the curriculum must be interactive, holistic, integrative and collaborative, there are several efforts that must be made, including:

- a. Reducing the number of Constitutional Court which currently reaches 71 Courses by making 1 Courses for subject of lesson / Courses which is one family and one plot with the aim of the same competence.
 - 1) Courses. Military Engineering Knowledge, Courses. Basic military knowledge, Courses. Combat Engineering Knowledge → become a Constitutional Court, basic military knowledge;
 - 2) Courses. Religion, Courses. Spiritual mental development, Courses. Ideology Mental Development, → to be Courses. Religion;
 - 3) Courses. Reaching out to the map, Courses. Maps and Navigation Publications, Courses. Geodesy and the spherical triangle → to be Courses. Maps and Navigation publications;
 - 4) Courses. Flat navigation, Courses. Electronic navigation, Courses. Big Circle Navigation, Courses. Astronomical Navigation. → to be Courses. Navigation etc.
- b. The steps for compiling the curriculum remain the same as those currently in effect, however competency attainment is based on the leveling of the KKNI (Indonesian National Qualification Framework) in accordance with Presidential Regulation Number 8 of 2012 concerning KKNI and Permendikbud Number 73 of 2013 concerning the application of KKNI in Higher Education.
- c. An interactive, holistic, integrative, contextual, and effective teaching and learning process, so that the lecturers should construct the teaching and learning process by holding on to Edgar Dale's theory, namely the learning pyramid using all the five sensory abilities possessed by students, such as seeing, feeling, and practicing, demonstrate, explain, try and learn to transform science. So that the structure of the PI (Instruction Package) is not only theoretical, but there are practices both partially and integrated and the method of evaluating the learning outcomes of cadets is able to explain and transform to their juniors / juniors.

Educators/ Lecturers. In accordance with the Regulation of the Chief of Navy Staff number. Perkasal / 1 / I / 2011 are personnel who have the knowledge, skills and skills as well as the ability to teach / train / guide students in the Navy Education Institute. Law Number 14 of 2005 concerning Teachers and Lecturers, states that educators in higher education are called lecturers who are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology and art through education, research, and community service. Article (52) states that lecturers' income consists of basic salary,

allowance attached to salary, as well as other income in the form of professional allowance, functional allowance, special allowance, honorarium allowance.

The existing conditions of Lecturers.

Lecturers of the Navy Polytechnic are officers and civil servants of the Navy who have general requirements and special requirements so that they are entitled to teach at the Polytechnic AL which is marked with a teaching assignment letter. Recognition as a lecturer and giving a teaching assignment letter is carried out by the head of the professional department to the Navy Polytechnic personnel in coordination with the head of the subject department and to the head of the Department of Education to propose to the Director of the Navy Polytechnic to be appointed as a lecturer in accordance with the specified courses. Personnel who are appointed as lecturers on average have structural positions in both the Navy and the Navy Polytechnic organizations, where the structural positions have a position allowance as motivation enhancer in their service at the Navy Polytechnic.

That the task of teaching or being a lecturer is number 2 or a side job, because it does not have a lecturer's position allowance, let alone other tri dharma tertiary duties such as research and community service are more neglected, because it does not have an attractive / tantalizing motivation.

The current educational staff organizational structure consists of lectures leader who is assisted by the Kapok lectures course for leadership, science courses, professional subjects and physical subjects. Meanwhile, the current Functional Teaching Structure is still empty and not filled by lecturers, because it does not have a functional student allowance.

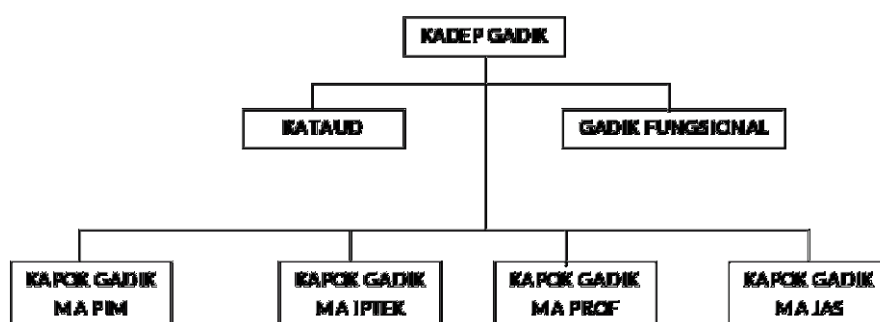


Figure 3: Current Structure of Indonesian Navy Academy Organization

The expected conditions of the lecturer.

Educator competence as indicated by an educator certificate, the number of permanent lecturers for each study program is at least 60% of the total number of lecturers and the minimum number of permanent lecturers for each study program is 5 permanent lecturers (Permenristekdikti Number 50 of 2018) with a workload that includes (a) planning, implementation, and control of the learning process; (b) implementation of evaluation of learning outcomes; (c) mentoring and training; (d) research; and community service. (c) mentoring and training; (d) research; and community service. (c) mentoring and training; (d) research; and community service.

The current condition of lecturers is compared to Henry Mitzberg's theory, there is a need for a clear separation of duties and authorities between the core operations and the leadership assistant staff and the lecturers can carry out the tri dharma task of Higher Education The professional study program as a core operation in the field of teaching, training and care, is given a functional lecturer position of at least 5 lecturers or a group of lecturers in professional courses, an internal quality assurance unit that gets input on educational

management from planning, teaching and learning processes, evaluation results for development materials or internal quality improvement.

Lecturers in order to carry out their tri dharma duties, namely teaching, research and community service, a functional position of lecturers is needed which is placed in the lecturer group in the organizational structure of the Department of Gadgets, so that the lecturer only teaches, develops teaching methods that utilize all the abilities of the five senses in accordance with Dale's theory, so that the teaching and learning process to be holistic, thematic, effective, and collaborative.

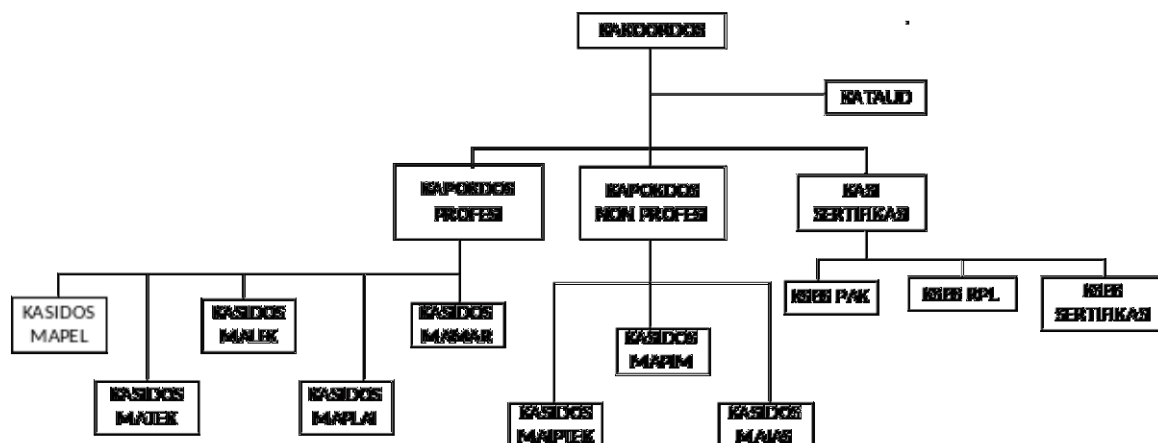


Figure 4: Raised Organizational Structure

The department becomes the core operation organ that provides knowledge and professional skills to cadets, and is responsible for the scientific competence and professional skills of cadets in their corp. So that the suggested organizational structure of the Seafarers Study Program professional department is as follows:

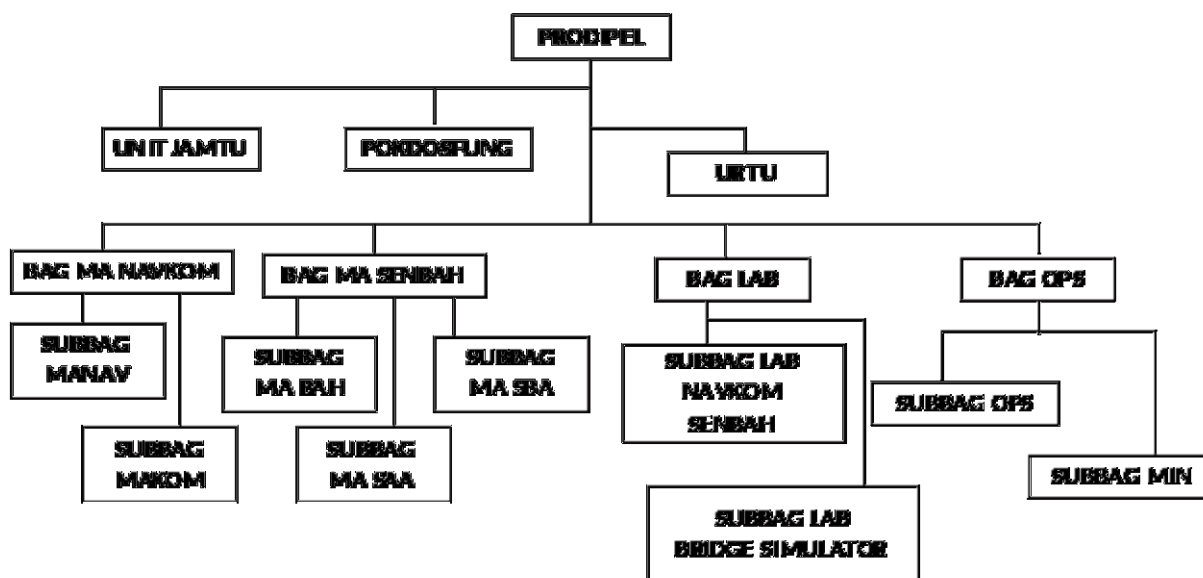


Figure 5: The Organizational Structure of Marine Defense Management Study Program

Education employee/personnel. All workforce in educational institutions except for lecturers, such as laboratory assistants, technicians, administrative staff, librarians and others who meet the requirements in accordance with Article 30 of Permenristekdikti number 44 of 2015,

which among others (a) have the lowest academic qualifications of a diploma program graduate 3 (three) which is stated by a diploma in accordance with the qualifications of the main duties and functions; (b) Educational personnel as referred to in paragraph (a) are exempted from administrative personnel; (c) The administrative staff as referred to in paragraph (b) has the lowest academic qualifications of SMA or equivalent; (d) Educational personnel requiring special expertise are required to have a competency certificate in accordance with their field of work and expertise.

The current condition of education employee/personnel. The current laboratory assistants at the Navy Polytechnic are called PAI (Tool and Inventory Management) for each room or laboratory, Pai is a structural position in the work unit where each laboratory activity Pai sometimes helps lecturers as instructors to instill professional skills to cadets. the laboratory assistant only prepares the equipment in the room, while the use and information on how to use the tool is carried out by the lecturer of the subject and the laboratory assistant is currently only receiving a monthly salary of lectures.

The expected conditions of educational personnel.

Canadian sociologist Alan Sears (2008) in his book entitled "A Guide to Theoretical Thinking", States that humans in their capacity to be creative are affected by conditions of exploitation and equal division of labor without being influenced by functional needs, where creativity is actually a machine to generate motivation and organizational change. Perkasal Number: 1 / I / 2011 concerning Technical Guidance for Educator Guidance in the Navy which currently only discusses instructor instructors where the instructor / trainer is a class officer / non-commissioned officer / non-commissioned officer / civil servant on the same level, who due to the level of special knowledge and skills, is given the task of providing skills and training, in addition to other duties / obligations as a teacher, mentor, guide, career and including laboratory assistant. Instructors / trainers are given the title Instructor / Trainer at the first educational institution, the formation and development of specializations.

From the contents of this case, it is expected that the laboratory assistants, librarians, and pies will also love and explore their work tasks, so motivation is needed to increase creativity and service competence to students so that the teaching and learning process can run smoothly, collaborating laboratory staff to play a more role in the process learn to teach cadets.

The Organizational Structure of the Navy Polytechnic Faced with The Development of the National Higher Education Policy. The Navy Polytechnic organizational structure has now been synchronized with the policies of national universities, but here and there are still some gaps in activities that have not been effectively addressed so that one work unit has an excess workload, but on the other hand there is a work unit whose workload is still Inadequate, for that there needs to be a restructuring of the Navy Polytechnic organization so that it is able to distribute workloads according to their expertise and authority based on relevant organizational policies and theories.

Current organizational structure of Navy Polytechnic.

The Navy Polytechnic organizational structure has been tried to synchronize with applicable policies and regulations, both TNI and Education regulations with the following structure:

- a. The leadership consists of the director and deputy director;
- b. Organization secretary staff and service elements who also act as elements of implementing research and community service;
- c. The service element consists of the narrative and financial detachments;
- d. The leadership and staff assistant elements to formulate policies and supervise activities are carried out by the directorate

- e. The elements of the development and implementation of the center are carried out by the department, both professional and specialized, such as the Department of Social Affairs, the Ministry of Research and Technology, the Ministry of Education and the Ministry of Education and Culture
- f. Regimental and teaching operation Implementing Elements

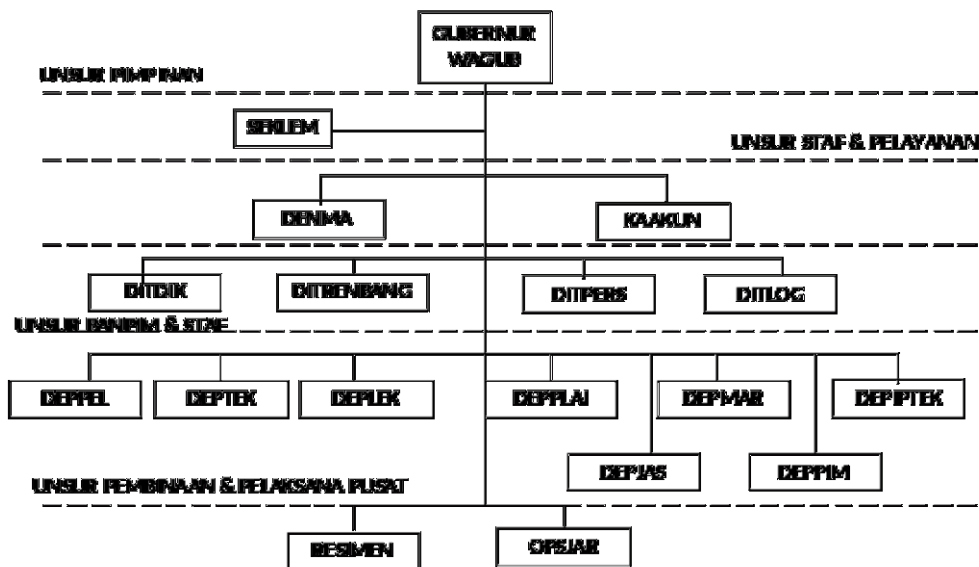


Figure 6: The Current Structure of Indonesian Courses Academy

Suggested organizational structure of the Navy Polytechnic.

The organizational structure suggested is in accordance with the law

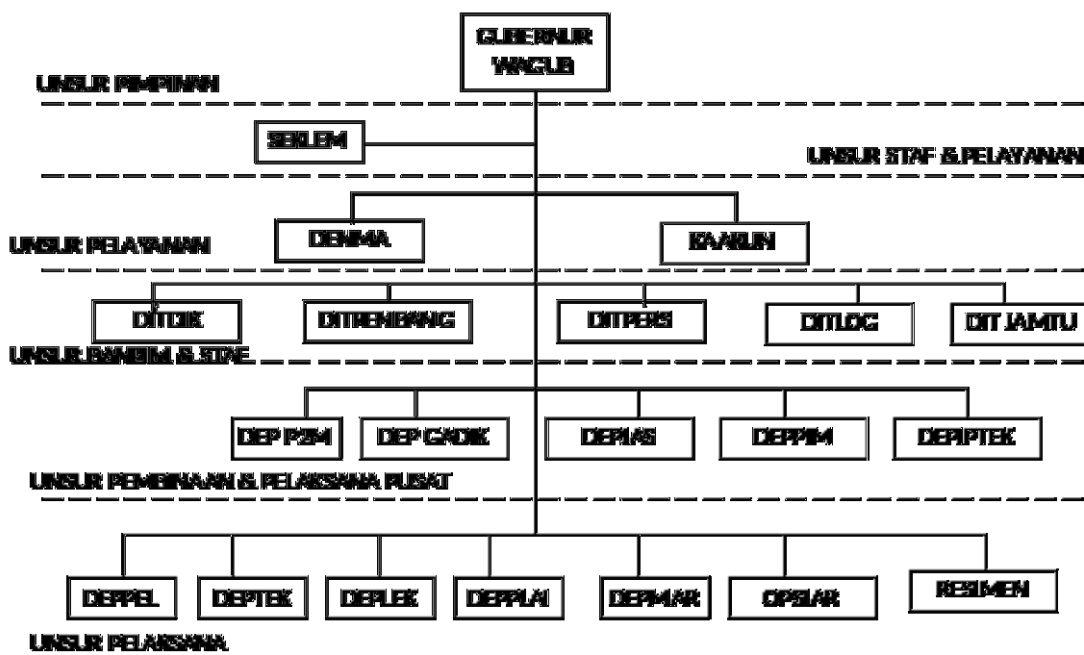


Figure 7: Recommended Organization Structure

4. Conclusions

The conclusion of the study is : The curriculum structure with the Constitutional Court has too much impact on the emotional of students to become chronic stress and reduce resistance to the teaching and learning process. Currently, certain courses learning methods are still widely provided in classrooms with a teaching center. There needs to be a special motivation so that the Navy Polytechnic lecturers are enthusiastic in devoting themselves as teachers, so that they can carry out the tri dharma of education, namely jarlatsuh coupled with research and maximum community service. To ensure the quality of education, a quality assurance unit is needed, starting from the core operations up to the university level, by taking advantage of IT developments.

References

Abdullah, N., 2016. The evaluation and effectiveness of school-based assessment among science teachers in Malaysia using the CIPP Model. *International Journal of Advanced and Applied Sciences*, 3(11), pp. 1-7.

Anyim Francis C., Joy OnyinyechiEkwoaba, IdehDumebi Anthony.,2012, The Role of Human Resource Planning in Recruitment and Selection Process, *British Journal of Humanities and Social Sciences*, Vol. 6 issue 2.

Armstrong M., 2009, *Handbook of HRM Practice*, Kogan Page, London dan Philadelphia.
Asadi, M., Kiany, G. R., Akbari, R. & Samar, R. G., 2016. Program Evaluation of the New English Textbook (Prospect 1) in the Iranian Ministry of Education. *Theory and Practice in Language Studies*, 6(2), pp. 291-301.

Asfaroh, J. A., Rosana, D. & Supahar, 2017. *The development of the evaluation instrument used CIPP on the implementation of the project assessment topic* Optik. Yogyakarta, The 4th International Conference on Research, Implementation, and Education of Mathematics and Science (4th ICRIEMS).

Aziz, S., Mahmood, M. & Rehman, Z., 2018. Implementation of the CIPP Model for Quality Evaluation at School Level: A Case Study CIPP Model for Quality Evaluation. *Journal of Education and Educational Development*, 5(1), pp. 189-206.

Bryson J., 1995, *Strategic Planning for Public and Nonprofit Organization: A guide to strengthening and sustaining organizational achievement*. San Francisco: Jossey-Bass.

D.L. Kirkpatrick., 1994, *Evaluation Training Program*, San Fransisco: Berret-Koehler Publishing.

Daniel L Stufflebeam., 1983, *The CIPP Model for Program Evaluation* G.F. Madaus. Evaluation Models, Kluwer: Nijhoff Publishing.

Fitzpatrick. J. L., Saners, J. R., Worthen, B. R., 2004 *Program Evaluation: Alternatives, approaches, and practical guidelines* 3rd ed., Boston: Pearson Education Inc.

Guili Zhang, Chan Zhou, Xie Han., 2011, Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-learning Programs, *Journal of Higher Education Outreach and Engagement*, Volume 15, Number 4, pp. 57-67.

Hasenfeld Y., 1983, *Human Service Organizations*. Englewood Cliffs: Prentice-Hall.

Huei-Mei Wei. Lung-Hsing Kuo. Hsueh-Chih Lin. Hung-Jen Yang., 2011, *Evaluating Innovation by CIPP Model, Recent Advances in Communications, Circuits and Technological Innovation*. ISBN: 978-1-61804.

Hussein A., Aldaihani, Mahmoud A., 2015, Students' Perception of the Effectiveness of the English Program Taught at the College of Technological Studies in Kuwait. *English Language Teaching*; Vol.8. No.4.

Kavgaoglu, D. & Alci, B., 2016. Application of context input process and product model in curriculum evaluation: a Case study of a call center. *Educational Research and Reviews*, 11(17), pp. 659-1669.

MonchaiTiantong, PramoteTongchin., 2013, A Multiple Intelligences Supported Web-based Collaborative Learning Model Using Stufflebeam's CIPP Evaluation Model, *International Journal of Humanities and Social Science* Vol. 3 No. 7.

Nurkhasanah, A. S. H. A., 2018. *Evaluating Equal Education Certification for Indonesian Formal Education by Using CIPP Model*. s.l., 3rd International Conferences on Education in Muslim Society (ICEMS 2017).

Pauzi, H. M., Louis D., Andy W., 2017. Evaluation of the Children's Rehabilitation Program by Using the CIPP Model. *International Journal of Academic Research in Business and Social Sciences*, 7(3), pp. 324-332.

Setyoko, A., Tunas, B. & Sunaryo, W., 2016. Evaluation of School Operational Assistance by using CIPP Model in Indonesia Private Islamic Elementary School. *International Journal of Managerial Studies and Research (IJMSR)*, 4(3), pp. 44-49.

Suharyo O.S., DjauharManfaat, Haryo D Armono, 2017, Establishing the Location of Naval Base Using Fuzzy MCDM and Covering Technique Methods: A Case Study, *International Journal of Operations and Quantitative Management*, IJOQM, Vol. 23, Issue1, pp 61-87.

Sandfort J., 1999, "The Structural Impediments to Human Service Collaboration: The Case of Frontline Welfare Reform Implementation, " *Social Service Review Journal*, vol. 73, no. 3, pp. 314-339.

Thornhill C., 2009, "Local government's contribution to a sustainable developmental state", *Administration Publica*, vol. 7, no. 3, pp. 24-44.

Tsolakis, N. and J.S. Srari, 2017, A System Dynamics Approach to Food Security through Smallholder Farming in the UK, *Chemical Engineering Transactions*, vol. 57, pp. 2023-2028.

Ulum, Ö. G., 2016. Evaluation of English as a Foreign Language program-using CIPP (Context, Input, Process, Product) Model. *European Journal of English Language Teaching*, 1(2), pp. 114-167.

Youssefi H., V. S. Nahaei, and J. Nematian, 2011, "A New Method for Modeling System Dynamics by FuzzyLogic: Modeling of Research and Development in the National System of Innovation," *The Journal of Mathematics and Computer Science*, vol. 2, no. 1, pp. 88-99.

Yuwono, I., 2017. CIPPO Evaluation at School Providing Inclusive Education at Elementary School. *Journal of ICSAR*, 1(2)