

EVALUATION: LECTURERS, PROGRAMS, AND CAMPUS MANAGEMENT

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Abstract

This study unit explores a thorough review of educational issues within the Politeknik Bumi Akpelni setting, with an emphasis on lecturers, programs, and campus administration. The research takes a multifaceted approach to evaluating the effectiveness and efficiency of teaching approaches, curriculum programs, and overall campus management. Lecturers are evaluated based on their educational skills, student interactions, and professional development opportunities. The study investigates how these characteristics influence student learning results and overall educational quality. The study also looks at the structure and implementation of academic programs at Politeknik Bumi Akpelni. This involves curriculum design analysis, applicability to industry needs, and incorporating practical skills. The evaluation's findings highlight opportunities for improvement and innovation in the educational programs.

Furthermore, the study looks into the effectiveness of school management practices. It looks at administrative systems, leadership styles, and how management techniques might be aligned with educational goals. The study hopes to learn how successful campus management adds to the campus's success.

Keywords: Academic, Evaluation, Program, Lecturers, Study

INTRODUCTION

Lecturers, programs, and campus management play vital roles in the education system, contributing to the overall quality of teaching and learning. Evaluation becomes essential to ensure continuous improvement and accountability. Evaluating lecturers, programs, and campus management involves a systematic and comprehensive assessment of their effectiveness, efficiency, and impact on student outcomes. It aims to provide valuable feedback, identify areas of strength and areas for improvement, and inform decision-making to enhance educational practices. Through evaluation, the campus can identify successful strategies, address challenges, and promote professional growth among lecturers and administrators. This introductory paragraph sets the stage for

exploring the significance and benefits of evaluating lecturers, programs, and campus management in fostering educational excellence.

Evaluation plays a crucial role in maintaining and enhancing the quality of education. Regarding lecturers, evaluation helps identify their strengths, areas for improvement, and professional development needs. It allows feedback on instructional methods, classroom management, and student engagement, promoting effective teaching practices. Additionally, program evaluation ensures that educational initiatives, curricula, and resources align with the needs of students and meet educational standards. It assesses the impact and outcomes of programs, identifying areas of success and areas that require adjustment or refinement.

Evaluating campus management, including administrators and support staff, provides insights into leadership effectiveness, organizational management, and the overall campus climate. By evaluating lecturers, programs, and campus management, educational institutions can continuously strive for improvement, create supportive environments, and ultimately enhance the educational experience for students.

Evaluating lectures, programs, and campus management serves several vital functions in the education system:

1. It provides valuable feedback to lecturers regarding their instructional practices, classroom management, and professional development needs. By assessing their performance, strengths, and areas for improvement, evaluation supports lecturers in enhancing their teaching methods and fostering student learning.
2. Program evaluation is crucial in ensuring educational initiatives and curricula are effective and aligned with educational standards. It assesses the impact and outcomes of programs, identifies areas of success, and helps identify necessary adjustments or enhancements. Through program evaluation, educational institutions can make informed decisions about resource allocation, curriculum development, and instructional strategies to meet students' needs better.
3. Evaluating campus management, including administrators and support staff, is essential for effective leadership and organizational management. It assesses the efficiency of administrative processes, the effectiveness of decision-making, and the overall school climate. By evaluating campus management, educational institutions can identify areas for

improvement, enhance leadership practices, and create a supportive and conducive learning environment for students and staff.

4. Evaluation serves as a tool for accountability and quality assurance.

It ensures lecturers, programs, and campus management meet established standards and expectations. Evaluation results provide evidence-based information to stakeholders, such as parents, policymakers, and the community, regarding the effectiveness and efficiency of the education system. This promotes transparency, trust, and accountability within the educational institution and the broader community. Ultimately, the function of evaluating lecturers, programs, and campus management is to drive continuous improvement. By identifying strengths and weaknesses, highlighting areas for growth, and providing feedback for development, evaluation supports educational institutions in their pursuit of excellence. It empowers lecturers, informs decision-making, and contributes to the overall enhancement of the education system.

A significant and consistent institution can run well when the management maintains good collaboration between departments. Another thing that will make an institution exist in the future is a good and maintained evaluation. An evaluation is suggested to be implemented in all aspects of the working process for any work to make a specific work better in every stage (not getting down because of an unmaintained program from the management). Evaluation should be implemented regularly and periodically to see the problems, aspects, and activities run during a specific time.

A management level above a certain level usually does this. When we discuss evaluation, we will also remember about assessment. Here are the differences between evaluation and assessment:

Assessment	Evaluation
Assessment is	Evaluation is

described as the act of judging the quality, worth, or significance of something or someone.	concerned with making a decision regarding someone or something's values, figures, or performance.
Assessment is the process of gathering, examining, and analyzing data in order to enhance present performance.	Evaluation is defined as the act of passing judgment based on a set of norms.
An assessment is performed to determine an individual's level of performance.	Evaluation is carried out to establish the extent to which objectives are met.
The assessment is focused on the process .	The evaluation is focused on the product .

Source: <https://kevdifferences.com/>

Tomas de Aquino (2020) explained that assessments are carried out to determine specific student strengths and shortcomings so that educators can provide specialized academic support, educational programming, or social services. Furthermore, assessments are created by a diverse range of individuals and organizations, including teachers, district officials, universities, private corporations, state departments of education, and groupings comprised of a combination of these individuals and institutions. On the other hand, evaluation is mainly concerned with grades. It is instead a final process that is determined to comprehend the process's quality. Grades broadly define the process's quality. Such an evaluation can take the form of a graded paper. This type of paper will assess each student's knowledge. So, with the grades in hand, the officials assess the program's quality.

In education, assessment and evaluation are two connected but different activities. While both require obtaining data and passing judgment on progress or performance, there are important distinctions between:

1. Assessment's primary goal is to gauge how well students learn, comprehend, and develop their skills. It collects information on students' knowledge, skills, and advancement toward particular learning objectives. On the other hand, evaluation focuses on making judgments or assessments about the merit of an entity, such as a project, program, or system, rather than just assessing student achievement.
2. Scope: Assessments are frequently more individualized and concentrated, focusing on sure students or learning tasks. It entails employing various techniques to collect information and give feedback on students' performance, including exams, quizzes, projects, or observations. On the other hand, evaluation frequently covers a variety of elements within a particular educational system, program, or institution. It could entail evaluating various elements, including the curriculum, the instruction, the student's results, or the organization's efficiency.
3. Timing: Assessment is continual and frequently occurs within the learning process, giving formative input to direct instruction and assist student development. Real-time analysis of strengths, shortcomings, and potential improvement areas is facilitated. On the other hand, evaluation frequently happens at predetermined times or phases, such as the conclusion of a project or program. It entails rendering summative conclusions regarding the evaluated thing's overall efficacy, worth, or value.
4. Focus: The primary assessment areas are student performance, learning outcomes, and advancement toward particular learning objectives. It seeks to influence instructional decisions, direct learning interventions, and give students feedback. On the other hand, evaluation looks at the bigger picture, the success, and the effects of

educational policies, programs, or systems. In order to make decisions or improve the object being evaluated, it evaluates its worth, effectiveness, and general quality.

LITERATURE REVIEW

The evaluation process typically entails some determination of pertinent standards of quality, worth, or value, studying evaluands' performance on these standards, and merging or synthesizing the findings to produce an overall evaluation or collection of related evaluations.

Evaluation is the organized method of acquiring and evaluating data to make judgments or assessments regarding an object's value, worth, efficacy, or merit, such as a program, project, product, or system. It entails gathering pertinent information, using specified criteria or standards, and drawing conclusions based on the findings. Assessment aims to give evidence-based insights and judgments that influence decision-making, improve performance, and improve the overall quality of the object being assessed. Evaluation can be undertaken in various disciplines, including education, healthcare, business, and social sciences, and it is critical in assessing outcomes, identifying strengths and weaknesses, fostering responsibility, and leading development initiatives. The evaluation process should be methodical, rigorous, and objective, with suitable procedures and approaches. The following is the evaluation process based on Suchman's Evaluation process (Stufflebeam & Coryn (2014) they are:

- a. To discover whether and how well objectives are being fulfilled;
- b. To determine the reasons for specific successes and failures;
- c. To uncover the principles underlying a successful program;
- d. To direct the course of experiments with techniques for increasing effectiveness;
- e. To lay the basis for further research on the reasons for the relative success of alternative techniques; and

- f. To redefine the means to be used for obtaining objectives and even to redefine subgoals in light of research findings.

Susanto and Kumar (2022) mentioned that principals and teachers are the two most significant components or personnel in determining educational quality in schools. The principal is a significant figure in globalization, regional autonomy, and decentralization of education and must serve as a role model for other school workers. Here are some types of teachers, school, and management evaluations commonly used in the education system:

- a. Performance Evaluations: These evaluations assess individual lecturers' performance based on specific criteria, such as teaching effectiveness, classroom management, instructional planning, student engagement, and professional growth.
- b. Peer Evaluations: Peer evaluations involve lectures observing and providing feedback to their colleagues. This type of evaluation promotes collaboration, professional development, and the sharing of best practices among educators.
- c. Student Evaluations: Student evaluations gather feedback from students about their teachers' effectiveness, instructional methods, and classroom environment. This feedback can provide valuable insights into teaching practices and help identify areas for improvement.
- d. 360-Degree Evaluations: These evaluations involve collecting feedback from multiple sources, including lecturers themselves, students, colleagues, administrators, and parents. The comprehensive nature of 360-degree evaluations provides a holistic view of lecturers' performance.
- e. Program Evaluations: Program evaluations assess the effectiveness and impact of educational programs or initiatives. They examine factors such as program goals, curriculum design, instructional strategies, resource

- allocation, and student outcomes to determine the program's success and identify areas for improvement.
- f. **School Climate Surveys:** These evaluations assess the overall school climate and culture, including factors such as student and staff relationships, safety, inclusivity, and support systems. School climate surveys help identify strengths and weaknesses within the school environment.
 - g. **Leadership Evaluations:** Leadership evaluations focus on assessing the effectiveness of school administrators and management. They evaluate leadership practices, decision-making, communication, team building, and the overall management of the school.
 - h. **Organizational Evaluations:** Organizational evaluations assess the efficiency and effectiveness of school management systems, policies, and processes. These evaluations examine areas such as resource allocation, budgeting, strategic planning, and governance.
 - i. **Compliance Evaluations:** Compliance evaluations ensure that schools adhere to legal and regulatory requirements, including policies related to curriculum standards, student assessments, teacher qualifications, and health and safety guidelines.
 - j. **Quality Assurance Evaluations:** Quality assurance evaluations aim to ensure that educational institutions meet established quality standards and benchmarks. These evaluations focus on factors such as curriculum design, instructional practices, assessment methods, and learning outcomes.

The Joint Committee's 1994 in Stufflebeam and Coryn (2014) states, "Evaluation is the systematic assessment of the worth or merit of an object." Evaluation objectively determines the merit, value, or importance of a sure thing, such as a person, project, program, or product. Collecting and evaluating data determines the efficacy,

efficiency, quality, and impact of the object being evaluated. Assessment aims to offer judgments and insights grounded in evidence that can help with decision-making, performance improvement, and the overall quality of the thing being evaluated. Evaluation is a process that employs a planned and methodical technique to objectively measure and assess the strengths, shortcomings, and overall value of the thing, providing vital information for improvement and responsibility. After being merit and worth, an evaluation must be systematic. An evaluation must be systematic to ensure validity, reliability, and fairness.

METHOD

This research implements qualitative research. As Jackson et al. (2007) said, evaluation research is a methodology that clarifies how investigations should progress by stating which problems should be investigated, how to frame a problem so that it may be studied, how to establish acceptable data creation, and how to draw the logical link between the problem, data generated, analysis, and conclusions.

The researchers used observation and interviews to collect the needed data. In this research, the researchers make a comprehensive plan for evaluating teachers, programs, and school management in Politeknik Bumi Akpelni.

This research was conducted from February until August 2023 for all three aspects of the evaluation. The researchers did interview sections with the First Vice Director and the Director of Politeknik Bumi Akpelni. The researchers also observed the three aspects of evaluation on some occasions related to teachers, programs, and school management evaluation.

Furthermore, the researchers also did library research to complete the supporting data theoretically. George (2008) stated that the characteristics of library research require looking for and identifying sources that offer factual data or an expert's personal

opinion on a research issue; these sources are eventually needed for every other research approach.

FINDING AND DISCUSSION

A systematic evaluation follows a structured, well-defined approach guided by established criteria and standards. There are several reasons why evaluation should be systematic: A systematic evaluation follows a structured, well-defined approach guided by established criteria and standards. There are several reasons why evaluation should be systematic:

1. **Objectivity:** A systematic evaluation process allows for objective assessment by applying consistent criteria and measures across all lecturers, programs, or campus management. It minimizes bias and ensures fairness in the evaluation process.
2. **Consistency:** Systematic evaluation ensures consistency in the evaluation procedures, criteria, and standards used. It allows for comparability over time and across different evaluators, ensuring that evaluations are reliable and meaningful.
3. **Comprehensive Coverage:** By following a systematic approach, evaluation can cover all relevant aspects of lecturers, programs, or campus management. It ensures that no critical areas are overlooked and provides a comprehensive understanding of performance and effectiveness.
4. **Transparency:** Systematic evaluation promotes transparency by clearly outlining the evaluation process, criteria, and expectations. It ensures that all stakeholders understand how the evaluation is conducted and how decisions are made based on the evaluation results.
5. **Data-driven Decision Making:** A systematic evaluation process collects and analyzes data systematically, providing a solid foundation for evidence-based decision making. It enables educators, administrators, and policymakers to make informed choices

regarding improvement strategies, resource allocation, and policy development.

6. **Continuous Improvement:** Systematic evaluation supports a continuous improvement cycle by providing feedback and identifying areas for growth. It helps educators, programs, and campus management identify strengths, address weaknesses, and implement targeted interventions to enhance their performance.
7. **Accountability:** A systematic evaluation process holds educators, programs, and campus management accountable for their performance. It establishes clear expectations and standards and provides a mechanism for monitoring and assessing progress towards those expectations.

A systematic evaluation ensures objectivity, consistency, comprehensiveness, transparency, data-driven decision-making, continuous improvement, and accountability. By adhering to a systematic approach, educational institutions can enhance the credibility, fairness, and effectiveness of the evaluation process, ultimately leading to improved educational outcomes.

In order to develop and certify evaluands in the area of program, project, product, and service, we need both summative and formative evaluation. Formative assessments are concerned with finding which parts of the design function well and which do not and why. These assessments occur throughout a redesign and provide information to help gradually enhance the interface. Besides, Summative evaluations explain how well a design works, typically compared to a benchmark such as an earlier iteration of the design or a rival. Summative evaluations are less common than formative ones, typically occurring right before or after an adjustment. Formative and summative assessments correspond to your position in

the planning process. Formative evaluations are used in conjunction with prototype and testing versions throughout a redesign project, whereas summative evaluations are used just before or after a significant redesign.

According to Zamroni (2001: 60), the teacher is the one who plays an essential part in developing learning strategies. The success of the learning process is highly reliant on teachers' effectiveness in teaching and learning activities, which can only be done correctly and accurately by someone who has gone through specialized schooling intended to prepare them to be teachers. The teacher is a significant figure in the establishment of this country, and experts have pointed out that the task of teachers is split into three categories, namely, as a professional job of teachers encompassing instruction, teaching, and training.

Teacher evaluation is carried out to guarantee teacher quality and promote professional learning to improve future performance. (Danielson, 2010). Teacher evaluation serves several vital functions in the education system. Here are some critical functions of teacher evaluation:

- a. **Improvement of Instruction:** Supporting the improvement of instructional practices is one of the key functions of teacher evaluation. Evaluation gives helpful feedback and indicates areas where targeted professional development can be delivered by examining teachers' performance, strengths, and opportunities for development. This feedback assists teachers in better meeting the needs of their students by improving their teaching approaches, classroom management strategies, and instructional delivery.
- b. **Accountability:** Teacher assessment fosters responsibility in the educational system. It guarantees that teachers are held accountable for their performance and effectiveness in the classroom. Evaluating teachers' instructional practices, student development, and

adherence to professional standards helps to sustain high-quality teaching and ensures that teachers are following the objectives set by the school or district.

- c. **Professional Development:** Teacher evaluation is critical in determining professional development requirements. It assists in identifying areas where teachers need further support, training, or resources to improve their instructional practices. The outcomes of evaluations can be used to inform the design and implementation of focused professional development programs for teachers that address particular areas for improvement.
- d. **Informing Personnel Decisions:** Evaluation data are frequently used to inform personnel decisions such as tenure, promotions, or awards. By analyzing teachers' performance and effectiveness, assessment provides objective facts to support these decisions and ensures that teachers are acknowledged and paid based on their merit and contribution to student learning.
- e. **Feedback and Support:** Teacher assessment provides teachers with vital feedback, establishing a culture of continual growth. Constructive feedback assists teachers in reflecting on their methods, setting goals, and making necessary changes to improve their teaching effectiveness. To further aid teachers in their professional development, evaluation systems might also include support mechanisms such as mentoring or coaching.
- f. **Data for Research and Policy Development:** Teacher evaluation data can help in educational research and policy development. Trends, patterns, and best practices in teaching can be identified by analyzing aggregated evaluation data. This data can be utilized to drive legislative decisions,

shape educational efforts, and improve overall teaching techniques.

The formal process of reviewing teacher performance and effectiveness in the classroom is a fundamental definition of teacher evaluation. (Sawchuk, 2015). Evaluation of teachers serves two purposes: improvement and responsibility. Teachers can use information from teacher evaluations to establish a plan of study for professional learning community (PLC) meetings, which can help them improve their practice and serve as a beginning point for professional development. Teacher evaluation is a well-established practice for gathering information about how instructors perform in the classroom, and it is already integrated into school administrators' standards and day-to-day work.

Meaningful lecturer evaluation entails an accurate assessment of teaching efficacy, strengths, and areas for improvement, followed by feedback, guidance, support, and opportunities for professional development. Recognizing, honoring, and rewarding instructors' efforts is also critical. Lecturer evaluation for improvement centers on providing input that can be used to improve teaching methods, specifically through professional development. It entails assisting instructors in learning about, reflecting on, and improving their work. This is usually done with the campus context in mind so that an individual lecturer's personal development chances are aligned with the campus' growth strategy.

Some methods concentrate lecturers' evaluations on reviews by colleagues, who are often more seasoned and have more duties. This is more characteristic of evaluation for the goal of development. Evidence indicates that developmental peer observation of classes with defined foci and effective comments can significantly improve teaching quality. Validity issues are critical when colleagues serve as judges in accountability-driven lecturers' assessment processes. A significant goal of lecturers' evaluation is to find areas for individual teachers to improve, which leads to the

creation of individual improvement plans (including professional development) that consider the overall school development plan.

The academic level includes lecturers' evaluation from the government, usually done by formative evaluation, in the form of periodic evaluation every semester. After finishing the Tri Dharma programs as the primary responsibilities of a lecturer, a lecturer must make a report called BKD (in Bahasa means *Beban Kerja Dosen*).

After evaluating a particular lecturer, the assessors will verify the score and become liable. The government will be glanced over for fulfilling the duties of a lecturer. As a result of fulfilling the primary obligations of lecturers, which are teaching, research, and service, the government, in this case, the Ministry of Education, Culture, Research, and Technology, will provide lecturer certification allowances for the next six months as a reward for the lecturers' efforts in fulfilling their obligations and as capital for the lecturers to carry out research and community service activities in the future.

It is all done by a system provided by the General Directorate of Higher Education, Research, and Technology called SISTER (Sistem et al.), or in English, we can say Integrated Resource Information System. The system records all reported data and cannot be manipulated by someone outside the limited area.

Program evaluation systematically gathers information about programs' actions, characteristics, and outcomes to make program judgments, enhance program efficacy, and influence future programming choices. Program evaluation is about understanding the program through a regular, methodical, delegated collection of information to discover and determine what adds to the program's "success" and what actions must be done to resolve the evaluation process results. Educational program evaluation is a set of actions to determine the degree of effectiveness of educational programs. Evaluating

instructional initiatives is a process that determines how successful a planned action is. A model is required to quantify and analyze the educational program assessed during the assessment.

The goal of program evaluation is "evaluation can be done to improve service plans or delivery, raise program outcomes, or increase service efficiency." Evaluation is an important component of improving school programs. It should serve as the foundation for all adjustments and reforms. Change is blind and must be accepted on trust if it is not evaluated.

For example, on our campus, we have some programs running English programs, Seafarers' skills training, Japanese workers programs, and many others. All the programs running on our campus have a regular schedule for evaluation. The evaluation will be done by the coordinator for each program, institution (campus), and the foundation. Some of the programs that have relations with third parties (other institutions) will also conduct evaluations with those parties. For example, we have TOEIC and TOEFL test centers for the English program. It is a collaboration between our campus and the International Test Centre (ITC). In the Japanese worker program, we collaborate with Prometric.

Of various cultures' educational objectives, traditions, and structures, campus evaluation as part of campus administration also garners much focus. Both academic researchers and governments are working to create and support accountability of schools for the educational outcomes they provide, as well as accountability of campus administrators for the structure and operation of these educational institutions.

Campus management conditions describe the campus structure, daily campus life, and the duties of the principal and other management personnel. It clarifies the degree of managerial authority given to the campus director while providing a solid foundation for school evaluation analysis.

Campus administration has suffered a significant impact because its teaching-learning format has always been primarily classroom lessons. With the COVID-19 pandemic, managers and all faculty had to adapt to technologies so that communication between parents, students, and lecturers was not disrupted; as a result, the use of social media has increased significantly, and technology is more present to teach online classes. Continuing education had to be more assertive at home with the family. Students in a family environment had to adapt and focus on the classes so that distractions from home did not hinder their studies. Students with internet access had to learn to study with physical materials at home, go to campus to participate in semi-face-to-face classes, or even use computer labs to ensure they could continue.

Campus management struggles are built around the ability to lead, inspire, and motivate pupils and instructors. This ability is not inherent but can be fostered and developed through ongoing education, cooperation, and peer interaction. Since decisions affect many others—perhaps even the next generation's well-being—evaluation of school programs is frequently a much more rigorous process. Many points of view must be considered, and standards must be fulfilled. Formal reports are produced and made available to the public. This is what official evaluation entails.

An educational institution's management practices are systematically evaluated to determine their efficacy and efficiency. This process is known as campus management evaluation. It entails assessing a range of administrative functions, including leadership, decision-making, organizational structure, resource allocation, communication, and general campus atmosphere.

A campus management evaluation aims to determine how well the campus is governed and managed, pinpoint areas that need development, and recognize areas of strength. It also aims to offer suggestions

for improving management practices as a whole. Making informed decisions, enhancing organizational effectiveness, and fostering a positive learning environment for both staff and children are all facilitated by it for campus administrators and stakeholders. A key component of achieving educational excellence is campus management evaluation, which helps continuously enhance management practices at the institution.

CONCLUSION

From all the explanations above, evaluation is essential to implement to maintain an exemplary process that can run well and make an institution better in the future. It is because without a routine evaluation, we can not maintain the quality of an institution, and we also cannot understand the weakness (lack of activities) that happened during the process. In the academic sector, three main parts must be evaluated regularly. Hence, it positively impacts students in the quality of the teaching and learning process: lecturer evaluation, program evaluation, and campus management evaluation. In summary, evaluating lecturers, programs, and management at campus is crucial to the educational system's success. Evaluation offers helpful feedback, encourages ongoing growth, and creates accountability by methodically evaluating their performance, effectiveness, and impact. Lecturer evaluations encourage professional development, help find areas for improvement, and improve teaching methods. In order to improve programs and allocate resources, program assessment ensures that educational efforts align with student needs and academic requirements. Campus management evaluation assesses leadership performance, organizational management, and campus climate for efficient decision-making and a positive learning environment. Transparency, data-driven decision-making, and ongoing development are all facilitated through evaluation. Education institutions can

pursue excellence and foster a culture that supports the best instruction, thriving initiatives, and effective campus administration by embracing comprehensive evaluation procedures.

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