



**Evaluation of Field Experience Practice Program (PPL) Students of FKIP Tribuana  
Kalabahi University**

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**Article Info**

Article History:

Received: May 30, 2021

Revised: June 27, 2021

Published: July 2021

e-ISSN: 2623-2324

p-ISSN: 2654-2528

DOI:10.5281/zenodo.5120672

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**Abstract**

This study aims to evaluate the expected field experience program (PPL) FKIP Tribuana Kalabahi University. become a consideration for the PPL program model that is in accordance with the potential and needs of education, and is also useful for perfecting the program system oriented to improving the quality of education, especially the competence of prospective educators This research is an evaluation research using the CIPP evaluation model. Respondents in this study were the Dean of FKIP, PPL Committee, PPL Students, Field Assistant Lecturers and Civil Service Teachers. Data were collected using questionnaires, interviews, observation and documentation studies. The data collected was then analyzed using a descriptive-qualitative method with a research design based on the CIPP evaluation model. The results of the evaluation show that the Field Experience Program (PPL) in general has met the success of the program, but there is also a need for improvement and refinement of several aspects that are evaluated.

Keywords: CIPP, PPL, Evaluation.

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**INTRODUCTION**

Tribuana Kalabahi University as one of the border campuses that organizes teacher education programs since obtaining an operational permit for higher education administration in 2007. Faculty of Teacher Training and Education, Tribuana Kalabahi University has two study programs, namely English Language Education and Theological Education. As an institution that organizes teacher programs, it is required to produce prospective educators who have professional qualifications in education as stipulated in the Law of the Republic of Indonesia Number 14 of 2015 concerning Teachers and Lecturers which states that teachers are graduates who have pedagogic competence, personality competence, professional competence, , social competence.

To realize the mandate of the law, FKIP-UNTRIB develops a curriculum oriented to theory and practice. One of the practical courses held is Field Experience Practice (PPL) which aims to be carried out *firstly*, carefully identify the physical environment, academic administrative and school environment where the practice; *second*, mastering various teaching skills; *third*, able to apply various teacher skills completely and thoroughly in actual situations with minimal or no guidance; *fourth*, being able to draw lessons and appreciation and experience during the exercise (PPL Guide FKIP-UNTRIB, 2019:2). This goal gives a signal that PPL is a very important integral part of the entire teacher training program. This is because PPL is a real situation where prospective educators are given the opportunity to apply the theories that have been learned in work situations as a teacher and help prepare prospective educators to carry out other educational tasks.

Based on initial information, PPL has been carried out by FKIP Untrib since 2013, in its implementation problems are often found, such as; first, in terms of the timing of the PPL implementation, several partner schools considered that the presence of PPL students at school was not appropriate because the learning process was already running mid-semester; *secondly*, most of the schools that have been training schools do not accept PPL students; *third*, several partner schools provided information that there were a number of PPL students who did not carry out classroom learning in terms of the readiness of learning devices, inability to socialize, and often had excuses for not attending class; *fourth*, the difference in assessment between the civil servant teacher and the accompanying lecturer in giving final grades to students.

The reality of the description of the PPL program that has been put forward, it is necessary to recommend a solution solution that is given to program stakeholders so that later the implementation of the PPL program can be further refined or carried out in accordance with the program objectives that have been formulated. Evaluation can be defined as an assessment of the achievement of goals through data collection and analysis that is useful for making decisions about a program (Lukum, 2015: 28). Therefore, according to Darussalam (Muyasaroh & Sutrisna, 2014:216) the purpose of evaluation is to review the achievement of goals and to help provide the next alternative in decision making. Solving a good solution can occur through a good evaluation process and run in accordance with the criteria that have been set with reference to the evaluation component, so that weaknesses that actually occur can be found so that they can be improved or improved. In relation to the evaluation of the implementation of the Field Experience Practice program, the evaluation model used uses the CIPP evaluation model with four stages of evaluation, namely: *Context, inputs, process, product*. For this reason, the purpose of the evaluation is expected to be a consideration of the PPL program model that is in accordance with the potential and needs of education, and is also useful for perfecting the program system oriented to improving the quality of education, especially the competence of prospective educators.

## **RESEARCH METHODS**

This research is an evaluative study with the aim of knowing the effectiveness and suitability of the implementation of the Field Experience Practice (PPL) program based on predetermined criteria and objectives. The approach in this study uses qualitative research, so the method used is descriptive-qualitative with a research design based on the CIPP evaluation model which consists of four components, namely, component context, component input, component process, component product. For the purposes of collecting data in this evaluation research using interview techniques, questionnaires, observation and documentation. Meanwhile, the informants in this study were the Dean of FKIP, Chair of the Committee, Field Assistant Lecturers, Civil Service Teachers and PPL Students. Analysis of the data used using the Miles and Huberman model. Miles and Huberman's model (Sugiyono, 2007) suggests three steps in conducting qualitative analysis: data reduction, data presentation and verification.

## **RESULTS AND DISCUSSION**

This research is an evaluation research that has the aim of evaluating the Field Experience Program carried out by the Faculty of Teacher Training and Education, Tribuana Kalabahi University with the aim of knowing the legal basis of the program, program planning, program implementation to the program objectives to be achieved by using The CIPP evaluation model developed by Stufflebeam includes four evaluation components, namely: 1) context evaluation 2) Input evaluation 3) Process evaluation 4) Product evaluation. The stages of the evaluation will be described successively according to the components of the evaluation model which will be discussed in the research results below.

### **Context Evaluation Component**

This stage is intended to explain aspects that need to be considered in connection with the existence of the PPL program. In accordance with the evaluation criteria that have been formulated, for the context evaluation stage, the aspects evaluated are the legal basis of the program, the goals and objectives of the program as well as the program implementation guidelines.

#### ***The Legal Basis of the PPL***

Program The Field Experience Practice Program (PPL) is one of the FKIP programs at Tribuana Kalabahi University which is designed to train prospective teacher students to develop their abilities as teachers comprehensively so that after graduation as students they are ready as teachers who are competent. have pedagogic competence, personality competence, professional competence and social competence. To implement the PPL program, a legal basis for the program is needed that can be used as a reference in implementing the PPL program.

Based on the results of the interview with the Dean of FKIP, it was stated that the PPL program has regulations and decrees as the legal basis for implementing the PPL program. "The PPL program has a legal basis in the form of a decree and is included in the curriculum document"

In line with the dean of FKIP, the Chair of the Committee said that the PPL Program has a legal basis in the form of laws and regulations as well as decrees issued by the rectorate and faculties.

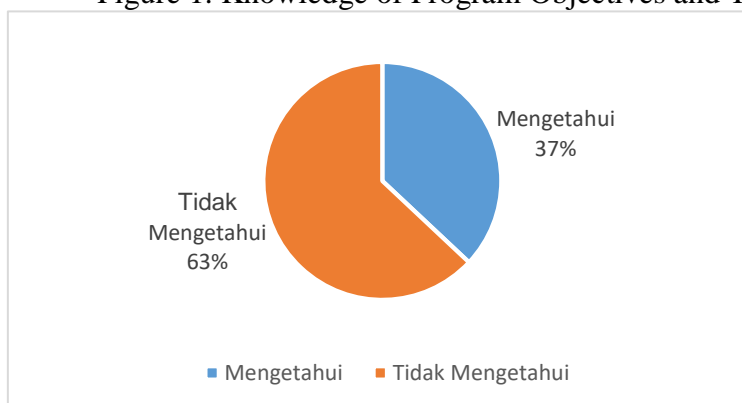
"The PPL program has a legal basis in the form of laws and regulations as well as the rector's decree as well as faculty decrees as well as academic guidebooks on PPL."

Referring to the results of the interview, it can be said that formally the PPL program implemented by FKIP Tribuana Kalabahi University has met the criteria, namely the program has regulations and legislation as the legal basis for implementing the program in the form of a decree there is a document on PPL policy that refers to the vision, mission and objectives of FKIP Untrib Kalabahi.

#### ***PPL Program Objectives and Targets***

Based on the results of the documentation study, it was found that the PPL program had program goals and objectives as outlined in the PPL manual. However, in its implementation, the parties involved in the implementation of the program do not know clearly the goals and objectives of the program. Based on the results of the questionnaire distribution, it was found that most of the respondents did not know the goals and objectives of the program.

Figure 1. Knowledge of Program Objectives and Targets



Source: processed by researchers based questionnaires

Based on the results of the documentation study, a PPL guidebook was obtained which explains that PPL objectives are formulated into five PPL objectives, namely *first*, to know carefully the learning environment, children's character, academic administration, and the school environment where the practice is; *second*, mastering various teaching skills; *third*, able to apply various teacher skills completely and thoroughly in real situations under the guidance of supervisors; *fourth*, able to apply various teacher abilities completely and thoroughly in actual situations with minimal or even no guidance; *fifth*, being able to draw lessons from appreciation and experience during practice (PPL Guidebook, 2020: 2).

Referring to the results of questionnaires and documentation studies, it was found that the PPL program had PPL objectives but most of the individuals involved in the PPL program, whether they were lecturers, civil servants, principals and PPL students, did not know the PPL objectives. This is because the PPL goals formulated are very numerous and not clear and measurable so that in its implementation it is difficult for the individuals involved to understand the PPL objectives. As explained by Calam & Qurniati (2016:64) in formulating goals: 1) must provide specific and accountable measures; 2) objectives must be aligned with the vision and mission; 3) objectives state what specific activities will be completed and when. In the same vein, Windaningrum stated that goals are measurable achievements and are translations of the vision, mission and values adopted. Formulation of Program Objectives must meet several criteria such as answering the vision and mission, can be measured and provide an overview of the results to be obtained.

Thus, it can be said that the PPL program has a program goal, but it needs to be improved according to the criteria for formulating program objectives so that it can be understood by every individual involved in the implementation of the PPL program.

### ***PPL Program Implementation Guidelines***

In general, every program implemented has a manual or technical guide as a reference in implementing the program so that the parties involved in the program have the same perspective in implementing the program in a transparent and accountable manner which includes the vision and mission of the program, objectives program, program objectives, program planning, program implementation techniques, assessment and evaluation.

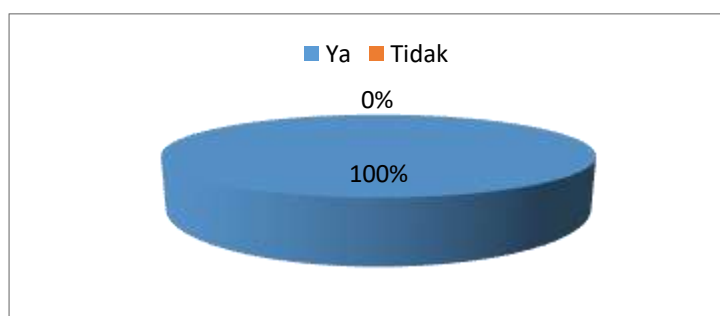
Based on the results of research collected through interviews with the Dean of FKIP and the Chair of the PPL Program implementing committee, FKIP Tribuana Kalabahi University in implementing the PPL program refers to the PPL guidebook that has been formulated by the committee with the aim of providing information and descriptions related to the implementation of PPL activities for PPL students, supervisors and tutors. The following is an excerpt from an interview delivered by the Dean of FKIP

"There is a PPL manual which was made by the committee and distributed to PPL students, tutors and supervisors to be used as a reference in implementing the PPL program"

The same statement was also conveyed by the chairman of the committee that "before students In carrying out PPL, students are equipped with a set of knowledge that can support them in carrying out PPL activities in schools, including special material for deepening guide books at the time of debriefing.

Based on the results of these interviews, it is known that the PPL program has a guide book. Furthermore, the researcher confirmed to PPL students, tutor teachers and supervisors through a questionnaire with the question of whether the manual was distributed to students, tutor teachers and supervisors, on average respondents admitted that they had received the PPL manual as shown in the following diagram.

Figure 2. Having a Handbook



Source: Results by researchers based on distributing questionnaires

Based on the results of interviews and distributing questionnaires, it was found that in implementing the PPL program, the parties involved in implementing the program refer to the manual which contains instructions or instructions on how each party carries out their duties and responsibilities each party to achieve the program objectives that have been set. As in the Minister of National Education Regulation No. 2 of 2008 states that an educational guidebook is a book that contains principles, procedures, descriptions of the subject matter, or learning models used by educators in carrying out their main duties and functions as education. The same thing was also conveyed more specifically by Permata & Marlina (2017:344), a guide book containing information, instructions and others that serve as a guide for readers to know something in full.

Thus, the PPL Program has a guidebook that is useful as information, guidance and reference for parties involved in the implementation of the PPL program in a directed, systematic manner, according to instructions and assists in achieving the stated objectives of the PPL program.

## **Input Evaluation Components**

### ***Design of PPL program implementation procedures***

A program can be implemented effectively and efficiently, it is necessary to design a program implementation procedure with the aim that the program implementation process can run according to the plan, directed, and measurable. Based on the results of interviews with the Dean of FKIP and the Chair of the PPL Committee, the implementation of the PPL program does not yet have a written program implementation procedure design as outlined in the PPL manual. However, the implementation of the PPL program is carried out as it should. As expressed by the Dean of FKIP stated that:

"in writing the design of program implementation procedures was not formulated, but at the program preparation stage, there were meetings held by the implementing committee" The

same statement was also conveyed by the committee chairman that:

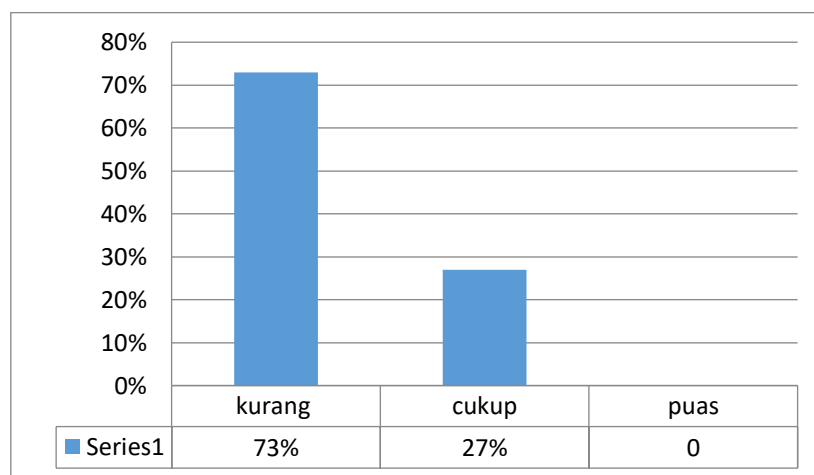
"design of implementation procedures The program is not made in writing, but in the preparatory meeting the committee makes a schedule, divides students into groups, determines supervisors, makes assessment and evaluation formats.

Referring to the results of the interview, it can be said that this aspect has not met the criteria, because in general the design procedures for implementing the PPL program consist of plan, teach, feedback, re-plan, re-teach, assessment and evaluation. Therefore, it can be concluded that the implementation of the PPL program is not all in accordance with the procedures so that a comprehensive program implementation procedure design is needed and formulated in writing so that it becomes a reference in implementing the program to be directed, systematic and measurable.

### Financing

To implement a program requires resources and supporting tools and to maximize the function of existing resources, costs are needed. In carrying out the micro teaching program at FKIP Untrib Kalabahi, it requires costs for intensive lecturers and other operational costs. The PPL program has a program budget that is sourced from PPL student registration. The budget is used to finance the program, one of the components being financed is the honorarium for assistant lecturers and civil servant teachers. The honors given are considered very small by the accompanying lecturers and tutor teachers in carrying out mentoring tasks. The results of the questionnaire distribution, most of the respondents were not satisfied with the honorarium given by the committee. For more details can be seen in the following diagram.

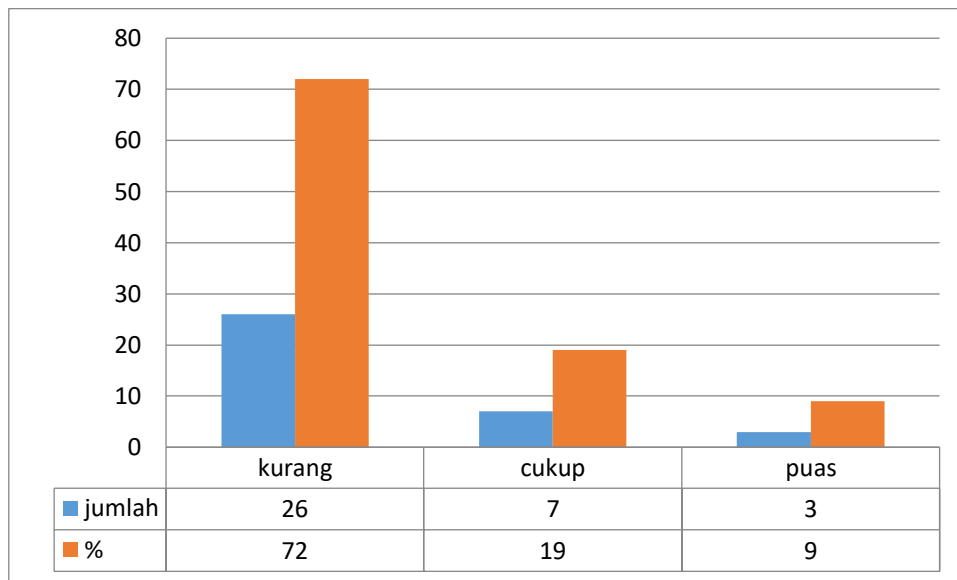
Figure 3. Intensive DPL



Source: Research results based DPL interviews

onBased on the diagram, it is known that the majority of respondents indicated that there was 73% dissatisfaction with the DPL given, while 23% felt that it was sufficient for the given intensive. The same thing was conveyed by the civil servant teacher regarding the intensity given. Based on the results of the questionnaire distribution, most of the respondents said that the intensive provided was very small with the burden of guidance as DPL for 4 months. For more details, it can be seen in the following diagram:

Figure 4. Intensive Civil Service Teacher



Source: processed by researchers based on the distribution of questionnaires

Diagram shows that there is dissatisfaction of respondents in financing the honorarium given by the committee. This certainly has an impact on the PPL student mentoring process, so a review of the program financing components is needed by determining the components that are considered to determine the success of the program as financing priorities. This is as expressed by Mulyasah (Zahrudin, Arifin & Suhandi: 2019, 47) explaining that finance and financing are one of the resources that directly support the effectiveness and efficiency of education management. In terms of financing the PPL program, funding is available for DPL honorariums, but the prepared budget allocation has not been fully adjusted to the duties and responsibilities assigned to DPL and Civil Service Teachers. For this reason, this aspect needs to be considered in program planning, especially for the financing of honorarium for DPL and Civil Service Teachers.

### ***Resources for Assistant Lecturers***

data obtained based on the results of observations and documentation studies related to the Decree on the appointment of accompanying lecturers indicate that the availability of assistant lecturers meets the needs, but does not fully meet the criteria for becoming assistant lecturers. The results of the study show that there are still PPL assistant lecturers who do not have a teaching and educational background. From the data obtained by FKIP lecturers as many as 15 (fifteen) lecturers who were recruited 4 (four) lecturers did not have a second-level educational qualification and were not lecturers who had educational science qualifications (Dean Decree of FKIP No 18 of 2020).

As stated above, there are still accompanying lecturers who accompany PPL students who do not have educational and teaching background. The qualification of the accompanying lecturer is one of the determinants of the success of the PPL program because to become a companion lecturer, one must have learned about teaching techniques and has also gone through the PPL process to become a teacher. With his experience in studying sciences related to how to become a teacher, including microteaching and PPL, it is certain that the lecturer has the knowledge and skills of teaching as the main requirement as a companion lecturer for the PPL program.

## **Process Evaluation Components**

### ***Field Facilitator Lecturer Recruitment System Accompanying***

lecturers are lecturers who serve as assistants during the implementation of PPL. The recruitment system for assistant lecturers is one of the supporters of the successful implementation of PPL, because the presence of assistants who meet academic criteria and qualifications will certainly have a significant influence on the process and results of PPL implementation. Therefore, this aspect needs to be evaluated.

On the aspect of the assistant lecturer recruitment system, data were obtained through interviews with the Dean of FKIP and the Chair of the PPL Executive Committee. The results of the interview with the FKIP dean related to the recruitment system for field assistant lecturers revealed that:

"the recruitment of PPL assistant lecturers does not go through a certain system or criteria, usually the recruitment of field assistant lecturers is still limited to permanent lecturers who are within the scope of FKIP. If the permanent lecturer of FKIP is concerned, the committee will automatically be recruited as a field assistant lecturer and recommended to the dean for a decision letter to be made as DPL".

The head of the committee also stated that:

"Lecturers of the teaching and education faculties are all appointed as field assistant lecturers through the dean's decision letter"

Based on data obtained from the Dean of FKIP and the Chair of the PPL committee that in recruiting field assistant lecturers there is no criteria or a certain system, but are recruited based on FKIP lecturers and have at least a master's degree in education. To get valid data, researchers triangulated by conducting a documentation study on the Decree of the Dean of FKIP No 18 of 2020 concerning the Appointment of DPL related to the criteria for recruiting field assistant lecturers. The confirmation results show that there is no mention of the basis for recruiting lecturers at the point of considering and remembering in the decree so that DPL recruitment is not based on certain mechanisms and criteria.

Thus, it can be concluded that in the aspect of the recruitment system for FKIP assistant lecturers, Tribuana Kalabahi University has not met the criteria previously formulated, namely having educational qualifications and having an educational background. Therefore, there needs to be an improvement in the recruitment aspect and it is necessary to formulate a guideline for the DPL recruitment mechanism that aims to get the appropriate DPL so that it can carry out the tasks and responsibilities given to achieve the objectives of the PPL program. As stated by Mulyasah (Putri Amelia, 2010:17) recruitment is an effort to find and get as many candidates for education as possible, to then choose the best and most capable candidates.

The existence of assistant lecturers is a key factor in the implementation of PPL, because students who take part in PPL aim to be able to apply various teacher skills completely and thoroughly in real situations with guidance. Therefore, it is necessary to be accompanied by lecturers who have the competence and qualifications of educational disciplines.

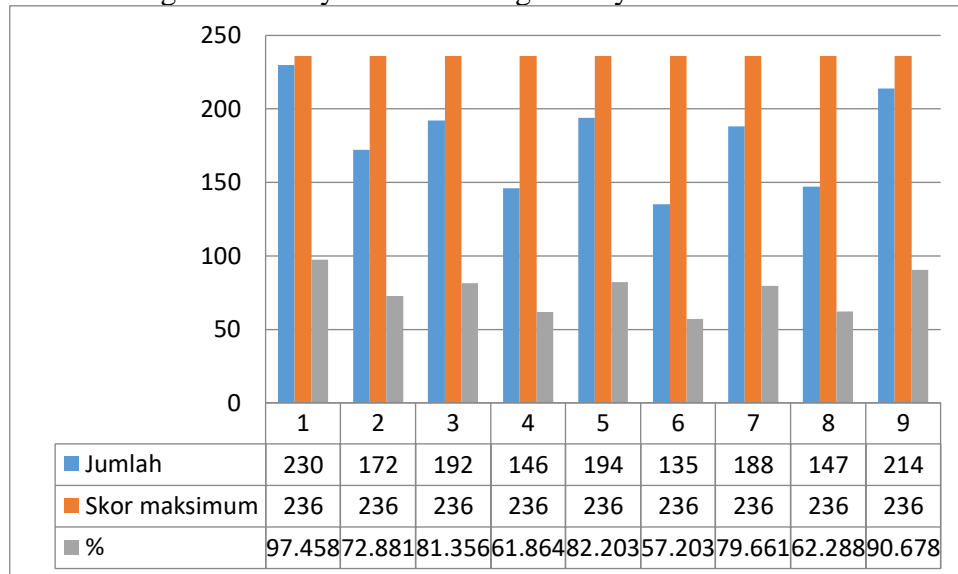
### ***Student Teaching Skills***

Evaluation on the aspect of PPL students' abilities as teacher candidates needs to be done to determine students' abilities in applying teaching theory. In the implementation of PPL, there are nine criteria components that are applied. FKIP Tribuana Kalabahi University has developed nine teaching skills which are aspects of the assessment of the assistant lecturers on the abilities of students participating in the PPL program. Nine criteria are indicators for measuring students' teaching abilities (PPL Guidebook, 2020:16). namely: 1) *learning skills*; 2) *ask and answer skills*; 3) *skills to provide reinforcement in the learning process*; 4) *the skills to make variations in teaching*; 5) *explaining skills*; 6) *individual educating skills according to*

the needs of students; 7) skills to guide group discussion; 8) classroom management skills; 9) the skill of closing the lesson.

To be able to measure and assess the nine indicators of teaching skills of PPL students, an instrument for assessing the ability of prospective teachers has been used which has been determined with a value scale of 0 – 4 for each aspect (PPL Guidebook, 2020:12).

Figure 5. Analysis of Teaching Ability of PPL Students



Source: Observation of teaching ability of students in 2020

Based on observations of student teaching abilities, it was found that three of the nine teaching skills that are indicators of teaching success of PPL students are still below the specified criteria. Three skills that have not met the minimum criteria by students in carrying out teaching activities are: skills in carrying out variations in teaching (4th indicator) by 61.86%; 2) individual educating skills according to the needs of students (6th indicator) of 57.20%; 3) class management skills (8th indicator) of 62.28%. This data was then confirmed with the results of the study of documenting the value of PPL students in 2020, it was found that PPL students who took part in the PPL program in 2020 were declared to have passed (the report of the PPL committee in 2020). This was also emphasized by the chairman of the committee that the 2020 PPL students were declared to have passed.

"All students who take part in PPL activities in 2020 are based on the recap of the results given by the DPL and the civil servant teacher to the committee".

Based on data analysis, it can be said that in general the students' abilities have met the criteria specified as prospective teachers who have basic teaching skills, but there are still some skills that do not meet the criteria so that there needs to be improvements and improvements to these skills so that students can become professional teacher candidates.

### ***Monitoring and Evaluation System Monitoring and Evaluation is***

carried out to determine the achievement of objectives, strengths and weaknesses of the program from planning, process to the results to be achieved. Implementation of the field experience program (PPL) FKIP Untrib Kalabahi needs to be monitored and evaluated to determine the achievement of objectives and the advantages and disadvantages of implementing PPL.

Monitoring and evaluation of the implementation of PPL is still limited to the appointment of the Dean and Head of the Study Program to carry out evaluations without having monitoring and evaluation evaluation instruments so that in practice they are still limited to controlling the presence of students and the presence of DPL in schools. Koswara

(2005:2) explains the focus of monitoring on the components of the program implementation process, both regarding the decision-making process, institutional management, and teaching and learning activities in schools, while evaluation is a process to determine the level of success of the implementation of activities that have been programmed through the importance of the assessment weight of a program. . Monitoring and evaluation provides an assessment of whether the PPL program that has been implemented has been in accordance with the plans made and as an effort to identify problems and obstacles that occur in program implementation. For this reason, monitoring and evaluation of the PPL program is not only carried out during the implementation of activities but must be carried out starting from planning, implementing until the end of PPL. Thus, the monitoring and evaluation of the PPL program at the FKIP University of Tribuana Kalabahi needs to be formulated as a monitoring and evaluation instrument that contains the components of planning, implementation and evaluation as an effort to make improvements or improvements to the PPL program.

### **The Product Evaluation component of**

the Field Experience Program (PPL) is a very useful learning program for student teacher candidates to train and improve teaching skills for students. This is because in practice students are directed to correlate theory and practice so that students have real experience of their role as teachers. In addition, PPL conditions students to prepare mentally to be more confident and skilled in anticipating weaknesses and difficulties when they become a teacher in the classroom to carry out learning activities.

The achievement of program objectives is the expectation of an institution in implementing the program. FKIP Untrib Kalabahi is a teaching institution that produces professional teacher candidates, so that in carrying out the PPL program the program objectives to be achieved have been set as stated in the PPL guidebook Article 3 regarding the objectives of PPL, namely: *first*, to know carefully the learning environment, children's character, administration and school environment; *second*, mastering teaching skills; *third*, applying teacher skills as a whole (PPL Guidebook, 2020:2).

Based on the results of research on the process component, especially on the aspect of PPL students' teaching abilities that have been described previously, it is known that in general PPL students have mastered the basic teaching skills as prospective teachers but there needs to be improvements in some of the PPL students' teaching skills. For this reason, it can be said that some of the objectives of PPL have been achieved, especially teaching skills. On the other hand, if you look closely, the purpose of PPL is not only directed at PPL students to master teaching skills, but more than that, they are able to master teacher skills as a whole. Teacher skills are meant that in addition to PPL students mastering teaching skills, students must also master administration and the school environment. based on the PPL student assessment indicators, the ability of PPL students was not measured in the administrative and school environment aspects. The Assessment Guidelines prepared only measure teaching skills while the PPL objectives are also directed at the ability to master administration and get to know the school environment. For this reason, it is necessary to have a comprehensive assessment guideline that can accommodate the objectives of the field experience program (PPL).

## **CONCLUSION AND RECOMMENDATIONS**

### **Conclusion**

Based on the results of research and discussion of the PPL FKIP program at Tribuana Kalabahi University using the evaluation model, it *Context Input Process Product* (CIPP) provides an overview that in general some aspects have met the success criteria and vice versa there are also some aspects that have not met the program's success criteria. For this reason, aspects that need to be improved and refined include: components *context*, PPL goals and objectives have

not met the program criteria; components *input*, the design of program implementation procedures, financing, DPL resources have not met the program's success criteria; components *process*, DPL recruitment system, monitoring and evaluation have not met the program criteria; components *product* are in accordance with the criteria but need improvement.

### **Recommendation**

1. The aims and objectives of the PPL program need to be revised and reformulated in accordance with the standards or criteria for the formulation of PPL goals and objectives.
2. It is necessary to reformulate the design of program implementation procedures which include components of planning, implementation and evaluation of the PPL program.
3. The PPL budget allocation for the financing needs of DPL and tutor teachers needs to be reviewed in financing the PPL program.
4. It is necessary to formulate SOPs for DPL recruitment and program monitoring and evaluation instruments
5. The KIP Faculty needs to form a PPL implementing unit in charge of managing and coordinating the PPL program including carrying out the repairs that have been mentioned.

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