

Evaluation of Overseas Field Study Program at the Indonesia Defense University

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This study is intended to analyse the stages of initial condition (antecedents), process (transactions), and outcomes phase of Indonesia Defense University overseas field-study program. The study design utilises a qualitative method with the evaluation approach of the Countenance Stake model. Primary and secondary data were collected through interviews, observation, focus group discussion, and documentation studies accompanied by validation tests using triangulation and data analysis using Miles and Huberman's interactive techniques. The findings revealed the initial condition stage had achieved a value of (71.31%), process stage (74.99%), and outcomes phase (70.83%). Overall, the results of the program study achieved a score of (72.38%) which is considered as a high category, which means that most aspects of the program have been implemented/available according to the evaluation criteria. Based on the results, this program is recommended to be continued with some improvements that focus on program needs and concepts to be a world-class standard university.

Key words: *Program Evaluation, Overseas Field Study, Qualitative, Countenance Stake's Model.*

Introduction

Work experience is one of the concepts of learning in Indonesia that usually applies to undergraduate strata and takes place in the country, but in this study the concept of discussion is work experience for postgraduate students and takes place abroad, therefore the designation of the program is overseas work experience. The overseas work experience program is organised by the University of Defense (Indonesia Defense University / IDU) which is a college that was founded in 2009 with the Vision of: "In 2024 becoming a World

Class Defense University which is research-based, and that preserves national values". To achieve this vision, IDU also sets out the mission statement, goals and educational goals. The series of regulations is synchronised with the desire to satisfy both internal and external stakeholders to produce graduates referring to the description of learning outcomes according to the study program.

Determination of the approach in implementing the education program is felt important given the various experiences in the administration of education. Among others, according to McBride's research in Lukum (Lukum, 2015), it was stated that the application of learning was not optimal in the field. Especially for Indonesia, as mentioned by Susbiyanto and Wilujeng, one of the educational problems facing Indonesia at the moment is the not yet maximum achievement of student competencies (Susbiyanto & Wilujeng, 2016). (Supriyadi, 2017) states that there is a missing link between college graduates and the world of work. The indication emphasises the importance and urgency of program selection.

As a tertiary institution, IDU strives for optimal achievement of graduate competencies and for that it carries out innovative education. One program which is carried out by IDU namely the Overseas Work Lecture (OWL) Program for students with the object destination is an educational institution or other institution located abroad. By becoming a participant in the program, students, lecturers and education personnel have the opportunity to interact with academics and practitioners across countries (international) and directly observe strategic objects of defense and other fields in the destination country so that they have the opportunity to become one of the tools IDU can use in realising it's vision to become a world-class defense college.

According to the study, the implementation of the OWL Program has been started by IDU since 2010 and then routinely until now with various destination countries, but the limitations of this research are for the implementation of 2015-2017. The time for conducting the OWL is relatively short, but program funding absorbs a large enough budget. With these dynamics, there is a perception that the implementation of programs such as comparative studies are free overseas visits using state funds. In this context, it becomes interesting as to what the planning, implementation, and results are, as well as whether the program results in the form of return on investment (ROI) expected by IDU. The significance of this research is the recommendation of the concept of a model program to contribute to world-class standards.

Literature Review

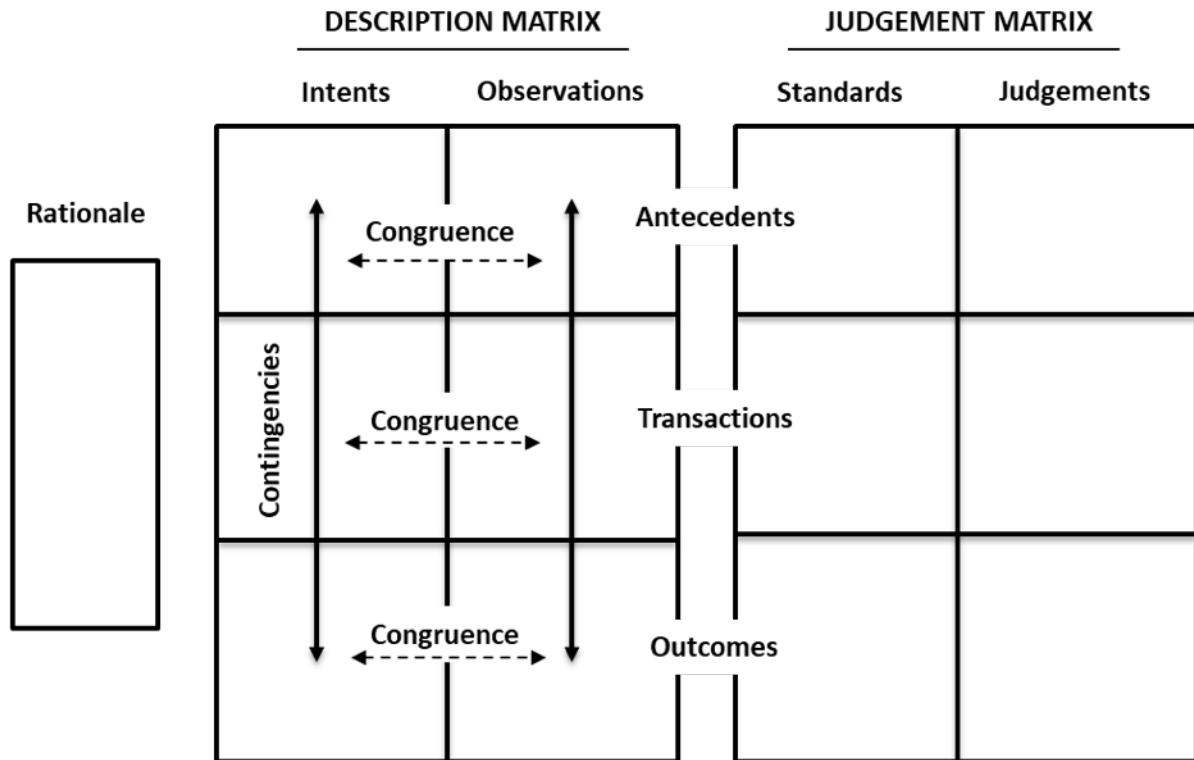
Evaluation Program Concept

The notion of evaluation has been widely formulated by experts, who define it based on their respective philosophical backgrounds. Some well-known definitions, including definitions mentioned by The Joint Committee as quoted by Stufflebeam and Coryn define evaluation as the systematic assessment of the worth or merit of an object (Stufflebeam & Coryn, 2014). Docekal and Dvorakova also contributed thoughts on the definition of evaluation (Docekal & Dvorakova, 2014). Both mentioned that evaluation is a very complex process, where each phase is interrelated with one another, therefore, it is not enough to conduct an evaluation only during the learning process. This is necessary to evaluate, or identify the training needs and stages of development of participants after attending the training, before the start of education and after completion, to determine contributions to the organisation or stakeholders .

There are various evaluation models, including (1) Goal Oriented Evaluation Model (developed by Tyler), (2) Goal Free Evaluation Model (developed by Scriven), (3) Formative Summative Evaluation Model (developed by Michael Scriven), (4) Stake's Countenance Model (developed by Stake), (5) Responsive Evaluation Model, (developed by Stake), (6) CSE-UCLA Evaluation Model, emphasising when the evaluation is done, (7) CIPP Evaluation Model (developed by Stufflebeam), (8) Discrepancy Model (developed by Provas).

In that context, an evaluation form of program evaluation was chosen using the Stake's Countenance Model, see the following figure 1:

Figure 1. Stake’s Countenance Model



Source: Fitzpatrick, Sanders, and Worthen (2012)

The model is an analysis of the evaluation process that conceptualises two matrixes namely description matrix (intents and observation) and judgement matrix (standard and judgment) and distinguishes three phases in the program evaluation including antecedents, transactions, and outcomes. Antecedents are the initial conditions (planning) phase before the program starts, transactions are the processes during the program, and outcomes are program achievements. Then related to the contingencies analysis mentioned by Stufflebeam and Coryn, namely contingencies analysis of observed conditions, according to Stake, are to be based on the criterion of empirical evidence (Stufflebeam & Coryn, 2014). Are the correlations between actual background circumstances and instructional activities and between the latter and certain outcomes (unintended and undesired as well as intended and desired). In addition to looking for contingency, the assessor then gives consideration of the congruence or differences that apply between what was designed and what actually applies in the study.

Related to the Countenance Model evaluation approach, in the Lukum review (Lukum, 2015), the mentioning of Worthen & Sanders (1987) in Wood (Wood, 2001), states that Stake created an evaluation framework to assist evaluators in collecting, organising, and interpreting quantitative and qualitative data. The essence of evaluation activities is the process of generating information as an alternative decision (Stufflebeam, 1973; Hamm,

1985; Stake, 1967; Stufflebeam & Shinkfield, 1985, p.159). Stake evaluation stages that are relevant are Input (Antecedent), Process (Transaction), and Product (Outcomes), (Provus, 1969; Kaufman & Thomas, 1980).

Regarding the evaluation program, Arikunto et al. (Arikunto, Suharsimi, 2014) mentions a unit or unit of activity, which is the realisation or implementation of a policy, takes place in a continuous process, and occurs in organisations involving groups of people.

The Concept of Field Work Lecture

The Field Work Lecture Program is basically part of the organisation of education and training so that before entering further into the concept it is necessary to introduce an understanding of education. According to Soekidjo Notoatmojo in the context of human resource development, education and training is an effort to develop human resources, especially to develop intellectual abilities and human personality. What is meant by education and training according to Blanchard and Thacker in Arinta et al. (Arinta, Utaya, 2016) is that training is a systematic process of providing opportunities for learning the knowledge, skills and behaviours needed in current or future work, whereas education is usually different from training in that it's developing more general knowledge, skills and behaviours.

Work lectures are activities that apply theory from class to the field (Arinta, Utaya, 2016). Lectures are still considered as a core supply to gain knowledge, but this is not enough, because the reality is that there are still differences between the theories obtained when students go to college with the reality that occurs in the field/community and/or the world of work. For this reason, other forms of teaching are still needed to provide students with experience in the field. One of the teaching efforts is the existence of Field Work Lectures. The activity is the realisation of the application of the curriculum based on the Indonesian National Qualification Framework to replace the previous Real Work Lecture (Yuliani, 2017).

OWL is listed in the education curriculum and is a routine or mandatory program for students in the IDU environment, especially for regular classes. The activities consist of lectures and field observations at higher education institutions, official agencies, and/or professional institutions at places in the destination country. IDU as a university carries out internal quality management in education as mandated in the organisation of higher education. In that context, the implementation of the OWL program is included and there are demands for management stages which include looking at the level of accountability. Moreover, with the system of education implementation supported by funding from the state budget, the concept of regular cycles with budget-based planning,

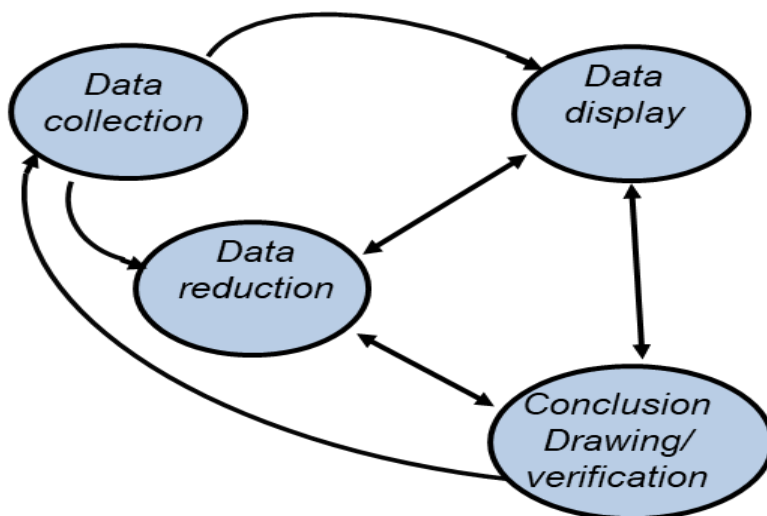
implementation and performance audit activities becomes routine and mandatory at the same time.

Methodology

The study uses qualitative design methods. (Silitonga, 2018) mentioned qualitatively related research focus and subfocus. (Creswell, 2017) mentions qualitative as a method of exploring and understanding the meaning that by a group of people is ascribed to social or humanitarian problems. Program evaluation is a social problem. The social characteristics that are clearly visible from the subjects of this study are student, alumni, lecturer, support staff, university management, faculty management, and management of study programs, all within the IDU environment who are believed to know the problems being studied.

To interpret the data, Miles and Huberman's interactive approach was carried out in data display activities, data reduction, and drawing conclusions with qualitative descriptive analysis. Data analysis was carried out with data display steps, data reduction, and drawing conclusions, see the following figure 2.

Figure 2. Interactive Data Analysis Interactive Model



Source: Miles and Huberman (1992)

The evaluative approach uses the Stake's Countenance model developed by Robert E. Stake consisting of Antecedents, Transactions, and Outcomes. Data was collected in comparison with the evaluation criteria, assessed and interpreted using the guidelines for assessment and interpretation. In evaluating the level of achievement of program results for each component, quantitative means are used to view the general position. Acquisition of numbers for each subcomponent is adjusted to fulfil the criteria. Meanwhile, conclusions in this study are drawn by interpreting the results of research and empirical data. Data that has

been reduced and presented is then compared with evaluation criteria that have been set and the expected goals (intense) with interpretations adapted from the scoring types developed by Djaali and Muldjono (Djaali, 2008), ranging from high and moderate to low categories. This scoring is used as a category of interpretation of the level of availability, performance and achievement of each evaluated component and aspect. The Djaali and Muldjono report is shown in the following table 1:

Table 1: Achievements of Antecedents

Level of performance and availability (achievement)	Descriptor	
	Interpretation	Score
High	Most, even all aspects are carried out / available according to criteria	71-100%
Moderate	Some aspects are implemented / available, some have not been implemented according to criteria	41-70%
Low	Less or only a few are implemented / available according to criteria	< 41%

Results and Discussion

The research results for each evaluation stage are presented in the Countenance Stake matrix including intents, observations, standards, and judgments in the following tables which are grouped according to the stages including antecedents, transactions, and outcomes.

Table 2: Achievements of Antecedents

Matrix Description		Matix Judgment	
Intents	Observation	Standard	Judgement
Basic Program Requirements	There is a basic policy and the explanation is followed but no technical procedures are available. The program is formulated for the purpose of developing hard skills and soft skills, as well as thesis insights. Socialization has been carried out by various means but not yet focused on standards.	There is a basic policy with complete supporting description. There is a formulation of detailed, clear goals, and correlates with graduate learning achievements, and correlates with institutional vision and mission. There is an appropriate outreach activity to stakeholders and responded well.	The high category (71.31%) is that most aspects are available / carried out according to criteria.

<p>Program Design and Strategy</p>	<p>Design programs for curriculum implementation in work visit activities, material deepening, learning, and ISSN or ISBN publications. The program strategy is carried out to fulfil the completeness of learning as needed and is carried out with careful measures in each stage of the activity including preparation, implementation and termination.</p>	<p>There is a program design that is formulated in a clear, realistic, and high target activity. There is a program strategy formulated in a clear and realistic activity.</p>	
<p>OWL Planning/ Academic Activities</p>	<p>Planning lectures is not yet supported by formal documents. Preparation of material is based on management analysis of study programs with lecturers and assignments to students to look for study materials. Guidance will be attached because the lecturer attaches to student activities and the division of group assignments is carried out and there is a formal letter of recommendation from the source in the destination country. Plans for student learning activities include seeing, listening, listening, visiting, and making plans to write a study report. The evaluation plan of learning outcome evaluation has been known to students but not with standardised</p>	<p>There is a learning plan document spelled out in detailed activities accompanied by stages of achieving learning objectives according to program needs. There are study materials accessible to students that are used as supporting references in understanding and achieving learning objectives. There is a plan for mentoring and work lectures accompanied by methods and objectives of the activity. There is a plan for student learning activities that clearly encourages the achievement of learning goals with high quantity and quality targets. There is a plan for evaluating learning outcomes with standard</p>	

	<p>instruments.</p> <p>Quality evaluation plan in the form of evaluation meeting plans and activity report plans.</p>	<p>instruments that are understood by students.</p> <p>There is a quality evaluation plan supported by standard instruments and a quality finding document plan.</p>	
Student Readiness	<p>Requirements for students participating in the program that have completed Semester 1 and have already taken courses in research methods, administrative submission of the Decree of the Minister of Defense for overseas travel, the RHC Mector's order, and for some students lacking foreign language mastery. Debriefing is carried out related to various provisions and prohibitions that must be obeyed by students and demands to equip themselves with study material and prepare draft reports.</p>	<p>There are provisions for student requirements to be able to become a participant in a work lecture according to the needs and assignments of students to meet the conditions.</p> <p>There is a material supply activity that prepares students for work lecture activities.</p>	
Lecturer and Resource Readiness	<p>The requirements of supervisor lectures include mastery of the material substance, received a decision letter, received orders for deployment, but there are lecturers who lack mastery assignment in a foreign language.</p> <p>There is a request letter to the resource person on the topic.</p>	<p>There are provisions for the requirements of the supervising lecturer according to needs, the provisioning, and assignment of lecturers according to the provisions.</p> <p>There are provisions regarding resource requirements with relevant competencies.</p>	

<p>Management Planning</p>	<p>Managers are supported by the organisational structure of the formed committee accompanied by a description of their duties, but there are assignments of personnel lacking mastery of foreign languages. There is a meeting and coordination supported by work plan documents, the Chancellor's Decree on The Plan of Work Program and Budget, The Plan of Budget and Cost, Term of Reference, The Plan of Activity Implementation, or Proposals and issuance of the Minister of Defense's decree on foreign official travel, the Rector's order, and OWL rundown pocket book.</p> <p>There is a strategy of assistance, monitoring and integrated control.</p> <p>There is a budget-based performance audit plan and an audit document plan.</p>	<p>There is a committee structure supported by a clear description, there are provisions for the committee's requirements according to program requirements, and assignment of personnel according to the conditions. There is a work plan and work mechanism outlined in the activities and planned needs for program support. There are monitoring and control plans to anticipate obstacles.</p> <p>There is a performance audit plan supported by standard instruments and an audit document plan.</p>	
<p>Infrastructure Planning and Budgeting</p>	<p>There is a submission of facilities and infrastructure supported with documents, only in the preparation it does not involve students, and can not cover according to the post needs. There is a budget submission supported by documents but the preparation has not involved students, and has not fully met the projections according to the post requirements.</p>	<p>There is a submission of infrastructure which the preparation involves all stakeholders and for the allocation of posts according to program needs. There is a budget submission which in the preparation involves all stakeholders and for the allocation of posts according to program needs.</p>	

Table 3: Achievements of Transactions

Matrix Description		Matix Judgment	
Intents	Observation	Standard	Judgment
Implementation of Job Lectures / Academic Activities	<p>There are activities providing material on hard skills and soft skills, but in particular regarding hard skills there is still less relevant material. Guidance activities by the lecturer with the attached mentoring method and the role of the resource person to deliver the material according to the schedule and proposed subject matter.</p> <p>Students joining the program are supported by motivation, discipline, and responsibility by listening, listening, recording, taking notes, taking important points, but only for one script of seminar results.</p> <p>Evaluation of learning outcomes is done by looking at all the roles of students and reporting grades.</p> <p>Evaluate quality in the form of attached monitoring and report on the implementation of activities by the committee.</p>	<p>There is a presentation of learning material activities according to the objectives of achieving hard skills and soft skills.</p> <p>There is guidance activity by the supervisor and professional speakers.</p> <p>There are learning activities in the form of motivation, discipline, and learning responsibilities and activities to support high productivity.</p> <p>There is an evaluation of learning outcomes with standardised and transparent instruments and timely reporting of grades.</p> <p>There is a quality evaluation implementation activity with standard and documented instruments.</p>	<p>The high category (74.99%) is that most aspects are available / carried out according to criteria</p>
Management Implementation	<p>The committee conducts empowerment, assistance, and services in a flexible manner including providing motivation and direction to members of the delegation through meetings, coordination and communication by</p>	<p>There is a committee / management activity with motivation, discipline and responsibility for coordination of services in supporting the smooth</p>	

	<p>utilising whats-up groups , as well as in person. Members of the delegation participate according to their responsibilities. A budget-based performance audit was carried out by the Oversight Unit and set forth in the audit report document containing the points of findings and follow-up actions to be taken.</p>	<p>implementation of the program. There is smooth activity and participation of delegation members. There is performance audit activity with standardised and documented audit instruments.</p>	
Implementation of Infrastructure and Budget Facilities	<p>Infrastructure support includes office stationery , meeting rooms, communication and coordination tools, aircraft, vehicles for mobility during activities in the destination country, and accommodation. Implemented budget support includes daily money, representation, and travel expenses.</p>	<p>Implemented infrastucture support according to program needs. Budget support is implemented according to program needs.</p>	

Table 4: Achievements of Outcomes

Matrix Description		Matix Judgment	
Intents	Observation	Standard	Judgement
Learning Outcomes	<p>Achieved results of work skills (soft skills) in the form of cooperation, communication, and leadership accompanied by obtaining the highest value of A which describes the results of the aspects of knowledge (hard skills), but not all meet the expectations of students and alumni. Learning outcomes are sufficient to support graduate competencies and institutional vision and mission.</p>	<p>There are results of hard skills and soft skills according to learning objectives. Learning outcomes strongly support graduate competencies and institutional vision and mission.</p>	<p>Moderate category (70.83%), which is that some aspects are available / carried out according to criteria, while others are not yet available/ implemented</p>
Program	<p>Program productivity is not</p>	<p>There is insight into</p>	

<p>Productivity Results</p>	<p>supported by proof of results in the form of students' thesis themes related to the substance of OWL. Productivity of documents in the form of reports on the implementation of activities by the committee to the leadership and the results of the OWL report are presented in the seminar forum on internal results in Unhan but there have been efforts for seminars in international language communication</p>	<p>the preparation of the thesis. There is adequate productivity with national and international standards.</p>	<p>according to criteria</p>
<p>Additional value</p>	<p>There is a strong enough result of self-esteem of students, alumni and organic institutions reflected in daily life and work behaviour. There is a strong result for professional commitment among students, alumni, and organic institutions.</p>	<p>There is a strong sense of self-worth as a result of implementing the program. There is strong professional commitment as a result of implementing the program.</p>	
<p>Institutional Capacity Building</p>	<p>Achieved the introduction of institutions for overseas partners but has not yet been accompanied by the implementation of significant follow-up cooperation in academic activities. Program results provide access to quality culture but do not contribute significantly to the achievement of accreditation.</p>	<p>Achieved the development of academic networks and their follow-up. Achieved a significant quality contribution.</p>	

The results of this study indicate:

First, Antecedents:

High achievements in general planning of work lectures / academic activities that are good, it's just that when examined there are still deficiencies in various aspects. As per the findings, one aspect is that the design for high productivity gains is still unclear internationally as is the program nomenclature. The design formulation should be able to refer to Madani's description which mentions design as an educational policy, which is considered a program related to the design of educational programs for all who concentrate on specific areas of quality (Madani, 2019). This means that education formulations can be formulated in specific areas and describe the quality of the program, in the context of HR management and strengthened by the human capital management (HCM) orientation. Clarity of design guides the organisation members in optimally carrying out their responsibilities.

Other aspects, namely the learning plan that has not been clearly described, the lack of readiness of the study materials, the evaluation plan of learning outcomes and the quality evaluation are not yet supported by standard instruments, and are less conducive conditions that can have implications for the next process. Likewise in the aspect of student readiness, there are deficiencies in the dynamics with some students lacking mastery of international languages and their training is more focused on obligations and prohibitions while participating in the program, and on planned learning activities in the target delivery of learning reports and less emphasis on aspects of academic activities, especially on plans for high learning targets (world class standards) for program productivity. Such planning conditions can have implications for the next process. The findings of this study when correlated with previous research conducted by Lukum, indicates planning will affect implementation and results (Lukum, 2015). This means that when the findings of this study indicate that planning in the field of academic activities with moderate achievements has the potential for the implementation and program results also to be in the moderate range, which implies lack of strength in the achievement of the program from the academic aspect. Though the essence of the program is basically to achieve academic quality itself. Some of the factors that influence these conditions include the lack of socialisation of program standards, program design and objectives that do not touch on high productivity targets, and the perception of the program as overseas lectures.

In the context of human resource (HR) management and the concept of Human Capital Management (HCM), planning is a management function. Planning is the first function of management that mandates the deliberate preparation of everything by taking into account the owned resources and the potential obstacles that will be faced to achieve certain goals. (Terry, 2016) reminds of the importance of planning as something that is very

necessary and an intellectual arm of future developments. (Robbin & Coulter, 2015) mention planning related to the final results (what) and facilities (how). Robbins and Coulter even detail the four reasons for the importance of planning, including to provide direction, to reduce uncertainty, to minimise waste, and to set goals or standards. (Wibawa, 2017) explained that planning is an activity to think about the future and the future without planning is nonsense. The importance of planning to support the success of a program or activity is not in doubt. There is even the commonly used phrase that says ‘when making a mistake in planning is the same as planning a failure’. A formal organisation such as IDU through its HR role is entrusted with the task of managing the OWL program, and should be able to formulate the plan accurately.

Second, Transactions:

The achievements of this transaction component correlate with the antecedent’s component. Included in it and needing to get attention is the achievement aspects of the implementation of work lectures / academic activities. Learning is carried out with sufficient motivation, discipline, and responsibility by students, but the process is unable to meet the activity criteria to produce world-class standards of productivity, program activities and needs. In addition to this aspect of academic activities there are also shortcomings shown by the implementation of evaluation, of learning outcomes and quality evaluations, that is not supported by standardised instruments. Even though the program is held routinely every year, the evaluation is only by means of the committee's report to institutional management.

Management has implemented the use of a strategic approach in its implementation by applying the inherent motivation and control approach, however the supervisory function in the form of quality evaluation is not carried out in accordance with standard instruments so that it is less able to capture standard deviations or follow-up efforts. Thus, the implementation of the program has not been able to carry out the mandate of the need for quality evaluation in the administration of education as per the concept of management of human resources. As mentioned by Noe et al. (Noe, 2010), the evaluation of training programs is that examining the results of a program helps its effectiveness where the results of training can be categorised as various results of knowledge, skill-based results, results concerning feelings, consequences, and investment returns.

Third, Outcomes:

The results of program productivity are marked by the lack of products and those are only in the form of reports presented in the institution's internal seminar forum. Furthermore, the results of institutional development were also marked by the ceremonial and temporary cooperation without significant follow-up, even though the development of the network

became an internationally agreed partnership model for progressing and growing together and this was not properly optimised. Whereas the importance of the network has clearly benefited from various forms of partnership relationships (David and Coenen, 2014; Porter, 1998; Rehfeld, 1994; Bressers & O 'Toole, 1998; Etzkowitz & Leydesdorff, 2000; Susanto et al. 2020). These are characterised by interaction, exchange, and even cooperation between participating members (Boshuizen, 2009).

Furthermore, moderate achievements in the component of outcomes that differ from antecedents and transactions, are influenced by the perception of the completion of the program after returning to the IDU campus and this is reinforced by the lack of publications listed on International Standard Serial Number (ISSN) or International Standard Book Number (ISBN) as mandated in the program design. The results of these achievements illustrate the quality of the program and of course must get special attention, because according to the explanation of Nadim and Al-Hinai (2016), quality in education is vital because universities are responsible to stakeholders such as students, the community and others.

In the context of management and the HCM approach, the moderate results show that performance productivity is not significant enough and does not provide a balanced benefit when compared to investments that have been made with fairly large financing. The HCM context mandates that benefits can be commensurated with the amount of investment made. The HCM concept also mandates the need for feedback. The results of the achievement of the program can be used as feedback or suggestions for input / consideration for policy makers as well as decisions on the implementation of the program. Thus the results of the program with this moderate achievement need to be reformed thoroughly and focused in order to correct the various deficiencies that occur in accordance with the carried out series starting from planning to program implementation and developing the competencies of human resources involved in the program in order to achieve more significant results and provide balanced benefits with investments that have been made.

Fourth, Relationship:

Relationship, or horizontal rational is shown by the construction of the elements in the description matrix and judgement matrix in each component of the evaluation and the aspects contained therein. In the description matrix, the element of intents, which is an aspect that will be achieved in the program part after being observed, shows conditions that are generally or mostly close to achieving the criteria and some other aspects are not in accordance with the criteria. Such conditions when associated with the judgement matrix, illustrated that these achievements have not been fully implemented and are available according to the criteria so that the consideration given is high performance on the

components of antecedents (71.31%) and transactions (74.99%) while there is moderate achievements (70.83%) on the outcomes component.

The fourth contingency, relationships, are shown by the rational achievements of each component. In the antecedents component a high category (71.31%) was achieved and the condition affected the achievement of the transactions component, namely the high category (74.99%). Quantitatively there is little variation, but the difference is not too far away so that the conditions still meet the rationality of the relationship. This rationale is more evident from program planning that is not supported by a focus on standardised socialisation, is not designed with high targets, and is less supported by the potential requirements of human resources, implicating the implementation of the program is only oriented to the smooth running of the program. The next implication is the achievement of outcomes in the moderate category (70.83%). A decline in performance to a moderate category in outcomes can be understood as a perception of the program being considered completed when it has returned to its own home base. However, when viewed based on the overall stages of the program evaluation, the results obtained are in the category of 'high' (72.38%). In general, the achievements of each component related to the overall results of the program are in a range that is not too far apart so that it can be called fulfilling the rational relationship as demanded in the evaluation of the Stake's Countenance Model program. With this category, the implementation of the program in general is quite high but it is not significant enough to touch the aspect of productivity and institutional capacity development so that the program does not sustain meaningfulness enough to become world-class standard.

Conclusion

Based on the findings and discussion of the evaluation results, taking into account the research model used, the following conclusions can be summarised: (1) Antecedent: Referring to the evaluation results, the OWL Program at IDU has been based on the initial conditions in the form of planning guided by the implementation of the program in order to achieve determined goals and objectives. From the evaluation results, an assessment was obtained with the achievement of the category of 'high' (71.31%) which means that most were carried out and are available according to the criteria, (2) Transaction: The evaluation results showed that the implementation of the program was based on stages with various process dynamics. From the evaluation results, an assessment of achievements in the category of 'high' (74.99%) is obtained, which means that most are carried out and are available according to the criteria, (3) Outcome: Based on the findings and discussion of the results of the evaluation and by taking into account the research model, it was concluded that the stages of the results ended with the achievement of assessment (70.83%) or with a moderate category which means that some aspects have



been implemented and are available according to the criteria while some other aspects are not implemented nor available according to the criteria.

Thus, an evaluation of the initial conditions, process stages, and stages of the IDU OWL program, using the Stake's Countenance evaluation model, as a whole results with a 'high' category (72.38%) i.e. most aspects have been carried out and are available in accordance with a criterion, which means that the OWL program is effective enough to achieve the objectives of the program.

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