

## **Development of International Training Guide Abroad for Lecturers of Education Management Department State University of Surabaya**

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Received: 10 May 2023; Accepted: 12 May 2023; Published: 14 May 2023

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### **ABSTRACT**

This study is a development that aims to develop international training guides abroad for lecturers in the Education Management Study Program to help prepare lecturers to take part in international training programs. The obstacle in the field is that the management of international training activities abroad for Education Management lecturers is not optimal and still encounters obstacles. The obstacles faced include 1) communication between participants and program coordinators that have not been running effectively, 2) suboptimal preparation of participants in carrying out activity programs abroad, 3) the implementation of mentoring activities has not run optimally, 4) evaluation activities have not been carried out on an ongoing basis. This research method uses R & D (research and development), a research approach to conduct research, development, and product testing based on needs analysis. The study results show that the development results in international training guidelines abroad show that 88.5% are feasible to be applied. As evidenced by the results of the questionnaire of experts and model users, which include model elements, content suitability, constructs, language, practicality, and writing organization, obtaining an average score of 82.8% is very valid to be used in Education Management Study Program, Universitas Negeri Surabaya.

**Keywords:** International Training Guide Abroad, Lecturers of Education Management Department, State University of Surabaya

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### **INTRODUCTION**

Education is one of the keys to progress. The better the quality of education held by a nation, the better the quality of the nation. Shwab (2016) stated that globalization had entered a new era called the industrial revolution 4.0 as a century of openness or globalization, meaning that human life is experiencing fundamental changes that are different from the order of life in the previous century. Education has a role in equipping people with various skills needed in the world of work (Nanang Martono, 2014). Therefore, efforts to develop the professionalism of educators and educational staff are needed to cover all the most fundamental aspects of changing the competence of their students (Adi Prastowo, 2017).

In other words, a new paradigm is needed to face new challenges in the world of education. These new challenges will require a breakthrough process of innovative thinking to obtain quality output that can compete globally and competitively. This can be seen in several tertiary institutions implementing international programs, including international lecturer training. As stated by Aini (2013) that the implementation of the

international program is a step to increase the competence of lecturers who aim as a provision to face the accelerated flow of information in the very challenging era of the 4.0 disruption. One of the skills that must be mastered by lecturers and students in this era is communication skills using international languages, using learning tools such as computers, the internet, and technology-based learning media.

Training will provide learning facilities for developing knowledge, skills, and behavior. International training is one of the activities to do something to improve the quality and productivity of human resources (HR) in better competence. International training activities are not widely known and understood by the wider community, even though in other places, especially in developed countries, these short course activities are well known and entrenched and have become part of the learning process in society. Higher education also has a vital role in creating competitive human resources. As stated by [Handayani \(2015\)](#), the role of higher education, especially in improving the abilities and skills of educators, is vital and is needed by the community so that society.

Universities in Indonesia are starting to make system changes to improve education management. The changes are not just changing the education system but equipping educators with qualified language skills and competencies. The role of educators must at least prepare their students to be able to face three things: a) prepare their students to get jobs in their disciplines, b) be able to prepare their students to be proficient in communicating actively by using English as an international language so they can compete internationally, c) prepare their students to be able to use technology.

In line with the above statement, the Education Management Study Program at Surabaya State University changed the paradigm by improving the quality of educators by holding international standard training activities. This international training abroad places more emphasis on the ability of lecturers to communicate in English, to be able to think analytically and to cooperate and collaborate in solving problems. The competencies that must be possessed by lecturers in the Surabaya State University Education Management study program are 1) the ability to think critically and be able to solve problems, 2) the ability to communicate using English, 3) the ability to create and update, 4) the ability to apply technology and information, 5) and the ability to understand and use communication media to convey ideas.

However, there is a discrepancy between expectations and reality on the ground, which shows that the previous training activities for lecturers implemented in the Department of Education Management at Surabaya State University had not run optimally. Obstacles during training activities were still encountered related to the management of international training activities abroad, including the lack of structured management starting from the recruitment of participants who were not optimal, an administration that confused the participants, activities that were not adequately monitored, and the lecturer's communication skills using English during overseas training was still not fluent. Before the Education Management S1 department organized overseas training activities, they always coordinated with *Dejavato* Collaboration partners to support its internationalization program. The S1 Education Management Department and the *Dejavato* Collaboration partners are to recruit training participants abroad. The designated training participants are delegates from the Education Management department who are active lecturers who meet the criteria set by the organizers.

The training model for lecturers that have been applied previously in the S1 Education Management department is critical to study because of the gap phenomenon in the field where there is a discrepancy between expectations and reality both empirically and theoretically. The gaps phenomenon is also one of the problems indicating that

training activities are not optimal due to unsystematic and measurable management. Based on the results of a field study conducted around November 2022 at the Department of Education Management, Surabaya State University, several lecturers who participated in international training when participating in overseas training activities experienced several obstacles when carrying out overseas training programs, including: 1) miscommunication often occurs between the organizers of international training activities and training participants, 2) mentoring management that is not optimal can be seen from some training activities that do not go as expected, 3) cultural differences that result in difficulties for participants to adapt when participating in training activities in overseas.

In addition, it can be seen from the guidelines for implementing international training programs abroad that were previously applied by the Education Management Department, which cannot be used as a reference for implementing international training programs. The series of findings related to the factual mentor training management model that has been implemented previously can be assessed from the three management functions, which include planning, implementation, and evaluation that has not been carried out optimally, as evidenced by findings in the field that: 1) from the aspects of planning, implementing, and evaluation activities have not been structured and have not been adapted to the need for an analysis of the needs of international standard training participants, thereby, affecting the success rate of program implementation, 2) the implementation of mentoring activities is still not optimal, as evidenced by the results of interviews with training participants which state that the level of satisfaction with a series of training activities reaches only 52.5% in the medium category, which means it is still not optimal. In addition, the previous training strategies and methods were still not appropriate, causing the understanding and achievement of mentor competencies to be not optimal

Therefore, the guidelines implemented in the Bachelor of Education Management department must be developed to optimize international training program activities. [Syarifuddin \(2005\)](#) argues that training management can move and direct someone to achieve the desired results by building the potential of human resources and other resources. The results of [Indra \(2016\)](#) suggest that developing guidelines for international standard training activities can produce high-quality human resources at the university level in producing quality output. It can be concluded that the development of a training model guide as a reference in the mentoring process with high quality, where the main focus is how to produce human resources who can understand their strengths and weaknesses, determine the right profession in their profession, and provide real experience in its application. In this case, researchers need to develop international training guidelines for lecturers in the Bachelor of Education Management department to improve lecturers' productive skills and skills. This guide's development is a product with specific characteristics, namely, more emphasis on a holistic approach.

Holistic Approach Theory is a basis for developing international training guides abroad because holistic principles cover all aspects of personal learning and growth and emphasize the active development of relationships at all levels, both the relationship between learning domains between individuals and groups. According to [Sawang \(2011\)](#), the term holistic contains a comprehensive or complete meaning. A holistic view of humans is a whole in the sense of humans with their cognitive, affective, and behavioral elements. This holistic principle in the development of training guides for international standard lecturers aims to help develop individual potential in a training atmosphere that

is more fun and exciting, democratic and humane. Even experts always put the two dimensions of humanity in every related matter.

According to [Nanik Rubiyanto \(2010: 1\)](#), a holistic approach is a comprehensive approach in which all parties are involved, and also the way it is presented uses various ways that can support each other. [Maslow \(2013\)](#) mentions a holistic-dynamic theory, namely a theory that assumes that the whole person is continuously motivated by one or more needs and that people have the potential to grow towards psychological health, namely self-actualization.

## RESEARCH METHOD

The research design in this study uses the principles and steps of Borg and Gall. The purpose of this research model is a method for developing and testing a product. The research procedure used was Borg and Gall, but the steps were modified and simplified so that there were three stages, as explained by [Sugiyono \(2017\)](#), namely: 1) preliminary stage, 2) model development stage, 3) trial stage, and 4) implementation stage.

In the preliminary stage, this is done by applying a descriptive qualitative approach. The activities carried out at this stage are to find the root of the problems that occur in the field regarding the previous model implemented in the Bachelor of Education Management study program. Field study activities aim to: (1) find weaknesses in the existing training model for lecturers, (2) photograph the implementation of ongoing training using the previous model by looking at the process of planning, implementing, and evaluating activities that have been carried out, (3) identify the factors that hinder the implementation of international training for lecturers as a basis for model development.

The next stage is the development of the model. This model was developed based on the model design results from the findings in the field during the initial research stages. The development of this model includes three things including (1) planning, (2) implementation, and (3) evaluation. The third stage is trials. At this stage, external validation is carried out, where the model results that several experts have validated are tested in the field. The results of the field trials produce the final model, an international standard training model guide for lecturers majoring in S1 Education Management abroad to improve the abilities and skills of lecturers in the Education Management study program.

The final stage is the implementation stage, a trial stage for product users, developing an international standard training guide model. This product was tested to get feedback on the effectiveness of the product for product revisions so that the product is even better. The type of data used in this study is primary data which includes data obtained directly in the field in the form of qualitative data, which includes oral statements from several informants consisting of information from the Bachelor of Education Management department and collaboration partners, *Dejavato*. Furthermore, the data obtained is secondary data, namely to complement primary data in the form of syllabus documents, photographs, and other records that can be used as data sources.

Data collection techniques used in this study were: (1) interviews, (2) Focus Group Discussion (FGD), (3) questionnaire techniques, and (4) documentation. Interview techniques were conducted with all lecturer informants in the Bachelor of Education Management department, coordinators of international program departments, and *Dejavato* Collaboration partners. The data analysis technique used to process data collected from the results of expert reviews is by using descriptive qualitative. This data analysis technique was carried out by grouping information from qualitative data in the

form of input, responses, criticisms, and suggestions for improvement contained in the questionnaire. This data analysis is used to revise the product. Data analysis in qualitative research can be carried out by (1) data analysis in the field; this method is carried out when data collection activities in the field are ongoing, (2) this method is carried out repeatedly, and the data is re-tested, (3) data analysis done after data collection is complete.

## RESULT AND DISCUSSION

### Result

Before implementing the international training guide, the researcher interviewed lecturers participating in international standard training activities in the Bachelor of Education Management major. The interview was conducted to learn about the obstacles encountered when training abroad. Aspects of the lecturer's attitude or impression in running the program before the training guide development model was implemented and showed that the level of lecturer's satisfaction with international standard training activities abroad included: 1) around 47.5% stated that participants were satisfied participating in the activity, 2) 55% volunteers stated that some participants felt that at the time of participant selection, the information that was conveyed was confusing and the rules were unclear, 3) 52.5% of participants stated that they were dissatisfied with the mentoring activities during the activity, 4) training participants stated that only 55% communicated using active English. From the results of these interviews, it can be concluded that the level of satisfaction of international training participants with overseas training activities is only an average of 52.5% and is still in the medium category, meaning that it is not optimal.

Problems often encountered by lecturers as training participants abroad when carrying out programs abroad vary. These problems occur due to several things, including 1) lack of understanding of cultural differences (Cross Culture Understanding), 2) limited communication skills (minimum mastery of English), 2) lack of confidence in interacting with volunteers, 3) and worry about not being able to commit in carrying out their duties as a mentor. Another obstacle was also raised by an international training participant named Syunu Trihantoyo, who stated:

*"I have a problem related to the lack of information regarding the location of training venues abroad, especially understanding Western culture and the first thing I encounter is 'Shock culture understanding', so this needs to be educated before implementing the program so that misunderstandings do not occur and participants first equipped with knowledge about foreign cultures" (Interview 19 October 2022).*

Based on the results of an interview with one of the mentors who served in the Bachelor of Education Management department, it was stated that:

*"When mentoring trainees abroad, the main obstacle I faced was communication and clear references regarding mentoring activities" (Interview 26 October 2022).*

The empirical findings and gap phenomena that occur in the field can be concluded that in the implementation of mentoring activities in the field, it was found that mentors did not optimally implement mentoring activities, so both mentors and international training participants often experienced obstacles, namely lack of active communication and lack of intensity in coordinating with each other.

This series of findings are related to the factual model of lecturer training that has been previously implemented in the S1 Department of Education Management, Surabaya State University, which can be visualized as follows:

### **1. Management Function**

Judging from the three management functions, which include planning, implementation, and evaluation, have not been carried out optimally, it is evidenced by findings in the field that: 1) in terms of planning, implementation, and evaluation activities have not been structured and have not been adapted to the needs of the analysis of the needs of lecturers as activity participants training abroad, there is no standard for determining prospective participants, thus affecting the success rate of participants in carrying out programs abroad, 2) the implementation of mentoring activities is still not optimal, as evidenced by the results of interviews with participants stating that the level of satisfaction with mentors is only 52.5% medium category which means it is still not optimal.

### **2. Personal**

Many lecturers do not have the qualifications to participate in international standard training, so special training is needed to improve the lecturers' abilities before going abroad.

### **3. Facilities**

The facilities to support pre-departure debriefing activities are suitable. Previous debriefing activities were held in the office room of the S1 Education Management department. The room only accommodates 5-10 people for discussions and presentations. Training activities should be held on a broader room for ice breakers and team-building activities to support more effective mentor training activities so participants have more free movement space.

The obstacles experienced by the coordinator of the internationalization program in the Bachelor of Education Management department were the consistency in holding international standard training programs on an ongoing basis with *Dejavato* Cooperation partners.

The solution to the problems of international training activities is the need to develop training guides for lecturers abroad to overcome problems or discrepancies that occur in international standard training activities. The development of the international training manual includes guidelines for recruiting mentoring participants, designing mentor standards, designing training activities, learning methods adapted to need analysis of the needs of participants, and procedures for evaluating and mentoring.

The hypothetical model becomes an exploratory model from the results of preliminary studies with factual findings. The model for developing international training guides for lecturers in the Bachelor of Education Management department is recommended to address the problems faced by participants and program coordinators as activity organizers concerning competency development: 1) leadership skills, 2) interpersonal, and 3) intercultural skills.

The development of an international training model guide for lecturers is expected to be a solution to overcoming the problems of training activities that were previously conventional and only pre-orientation formalities. The development of this training model covers three aspects of management activities, including the following:

## 1. Planning

In the planning aspect, several things need to be prepared, including 1) setting standards for prospective participants that are adjusted to the needs analysis 2) designing debriefing activities prior to departure abroad, 3) designing lecturer training activities as an effort to improve mentor competence which includes leadership skills, interpersonal skills, and intercultural skills, 4) determine competency standards, training indicators, and training activities tailored to the needs analysis of participants, 5) design mentoring and program evaluation activities.

## 2. Implementation

The implementation of pre-departure training activities includes 1) introduction to international standard training programs, 2) introduction to the roles and duties of participants, 3) team building activities aimed at stimulating leadership competencies, 4) implementation of ice breaker activities aimed at establishing communication (stimulating interpersonal competence skill), 5) cross culture understanding (introduction to culture).

## 3. Evaluation

Evaluation activities to measure the success of international standard training activities for lecturers abroad are carried out by carrying out several stages, including: 1) giving questionnaires to international training participants at the end of training activities to measure the level of satisfaction after participating in training activities, 2) activity feedback is carried out by holding reflection activities at the end of the training, 3) regular monitoring of mentoring activities when implementing programs abroad. Monitoring is carried out to maintain output quality after participating in international standard training activities. Monitoring is carried out by giving questionnaires to participants at the end of IVS program activities to determine the participants' optimality in running the program abroad.

Development of guidelines for international standard training models for S1 Education Management lecturers abroad covering three aspects of management functions, including the following:

**Table 1** Aspects of Training Management Developed

<b>Management Aspect</b>	<b>Development</b>
Planning	<ol style="list-style-type: none"> <li>1. Identify the needs of participants</li> <li>2. Formulate training objectives for lecturers</li> <li>3. Designing a debriefing model before the participant's departure</li> <li>4. Organizing participants (participant qualifications)</li> </ol>
Action	<ol style="list-style-type: none"> <li>1. Orientation for the introduction of the volunteering program</li> <li>2. Carry out international standard training activities</li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. After the training activities, a placement test is held for the competency qualifications of the participants.</li> <li>2. Volunteer satisfaction questionnaire after running the program</li> <li>3. Follow-up</li> </ol>

(data source, 2022)

Determining the qualifications of prospective participants is crucial to determine the success of international standard training activities. Therefore it is necessary to determine the qualifications to become participants. The followings are the qualifications

or criteria for the requirements to become participants who will pass the selection of international standard training programs: 1) have a strong motivation in self-development, 2) have the ability to speak English, 3) a good reputation, 5) active lecturer in the Bachelor of Education Management major, 6) solutive, meaning having a solution or recommendation for a problem, 7) having up-to-date knowledge, and 8) being open-minded.

In addition, prospective participants must have the attitude of 1) a good listener, 2) an open mind and ready to face diversity or cultural differences, 3) reliable and flexible to adjust according to the needs of volunteers - motivated and interested in supporting learning youth skills, 4) coaching or counseling skills, 5) language skills (a common language with volunteers), 6) ability to use various techniques, skills in giving and receiving feedback, encouraging and facilitating non-formal learning. The following is a description of the international standard training manual development model.

**Table 2.** Description of the Development Model for International Training Guidelines for Lecturers

<b>Aspects</b>	<b>Previous Guide model</b>	<b>Developed International Training Guide</b>
Planning	<ol style="list-style-type: none"> <li>1. The objectives of the training have not been adapted to the analysis of the needs of the lecturers</li> <li>2. Determination of prospective participants is still based on the leader's recommendation</li> </ol>	<ol style="list-style-type: none"> <li>1. The formulation of training objectives is adjusted to the needs of the lecturer's needs analysis</li> <li>2. Organizing prospective participants based on predetermined standards and must meet the qualifications</li> <li>3. Formulate the concept of debriefing activities before departure abroad</li> <li>4. Formulate operational implementation standards (SOP) for evaluation and mentoring activities</li> </ol>
Action	<ol style="list-style-type: none"> <li>1. Pre-departure debriefing activities form leadership competencies, interpersonal skills, and intercultural skills</li> <li>2. Implementation of English competency-strengthening training activities before departure</li> </ol>	<ol style="list-style-type: none"> <li>1. The process of debriefing refers to 3 competencies, namely leadership skills, interpersonal skills, and intercultural skills</li> <li>2. The training approach to strengthening participants' English language competence using an informal approach</li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. Evaluations have not been carried out periodically, and evaluations are only carried out by giving questionnaires to the level of satisfaction of participants when participating in activities</li> <li>2. Periodic monitoring has not been carried out to determine the success of mentoring</li> </ol>	<ol style="list-style-type: none"> <li>1. An evaluation is carried out with a performance test that refers to the competency assessment aspects of leadership skills, interpersonal skills, and intercultural skills</li> <li>2. Given a questionnaire to the mentor after participating in training activities</li> <li>3. Periodic monitoring by the coordinator of the international training program to find out the constraints and level of success of the activity</li> </ol>



(Data Source 2022)

As for the place where the product development trial was carried out, it was carried out on a limited basis by inviting several model experts and program coordinators. The researchers improved the model and the assessment results by expert validators and users based on the inputs provided by experts and developers of international standard training model guidelines.

### Discussion

The validation results from experts on developing informal-based learning models obtained input from learning experts. In the Forum Group Discussion (FGD), the discussion presents practitioners who have competent experience and skills in management, such as Education management experts and product user experts, who will be given a questionnaire covering the components of the level of importance, relevance, and effectiveness of the model as well as guidelines for the model-based learning management informal. The questionnaire results will be used as a basis for analyzing and conducting reflection activities on the design of learning management model development to improve lecturer competency abilities. The results of the analysis and reflection can be seen in the following table:

**Table 3.** Results of Product Development Validation Questionnaire with Experts

No	Aspects	Total	Percentage%	Criteria	Notes
1	Training Model Structure	22,1	88,4	Very feasible	No revision
2	Content Conformity	17,4	87,0	Very feasible	No revision
3	Construction Suitability	21,8	87,2	Very feasible	No revision
4	Language	13,5	90,0	Very feasible	No revision
5	Practicality Level	22,4	88,0	Very feasible	No revision
6	Writing Organization	13,2	88,4	Very feasible	No revision
	Total	110,5	88,5	Very feasible	No revision

Based on the results of a questionnaire from product development experts, international training guides abroad showed that 88% of product development was deemed feasible to be implemented in study programs in Education Management. The validation test with the development model expert aims to obtain inputs for model development. After going through several stages of revision from experts/expert models, improvements were made to preparing models and guidelines that will be used to implement international standard training activities that can improve lecturer competence. Next, the researcher conducted a model validation test for the users. Test assessment Validate the product to get user feedback or input related to the feasibility of an international standard training model guide. The results of the development design validation are as follows:

**Table 4.** Model Validation by Users

No	Indicators	Percentage (%)	Information
1	Planning structure	88%	Very feasible
2	Training Models	80%	Very feasible
3	Training Methods	86%	Very feasible
4	Situation Effectiveness Application of the guide	76%	Feasible
5	Training Media	70%	Feasible
6	Appropriateness of training materials	82%	Very feasible
7	Communicative Learning	86%	Very feasible
8	Communicative trainer	88%	Very feasible
9	Exciting Team Building and Ice Breaker Guide	78%	Feasible
10	Overall the training activities are useful	94%	Very feasible
	Average	82,8%	Very feasible

Based on the results of a questionnaire given by users on the implementation of international standard training activities that were applied to lecturers of S1 Education Management abroad, it showed that 82.8% said that the model was declared suitable for use as a reference for training activities abroad for lecturers in the S1 Education Management department. Validation test activities with users are carried out in limited groups after receiving input from users and developers. After being declared feasible by product users, the English learning model based on an informal approach is declared feasible to be implemented. The validation test with the users and developers of this model was carried out once because it was declared valid with editorial input notes and no crucial input.

The following results are expected with the development of international standard training guidelines for Education Management lecturers abroad: a) International training activities abroad carried out in education management study programs effectively and optimally; b). International training participants find it helpful to have a guide to participating in international training activities.

## CONCLUSIONS

The criteria for evaluating the feasibility of the international training guide model are as follows: Education Management lecturers are motivated to participate in international training activities. Education Management Lecturers can participate in training activities in a conducive and pleasant atmosphere, and lecturers can communicate actively during training activities. Mentoring and evaluation activities run effectively.

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