

The new Design of Innovation-Based Course Management in Education Unit Management Courses

Rambat Nur Sasongko^{1*}, Zakaria², Sumarsih³, Manap Somantri⁴, and Asti Putri Kartiwi⁵

¹Professor of Education, Department of Education, FKIP Universitas Bengkulu, Indonesia

²⁻⁵Associate Professor in the Study Program of Masters of Educational Management, Department of Education, FKIP Universitas Bengkulu, Indonesia

DOI: [10.36348/sb.2022.v08i06.003](https://doi.org/10.36348/sb.2022.v08i06.003)

| Received: 14.05.2022 | Accepted: 10.06.2022 | Published: 14.06.2022

*Corresponding author: Rambat Nur Sasongko

Professor of Education, Department of Education, FKIP Universitas Bengkulu, Indonesia

Abstract

The Education Unit Management Course (EUM) is a compulsory subject in the Master of Education Administration (MEA) study program, Faculty of Teacher Training and Education (FTTE), University of Bengkulu (Unib). This course has a study load of 3 credits (2-1). Lectures should combine theory and practice based on innovation. However, in its implementation it is only conventional (less instilling innovation behavior in students). This condition is not in accordance with the policy of the ministry of education. This study aims to design a new innovation-based lecture management in EUM courses. This research uses action research. The research subjects are EUM lecturers in the MEA, FTTE, and Unib study program. Data were collected using FGD, observation, and innovation test scales. Data were analyzed by descriptive analysis technique. The results showed that the new design for the management of innovation-based lectures in the EUM course was based on the vision and mission of the study program, the output of graduate competencies, the need for learning outcomes in accordance with the demands of the field, and the need for practice based on school innovation. This new design has a positive effect on increasing innovation behavior in students. The novelty of this research is that a new design for the management of EUM lectures based on innovation in a school setting can make a positive contribution to the improvement of innovation behavior.

Keywords: New design, lecture management, EUM, innovation behavior.

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

Management of lectures in tertiary institutions whose characteristics are in accordance with national education standards. Management of lectures in accordance with national standards, namely by referring to Article 40 of the Minister of Education and Culture No. 3 of 2020 where lectures must comply with learning management standards. There are five standards for the management of the lectures, namely: planning, implementation, control, monitoring and evaluation, and reporting of learning activities. The five criteria are a guarantee to guarantee the quality of lectures at the study program level (Sasongko, 2018; Kontourges and Dembeck, 2018).

In addition to the five criteria for managing quality lectures as above, there are also other criteria, namely that lectures should be able to instill innovative behavior. This is because by having innovative

behavior; students can make changes and renewals in their future lives, so that later they can create a world of work to fulfill their daily needs. The cultivation of innovative behavior is deemed necessary for students to face a world full of disruption (Marine and Tan, 2021).

The Master of Education Administration (MEA) study program FTTE Bengkulu University has a vision of preparing students as innovative education administrators. In line with this, the lectures in this study program should be based on the cultivation of innovation behavior. This is preferred in the third semester, in the Education Unit Management (EUM) course which has a study load of 3 credits (2-1) consisting of 2 credits of theory and 1 credit of practice. This course carries the burden of instilling innovative behavior into prospective education administrators. However, in reality the management of EUM courses lacks an innovation-based lecture design. Lecture design is only in the category of poor value (5.5) and

less than optimal on a scale of 10.0 (very good). The results of the observation/evaluation of lectures in the

third semester of the 2010/2021 academic year show the following data and information.

Table-1: Evaluation Results of EUM Lectures for MEA Study Program FTTE Unib Academic Year 2020/2021

No	Variable	Mean score	Qualification
1	New knowledge	6,5	moderate value
2	New attitude	5,7	moderate value
3	New skills	5,2	poor value
4	Produce something new	4,6	poor value
	Average	5,5	poor value

(The author's observations at the MEA FTTE Unib Study Program, 15 May 2021)

The data is as in table 1. Above means that the management of EUM lectures in the MEA FTTE Unib study program in improving innovation behavior is in the poor value (5.5). This result is not optimal, because the target is very good (8.0). This condition implies that the EUM course has not been able to provide results in improving innovation behavior. Likewise, if it is analyzed on the aspects that are evaluated mainly on the aspect of producing new outputs, it shows the lowest results or poor/less with a score of 4.6. Thus, the overall cultivation of student innovation behavior needs to be further improved.

The urgency of the need to increase innovation behavior in the design of EUM lecture management is as follows: (1) to support the realization of the vision of the study program to prepare innovative administrators, (2) to facilitate the implementation of EUM lectures, so that they can be carried out in a more planned, structured, systematic and more effective and efficient manner, (3) provide guidelines that can be massively used as a document to prepare for accreditation of study programs, (4) the cultivation of innovative behavior is very much needed for alumni of study programs as a provision to take part in making innovations in their respective places of duty, and (5) support development programs in accordance with government policies (Sayfori, 2016; Sasongko, 2018; and Sasongko, 2021).

A review of the results of other research provides an explanation that the new design is able to make a positive contribution to the innovation behavior of students. The results of such research, such as, Mustofa, Chodzirin, and Sayekti (2019) provide the result that the newly developed lecture management design can help improve the quality of study program management and various student skills that are more innovative. The results of Sayfour's research (2016) show that an innovative learning management system can increase positive innovative behavior in students. The research results of Manire and Tan (2021) and Guisasola, Bestlern and Marcketti (2021) have shown that lectures that are managed systematically will have a positive impact on the development of student innovation attitudes.

Based on the considerations above, the focus of the problem lies in the design of EUM lecture management which is not based on the cultivation of innovation behavior. The formulation of the research problem is: "How is the new design for management of Education Unit Management (EUM) lectures able to improve innovation behavior in students of the MEA FTTE study program at Bengkulu University?". The purpose of this research is to design a new management of Education Unit Management (EUM) lectures that can improve innovation behavior in students.

This research has benefits both theoretically and practically. The theoretical benefit is that it can promote the design of the management of Education Unit Management courses based on innovation, so that it can enrich the repertoire of knowledge in the field of education administration and learning in higher education. The practical benefits are as follows: (1) having up-to-date practice, namely being able to develop new design references for the management of innovation-based Education Unit Management courses, (2) equipping students with innovative behavior that is beneficial for the life of the 21st century, and (3) can be used as input to improve and improve the management of lectures and preparation for accreditation of the MEA FTTE study program, Bengkulu University.

RESEARCH METHOD

This research uses action research methods (Burn, 2009; and Cohen, Manion, and Morrison, 2021). The rationale for using this method is to design a new management of Education Unit Management (EUM) lectures based on innovation through certain actions. Action Research was conducted for three cycles. Each cycle is carried out through the following procedures: (1) new action planning, (2) action implementation, (3) evaluation, and (4) reflection (new action planning) (Burn, 2009, and Cohen, Manion, and Morrison, 2021).

This research was carried out in the MEA FTTE Unib study program. The time of the research was carried out from June - October 2021. The research subjects were lecturers in the EUM MEA Study Program FTTE Unib. In addition to this, the administrators and students who attend lectures are also involved. The selection of the subject of lecturers and

managers is taken as a whole. The students were thoroughly selected who took the EUM lectures and were determined in a purposeful manner (Burn, 2009

and Cohen, Manion, and Morrison, 2021). The research subjects can be explained as shown in the following table.

Table-2: Research Subjects in Study Program of MEA, FTTE Unib

No.	Types of Research Subjects	Number of Subjects	Number of Respondents
1	Manager	1	1
2	Lecturer of EUM Courses	2	2
3	Students, semester 3 (2 classes)	42	42
	Amount	45	45

(Data source: MEA FTTE UNIB Study Program, May 2021)

Data collection was carried out using various techniques, including: (1) in-depth interviews with managers, lecturers who support EUM courses, and students, in order to study in depth the design of innovation-based EUM lecture management, (2) focus group discussions (FGD) with managers, lecturers, and students, and (3) a closed measurement scale for student innovation behavior (Burn, 2009). This scale measures innovation behavior which consists of changes to new knowledge, new attitudes, new skills, and producing something new. This tool is analyzed for validity and reliability.

The data collected were analyzed descriptively. Informative or qualitative data, analyzed by "flow analysis" (Burn, 2009). Quantitative data were analyzed with descriptive statistics through the calculation of the average. The average calculation is compared in each cycle, analyzed how the trend is (Cohen, Manion, and Morrison, 2021). An indicator of the success of innovation behavior if it has reached an average value of 8.0 (very good). Each average score is interpreted as follows: very good (8.0-10.0), good (6.6-7.9), moderate (5.6-6.5), poor (4.0-5.5), very poor (1.0-3.9).

RESEARCH RESULTS AND DISCUSSION

The development of a new design for the management of EUM courses is based on the old management design. In addition to this, it also refers to the vision and mission of the study program, orientation to change or renewal, the output of graduate

competencies, the need for learning outcomes that are in accordance with field demands, and the need for practice-based school innovation.

The vision and mission of the study program become the main reference; because it is the foundation of the study program in moving forward, namely trying to make graduates become innovative education managers. Innovative education managers are graduates who seek to become agents of change. Change orientation towards renewal is in line with the vision and mission of the study program. In addition to this, the design of the EUM course management refers to the competency outputs of graduates, the need for learning outcomes that are in accordance with the demands of the field, and the need for practice based on school innovation. This condition should be reflected in the design of the EUM lecture which is really needed by the principal in making innovations.

The development of a new design for the management of EUM lectures is carried out through FGDs in study program meetings with participants consisting of managers and lecturers. The initial activity was carried out by analyzing the old lecture management design, the need for lecture changes, drafting a new lecture management design draft, evaluation and discussion, and finalization. The comparison of the old EUM lecture management design with the new one can be presented as shown in the following table.

Table-3: Comparison of EUM Lecture Management Design

No	Comparison aspect	Past designs	New designs
1	Learning achievement	Students are able to practice as education managers	Students are able to have innovative behavior as education managers
2	Study material	Education manager, issues and problems as education manager	Education manager, innovative behavior, innovative education manager
3	Lecture method	Lectures with lectures, presentations, and discussions	Project base learning, case base learning, and practice as an innovative education manager.
4	Media	Public and private school settings	Setting schools, educational offices, educational foundations, higher education
5	Learning resources	School environment and relevant libraries	School environments, educational offices, educational foundations, higher education, and other relevant sources
6	Evaluation	Measurement by emphasizing changes in student knowledge	Comprehensive measurement of students' knowledge insights, attitudes, and innovation behavior

The details of the new design for the management of the EUM course can be described as follows. First, the design of the EUM course planning based on the cultivation of innovation behavior. EUM courses based on the cultivation of innovation behavior include several things, namely: (1) the formulation of lecture outcomes that are formulated according to the needs of graduates, (2) the determination of study materials/lecture materials are formulated operationally, (3) the determination of operational lecture steps, (4) determination of various support tools and sources, (5) formulation of measurable evaluations.

Second, lecture outcomes are formulated according to the needs of graduates in accordance with the behavioral competencies of innovative education managers. Lecture outcomes are oriented towards graduates who can plan reform changes that are in accordance with the changing needs in schools.

Third, the determination of study materials/lecture materials is formulated operationally. The study material includes material on the insight of education managers, innovation behavior, and innovative education managers. Lecture study materials are collected from competency needs that are actually used in schools, such as principals and heads of the Education office that always carry out updates, analyze school conditions, design changes in the future.

Fourth, the determination of operational lecture steps includes planning activities for written and unwritten preparations, determining lecture objectives, determining study materials, determining learning media, determining learning resources, and measurable evaluations. The steps of this course include lecture methods that emphasize project base learning, case base learning, and practice as an innovative education manager.

Fifth, the EUM lecture media emphasizes the reality setting where graduates can work in the world of work in an educational environment. These workplace settings include schools, education offices, educational foundations, and universities.

Sixth, the determination of various support tools and sources according to the innovation needs of the principal. The design of the EUM course management requires a set of tools that support practical lectures, so as to broaden students' practical knowledge. Likewise, reading sources that are simple and not too theoretical can be used quickly to broaden students' practical insight. The support of these tools and resources includes the school environment, educational offices, educational foundations, higher education, and other relevant resources.

Sixth, the formulation of a measurable evaluation includes the determination of the evaluation instrument grid, the development of an evaluation instrument, and various types and evaluation procedures that truly accommodate the competency needs of this course. Evaluation is carried out on the comprehensive measurement of students' knowledge insights, attitudes, and innovation behavior.

Based on the formulation of a new design for the management of EUM lectures based on the inculcation of innovative education manager behavior, concrete actions were taken in the practice of lectures. As stated in the action research method, this research carried out three cycles of activities. Each cycle consists of four sub-activities, namely: (1) preparation of action plans, (2) implementation of actions, (3) evaluation, and (4) reflection and preparation of new action improvements.

The results of the realization of the actions of each cycle can be stated as follows. First, cycle I, a new design for lecture management using the project base learning method. The activity steps consist of: (1) students are given orientation to the base learning project, (2) students in groups determine the topic of the base learning project, (3) students work on base learning projects in school settings, education offices, educational foundations, or universities, (4) students present the results and discussions, (5) measurement of innovation behavior, and (6) conclusions and recommendations for innovation behavior. The implementation of this action gives the following results.

Table-4: Results of the implementation of the Action in Cycle I.

Variable	N	Mean	Median	SD
New knowledge	42	7.4	7.4	2.3
New attitude		7.2	7.3	2.5
New skills		6.8	6.9	2.4
Produce something new		7.0	7.0	2.4
Average		7.1	7.1	2.4

Based on the results above, it shows that the results of the first cycle have an average score of 7.1 (good), with a median of 7.1 (good). This result has not been able to reach the success indicator standard of at

least 8.0 (very good). This condition means that the new design for managing EUM lectures with the project base learning method has not been successful. The

reflection of this action is that it needs a new design using the case base learning method.

Cycle II, a new design for lecture management using the case base learning method. The activity steps consist of: (1) students are given case base learning orientation, (2) students in groups are given cases of

education managers who are less innovative, (3) students formulate innovative solutions, (4) students present results and discussions, (5) measurement innovation behavior, and (6) conclusions and recommendations for innovation behavior. The implementation of this action gives the following results.

Table-5: The results of the implementation of the Action in Cycle II.

Variable	N	Mean	Median	SD
New knowledge	42	7.0	7.1	2.4
New attitude		6.2	6.2	2.4
New skills		6.4	6.3	2.3
Produce something new		6.2	6.2	2.4
Average		6.4	6.4	2.4

Based on the results of the second cycle, it shows that the average value of the mean is 6.4 (moderate) with a median of 6.4 (moderate). This result has not been able to reach the success indicator standard of at least 8.0 (very good). This condition means that the new design for managing EUM lectures with the case base learning method has not been successful. This result is lower than the first cycle, with the project base learning method. The reflection of this action is the need to implement a new design by using the improvement of the project base learning method. The setting is in a school environment.

Third, cycle III, a new design for lecture management using the project base learning method in school settings. The activity steps consist of: (1) students are given orientation to a base learning project, (2) students in groups determine the topic of a base learning project in a school setting, (3) students work on a base learning project in a school setting, (4) students present their results and discuss, (5) measurement of innovation behavior, and (6) conclusions and recommendations of innovation behavior. The implementation of this action gives the following results.

Table-6: Results of Action Implementation in Cycle III.

Variable	N	Mean	Median	SD
New knowledge	42	8.4	8.5	2.3
New attitude		8.0	8.1	2.5
New skills		8.2	8.3	2.4
Produce something new		8.2	8.2	2.4
Average		8.2	8.3	2.4

Based on the results above, it shows that the results of the third cycle have an average mean value of 8.2 (very good) with a median of 8.3 (very good). This result has been able to achieve a minimum success indicator standard of 8.0 (very good). The gain score development from the beginning before the cycle was 5.5, the first cycle was 7.1, the second cycle was 6.4, and the third cycle was 8.2, increasing by 1.1. This condition has significantly increased. This means that the new design for managing EUM lectures with the project base learning method in a school setting has been successful. The reflection of this action is that a new design using the project base learning method in a school setting can improve innovation behavior and is recommended to be implemented.

The new design for the management of the EUM course at the MEA FTTE study program at Bengkulu University refers to the vision and mission of the study program, orientation to change or renewal, the output of graduate competencies, the need for learning outcomes that are in accordance with field demands,

and the need for practice based on school innovation. The main orientation refers to the achievement of the vision and mission of the study program. Innovative education manager is a profile of graduates who are strived and realized to become agents of change and renewal. Change orientation towards renewal is in line with the vision and mission of the study program.

The new design for the management of the EUM course is also based on the competency outcomes of graduates, the need for learning outcomes that are in accordance with the demands of the field, and the need for practice based on school innovation. This target is reflected in the design of the EUM lectures that students need to innovate or renew in the setting where they work at school. Students who are targeted to become innovative education managers are idols for graduates, so they can be useful in their place of work.

Hengesterg, Bestler, and Marcketti (2021) explain that student competence is the main orientation in studies that must be achieved by managers of an

educational institution. Managers together with teachers must understand the competence of students who will be the targets of achievement in learning management. Teachers who do not understand this will have a negative impact on the achievement of student competencies (Guisasola, Aistler, & Zuza, 2021).

This condition will also have an impact on learning achievement indicators that are less than optimal (Burton, 2014). Burton also clarified that the mission and mission of the institution's program must be the main target that can be described from the competency profile of graduates (Kontoghiorghes and Dembeck, 2018 and Lyashenko and Malinina, 2015). Thus, the new design of EUM lectures that are oriented to the vision and mission is the right thing.

EUM lectures are realized by realizing the learning outcomes that have been designed in preparation. This activity starts from conveying the topic of today's lecture, learning achievements, and targets to be achieved. Students as learning subjects should really be conditioned as agents of renewal who are able to turn themselves into initiators. Lecture topics are framed with methods for developing project-based innovation behavior attitudes (Olivera, Cunha, & Nakayama, 2016).

The new design of EUM lecture management based on innovation behavior can be described briefly as follows.

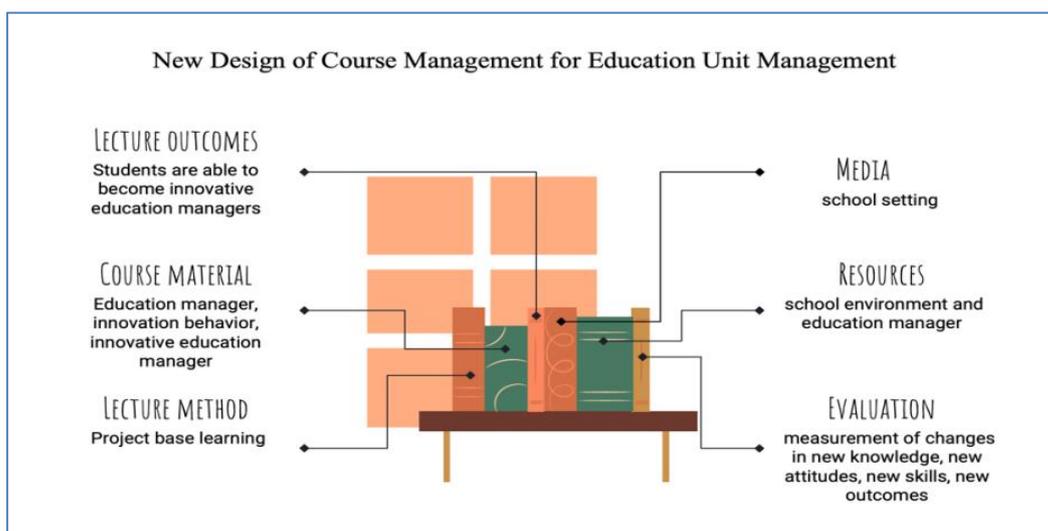


Fig-1: New Design of EUM Lecture Management

The development of innovation behavior is carried out in stages starting from realizing the need for innovation behavior, analyzing environmental innovation, preparing a renewal plan and analyzing its impact, realizing renewal, analyzing the effectiveness of renewal, and improving renewal. The development of innovative behavior is expected to be realized by the study program to the fullest. This targeted activity becomes the main orientation for all teaching staff, so that synergies are realized properly (Lyashenko and Malinina, 2015; Simon, 2017; and Manire and Tan, 2021).

The new design for the management of EUM lectures that have been compiled refers to the achievement of student competencies capable of having innovative behavior as education managers; the topic of study is the problem of education managers, innovation behavior, innovative education managers; the lecture method emphasizes project base learning and practice as an innovative education manager; learning media with school settings, and evaluation that emphasizes the measurement of insight into students' knowledge,

attitudes, and innovative behavior in a comprehensive manner.

In addition to this, the measure of success in EUM lectures includes changes in: (1) openness to receive information, input, and new policies; (2) the effort or initiation of adopting the change; (3) initiation of new ideas; (4) implementation of new idea initiation; and outputs produced to change environmental conditions to be new. This condition has also been discussed in the design of school management innovations (Sasongko, 2018, and Sasongko, 2021). In other contexts, measuring success in evaluation is also the main target in lectures that must be understood by lecturers (Sasongko, Somantri, and Wachidi, 2018; and Sayfour, 2016).

Furthermore, from the results of the study in each cycle, it was able to provide a significant increase in score, especially in the third cycle. The third cycle has been able to pass the success indicator set at 8.0. Graphically it can be illustrated as follows.

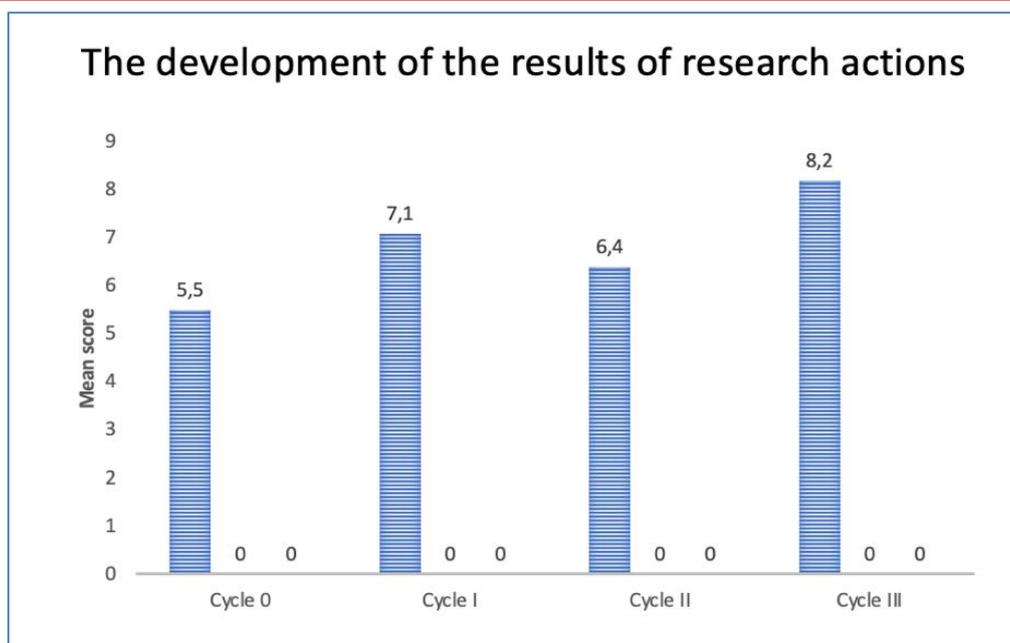


Fig-2: Graph of the results of research actions

The new design as above is the result of engineering during three cycles of action research. The first cycle using the project base learning method was able to increase student innovation behavior by an average of 7.1 (good), the second cycle applying the case base learning method was able to increase innovation behavior by an average of 6.4 (sufficient), and the third cycle by implementing a base learning project in a school setting was able to increase innovation behavior by an average of 8.2 (very good). This condition indicates that the new design with the project base learning method in a school setting is more effective than the results of the other cycles. This context has a positive effect on that new designs in learning management are able to improve innovation behavior (Golberg and Cole, 2018; Fujita, 2020; Greca, Revilla, Arriascca, 2021).

CONCLUSION

The conclusion of the study shows that the new design for managing EUM lectures with the application of the project base learning method in school settings is able to improve student innovation behavior. Innovation behavior that undergoes changes includes new knowledge, new attitudes, new skills, and produces something new.

The new design for the management of EUM lectures that have been compiled refers to the achievement of student competencies capable of having innovative behavior as education managers; the topic of study is the problem of education managers, innovation behavior, innovative education managers; the lecture method emphasizes project base learning and practice as an innovative education manager; learning media with school settings, and evaluation that emphasizes the

measurement of insight into students' knowledge, attitudes, and innovative behavior in a comprehensive manner.

Recommendations from this research are addressed to the managers of study programs and lecturers at universities to always redesign the management of lectures that are oriented to the achievement of student success in mastering innovative behavior. Innovative behavior is needed as a foundation for educational leadership which is full of disruptive.

AKNOWLEDGEMENTS

Thank you to the FKIP Universitas Bengkulu for providing research funds and to the head of the study program of Masters of Educational Administration, FKIP Universitas Bengkulu who has provided support so that this scientific work can be published.

REFERENCES

- Bandur, A. (2009). The Implementation of School Based Management in Indonesia: Creating Conflict in Regional Level. *Journal of NTT Studies*, 1(1), 16-27
- Burn, R.B. (2009). Introduction to Research Methods. Sidney: Longman
- Burton, C. (2014). The Effectiveness of Vission on Modern Organization. *International Journal of Research and Development Organization*, 4(13), 76-99
<http://www.ijro.org.articel/effectiveness/864ED>
- Cohen, L., Manion, L., & Morrison, K. (2021). Research Method in Education. London: Reutledge
- Fujita, N. (2020). Transforming online teaching and learning: towards learning design informed by

- information science and learning sciences, *Information and Learning Sciences*, 121(7/8), 503-511. <https://doi.org/10.1108/ILS-04-2020-0124>
- Goldberg, J., & Cole, B.R. (2018). Quality Management in Education: Building and Equity in Student Performance. *Quality Management Journal*, 9(4), 8-22. <https://www.tandfonline.com/doi/abs/10.1080/10686967.2002.11919033>
 - Greca, I.M., Revilla, J.O., & Arriasec, I. (2021). Design and evaluation of a STEAM teaching-learning sequence for primary education. *Journal of Revista Eureka*, 18(1), 122-134. DOI: 10.25267/REV_EUREKA_ENSEN_DIVULG_CIENC.2021.V18.II.1802
 - Guisasola, J., Amatller, J., & Zuza, K. (2021). Designing Teaching Learning Sequences with Design Based Research: An emerging research line in science education. *Journal of Revista Eureka*, 18(1), 46-57. DOI: 10.25267/REV_EUREKA_ENSEN_DIVULG_CIENC.2021.V18.II.1801
 - Hengesterg, P.S., Bestler, L., & Marcketti, S.B. (2021). 18 is not a magic number: Faculty Reflections on Student Development Theories in Creating Inclusive Classrooms. *Innovative Higher Education*, 46(3), 83-96, <https://link.springer.com/article/10.1007/s10755-021-09558-6>
 - Kontoghiorghes, C., & Dembeck, D. (2018). Priotizing Quality Management and Sociatechnical Variabel in Terms of Quality Performance, *Quality Management Journal*, 8(3), 36-48. <https://www.tandfonline.com/doi/abs/10.1080/10686967.2001.11918965>
 - Lyashenko, M.S., & Malinina, I.A. (2015). The Use of Learning Management System Projects for Teaching a Foreign Language in the University. *Procedia – Social Behavioral Science*, 182(1), 81-88. <https://www.sciencedirect.com/science/article/pii/S1877042815030165>
 - Manire, R.N., & Tan, E.Y.B. (2021). Quo Vadis?: A Reflection on the Challenges of Curricular Reforms in the Philippine Higher Education. *International Journal for Innovation Education and Research*, 9(6), 381-384, <https://www.ijer.net>
 - Mustofa, M.I., Chodzirin, M., & Sayekti, L. (2019). The course model based online increasing quality. *WJIT: Walisongo Journal of Information Technology*, 1(2), 151-160. <http://journal.walisongo.ac.id/index.php/jit/index>
 - Oliviera, P.C., Cunha, C.J., & Nakayama, M.K. (2016). Learning Management Systems (Lms) and E-Learning Management: An Integrative Review and Research Agenda. *JISTEM - Journal of Information Systems and Technology Management*, 13(2), 78-89
 - Permendikbud No. 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
 - Sasongko, R.N. (2018). The Application of the National Higher Education Standards (NHES) for Quality Improvement of World Class Graduates. *EPH - International Journal of Educational Research*, 2(12), 12-19
 - Sasongko, R.N. (2021). Inovasi Pengelolaan Pendidikan. Jakarta: Halaman Moeka Publishing
 - Sasongko, R.N., Somantri, M., and Wachidi. (2018). The New Challenges of Implementation of School Principals Standards in the Era of Asean Economic Communities (AEC). *International Journal of Recent Scientific Research*, 9(9A), 28733-28736
 - Sayfour, N. (2018). Evaluation of the learning management system using students' perceptions. *Medical Journal of the Islamic Republic of Iran*, 30(2), 460-468, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5419244/>
 - Simmon, R. (2017). Quality-I is Safety-II: The Integration of Two Management Systems. *Quality Management Journal*, 24(2), 55-56. <https://www.tandfonline.com/doi/abs/10.>