

Structured Evaluation in Mentoring Programs for Student Career Development in Higher Education

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ABSTRACT – Mentoring programs in higher education have an important role in students' career development and their readiness for work. However, one of the problems that often occurs is the lack of structured evaluation of the program, which can have a significant impact on the effectiveness and achievement of students' career development goals. Without clear and systematic evaluation, universities cannot identify problems that arise during the program, such as mismatches between mentor and mentee expectations, or obstacles in communication and time. In addition, limited evaluation also hinders continuous improvement and optimization of mentoring programs, which in turn can affect the quality of mentoring relationships and the job readiness of students. This study aims to analyze the impact of the lack of structured evaluation on mentoring programs in higher education and provide recommendations on the importance of implementing continuous evaluation to ensure that the career development goals of students are achieved. Based on the results of the analysis, it is recommended that universities design a comprehensive evaluation system, involve mentors and mentees in the assessment, and ensure that improvements are made based on the evaluation results to improve the quality of the program. Thus, mentoring programs are expected to be more effective in supporting students' career development and preparing them for success in the world of work.

Keywords: Mentoring program, structured evaluation, career development, job readiness, college, mentoring relationship, program improvement.

A. INTRODUCTION

Currently, there is an increased focus on the job readiness of college graduates. In an era of globalization and competition, students are faced with the demand to have skills relevant to the needs of the job market. Not only technical skills are needed, but also social,

communication, and decision-making skills that can support their career success (Darmawan & Mardikaningsih, 2022). In an effort to prepare students to enter the workforce, many universities have begun to implement various support programs, one of which is a mentoring program. This mentoring program provides opportunities for students to receive direct guidance from professionals or alumni who have experience in fields relevant to their major, which is expected to help students better understand the world of work and prepare them for the challenges after graduation.

Another thing that has happened is the growing popularity of mentoring programs in many universities, both in formal and informal forms. This mentoring program is not only one-way, but is oriented towards two-way learning, where students and mentors share experiences and knowledge with each other. This creates a more personal and relevant relationship between students and professionals in a particular field, so that students not only get useful information for career development, but can also expand their professional networks. The mentoring program is considered an effective way to improve students' job readiness by giving them first-hand insight into the industrial world and providing more practical skills training (Abdullah et al., 2021).

However, although many universities have implemented mentoring programs, there has not been much in-depth research on their effect on student career development. Some studies show that mentoring can increase students' self-confidence, improve interpersonal skills, and open up wider networking opportunities. However, there are also challenges to be faced in implementing these mentoring programs, such as the difficulty of matching mentors with suitable mentees, as well as differences in the level of commitment between mentors and students. Therefore, it is important to further explore how mentoring programs can be optimized to have a positive impact on students'

job readiness and career development, as well as to find out what factors influence their success (Lunsford et al., 2017).

One of the main problems often faced in the implementation of mentoring programs in higher education is the incompatibility between mentor and mentee. An effective mentoring program depends heavily on the quality of the relationship formed between mentor and student. Mismatches in the selection of mentors that do not match the needs or career goals of students can hinder the effectiveness of the program. Research by Eby et al. (2008) shows that the alignment between mentor and mentee in terms of goals and guidance approaches is very important to achieve positive results in career development. This mismatch can cause students to feel that they are not getting relevant insights or feel unsupported, thus reducing the benefits that should be obtained from the mentoring relationship.

In addition to issues of suitability, time constraints and commitment from both parties, both mentors and students, are also major obstacles to the effectiveness of mentoring programs. Many mentors, especially experienced professionals, have busy schedules, making it difficult to provide enough time to meet or provide regular guidance to mentees (Giannone et al., 2018). This makes it difficult for students to get consistent and comprehensive guidance. In research conducted by Ragins and Kram (2007), it was found that the level of mentor commitment is directly proportional to the results obtained by the mentee, where limited time is one of the main obstacles to successful mentoring. Likewise, students often have a busy college schedule and other demands that prevent them from attending mentoring sessions with sufficient intensity.

Another problem that is often encountered is the lack of evaluation of the mentoring program itself. Although many universities implement this program, there is often no structured evaluation system to measure the extent to which the mentoring program is successful in supporting student career development (Johns & McNamara, 2014). Without a good evaluation, it is difficult to know what factors influence the success or failure of the program. Several studies show that mentoring programs that are not regularly evaluated tend to lose direction or even fail to meet expectations of both students and mentors (Allen et al., 2008). Unclear

objectives, lack of feedback, and lack of continuous improvement make mentoring programs tend to stagnate and fail to adapt to the evolving needs of students.

The urgency to observe the influence of the mentoring program on student career development is very high given the challenges faced by college graduates in entering an increasingly competitive world of work. Although many students have a good academic background, many of them find it difficult to adapt to the demands of a dynamic job market. Mentoring programs can be a bridge that connects theoretical knowledge with the practical skills needed in the professional world, as well as helping students build a wider network. Therefore, it is important to assess how much this program contributes to preparing students for success after graduation, as well as identifying factors that can increase the effectiveness of the program. Without an understanding of the impact of this program, universities may find it difficult to design and manage programs that can truly meet the expectations of students and the job market.

In addition, with more and more universities starting to implement mentoring programs, a more in-depth evaluation of the effectiveness of these programs is also becoming increasingly important. Mismatches between mentors and mentees, lack of commitment, and the absence of clear evaluations can reduce the benefits that students should derive from these programs. If not addressed, mentoring programs can become less relevant and even have the potential to waste resources that should be used to support students' career development. Therefore, conducting research to identify the main problems in the implementation of mentoring programs and examining their effect on students' job readiness is an important step so that universities can improve the quality of this program and better prepare students to face the challenges of the professional world.

The purpose of this study is to analyze how the mismatch between mentor and mentee can affect the effectiveness of mentoring programs in developing the careers of college students. This study aims to identify the factors that can cause this mismatch and how it impacts the benefits that students gain in developing their careers. This study also aims to examine the extent to which time constraints and the commitment of mentors and students can influence the success of mentoring programs to

improve students' job readiness. By understanding these challenges, it is hoped that insights can be gained into the obstacles faced in implementing effective mentoring programs.

In addition, this study aims to evaluate the impact of the lack of structured evaluation of mentoring programs on achieving student career development goals. This study will examine how the absence of regular evaluation affects the effectiveness of the program and how much it affects the success of students in entering the workforce.

B. METHOD

This study will use a literature review approach as the main method to examine the effect of mentoring programs on student career development. This approach was chosen because a literature review makes it possible to gain a comprehensive understanding of the topic by collecting and analyzing various existing research results. By reviewing relevant literature, this study can identify the factors that influence the effectiveness of mentoring programs and their impact on the job readiness of students in various universities. The literature study method also allows researchers to obtain a broader picture of the problems in higher education and mentoring, as well as to explore various research results that may vary to identify challenges or successes in the implementation of mentoring programs (Bozeman & Feeney, 2007).

The data collection process in this literature study involves searching for published scientific articles, books, research reports, and other academic sources on mentoring programs in higher education. The researcher will identify various studies that focus on the relationship between mentor and mentee, as well as evaluations of mentoring programs related to higher education. The sources taken will be selected based on credibility and relevance to the topic under study. In addition, this study will examine the literature that discusses the role of mentoring programs in student career development, including the challenges faced by students and mentors (Eby et al., 2008).

To provide more perspective on evaluating the effectiveness of mentoring programs, this study will also review the literature on the evaluation of education and mentoring programs that have been conducted at other universities. These studies provide an overview of the importance of structured evaluation and feedback to

measure the success of mentoring programs (Ragins & Kram, 2007). By examining various studies that assess the success of mentoring programs, this study will be able to explore the factors that influence the level of success and its impact on student job readiness.

Finally, this study will also explore studies that discuss the commitment of mentors and mentees and the time-related challenges that affect the implementation of mentoring programs. Several studies have shown that effective mentoring relationships depend heavily on a balanced commitment between mentors and mentees (Allen et al., 2008). By analyzing various related literatures, this study will provide a clearer understanding of the factors that can improve or hinder the implementation of mentoring programs in higher education, as well as providing insights into steps that can be taken to improve these programs.

C. RESULTS AND DISCUSSION

Impact of Mentor and Mentee Disagreement on the Effectiveness of the Mentoring Program in Student Career Development

The mismatch between mentor and mentee in a college mentoring program can have a significant impact on the effectiveness of student career development. One of the main problems that arises is the mismatch in goals and expectations between mentor and mentee. Mentors usually have more experience and a deeper understanding of the world of work, while mentees may focus more on understanding theory and academic preparation. This mismatch can lead to a lack of understanding of what should be achieved in the mentoring relationship, leaving mentees feeling dissatisfied or even confused by the direction provided (Kram, 1985). In cases like this, the mentoring relationship cannot develop optimally, ultimately reducing the potential for career development for students.

In addition to differences in goals, mismatches in communication style between mentor and mentee can also affect the success of mentoring. A mentor who is more results-oriented and provides practical advice directly may find it difficult to communicate with a mentee who needs more structured guidance and emotional support (Darmawan et al., 2018; Lembong et al., 2015). This will cause the mentee to feel stressed or under-appreciated, thus reducing the effectiveness of the mentoring (Noe, 1988).

In this case, differences in communication styles and incompatible expectations can hinder the achievement of the desired career development goals for students, both in terms of improving technical skills and developing professional networks (Mardikaningsih et al., 2021).

Disagreements can also arise in terms of the level of commitment that the mentor and mentee have to the mentoring program. Each individual has different communication preferences and needs (Hariani et al., 2019). If the mentor is not committed enough to provide the necessary time and attention, the mentee may feel neglected and not receive the guidance needed to develop their career (Mardikaningsih & Darmawan, 2018; Mardikaningsih, 2013). Conversely, if the mentee is not active or does not show commitment to the mentoring process, the mentor will also feel that their efforts are ineffective and futile (Eby et al., 2008). Research by Allen et al. (2008) shows that a relationship of mutual commitment to a common goal can increase the effectiveness of mentoring, while a lack of commitment on both sides can make the relationship unproductive.

In addition, a mismatch between mentor and mentee can also lead to gaps in the transfer of knowledge and skills. Mentors who have extensive experience in a particular industry may tend to assume that mentees should immediately absorb all technical information, while mentees may find it difficult to understand or even be less interested in overly technical aspects (Giannone et al., 2018). As a result, mentoring, which should be a means of developing practical and professional skills, becomes a confusing and boring experience for mentees (Ragins & Kram, 2007). If there is no understanding of the focus and purpose of mentoring, the development of skills relevant to the student's career will not be achieved.

Another negative impact of the mismatch in the mentoring program is the limited opportunity to build useful networking relationships. One of the main benefits of a mentoring program is the ability to expand a professional network, which is very important for a student's career after graduation. However, if the mentor and mentee do not understand each other and cannot communicate well, then the opportunity to introduce the mentee to the mentor's professional network will also be reduced (Eby et al., 2008). This reduces the potential for career development for mentees, who should be able to take advantage of the mentor

relationship to gain deeper insights into the industry and build connections that can support their careers (Darmawan, 2017).

In addition, a mismatch between mentor and mentee can lead to an imbalance in the provision of feedback. Constructive and relevant feedback is essential to help students develop, both in terms of technical skills and in terms of the interpersonal skills needed in the professional world (Wulandari et al., 2023). However, if the mentor and mentee do not understand each other's approach to effective feedback, the process can become unproductive. For example, a mentor who provides feedback too critically without providing enough support can cause the mentee to feel unappreciated or depressed, while a mentee who is not open to criticism limits the benefits that can be obtained from the relationship (Scandura, 1998).

To overcome this mismatch, it is important to make more intensive efforts to select mentors that are in line with students' career needs and goals. In addition, training for mentors on how to adapt to mentees' different learning and communication styles is also important to increase the effectiveness of mentoring programs. Research by Kram (1985) shows that the success of a mentoring program depends heavily on the mentor's ability to adapt their approach to the mentee's needs, as well as on the mentee's readiness to accept the guidance provided. Therefore, alignment between the two parties must be a primary concern for designing and implementing mentoring programs in higher education.

The Influence of Time Limitations and the Commitment of Mentors and Students on the Success of the Mentoring Program to Improve Student Work Readiness

Time constraints and commitments of mentors and students are significant challenges that can affect the success of mentoring programs to improve students' job readiness. Mentors, who usually have other professional obligations, often find it difficult to make enough time to interact with mentees. This can reduce the quality of the guidance provided and hinder the mentees' ability to gain the insights needed to prepare themselves for the world of work. Mentors and mentees who cannot allocate time effectively result in a less intensive and suboptimal mentoring program. Research by Allen et al. (2008) shows that inconsistent

mentoring relationships due to time constraints often fail to have a significant impact on students' career development.

Time constraints on the part of students also play an important role in the success of mentoring programs (Khayru et al., 2022). Students who have a busy academic schedule, coupled with extracurricular activities or part-time jobs, may find it difficult to make enough time for mentoring sessions. As a result, they may miss out on valuable guidance and experience limitations in their learning and career development. Eby et al. (2008) explain that the success of a mentoring program depends heavily on the active involvement of the mentee, which requires adequate time allocation and commitment to follow the guidance provided by the mentor.

Commitment from both parties, mentor and mentee, is an important element in creating a productive mentoring relationship (Giannone et al., 2018). Without a strong commitment from the mentor to support the mentee's development and without a commitment from the mentee to follow the mentoring process, the relationship will not be able to achieve its goals. According to Kram (1985), effective mentoring depends on the willingness of both parties to engage in the process in depth and continuously. Without a strong commitment, the interaction between mentor and mentee can become superficial, and the opportunities for skill development and work readiness of students can be hampered (Tinoco-Giraldo et al., 2020).

In addition, an imbalance in commitment between mentor and mentee can lead to an unbalanced mentoring relationship. If the mentor shows greater commitment than the mentee, the mentor may feel frustrated and unappreciated, which can ultimately reduce their motivation to provide further support. Conversely, if mentees are not committed enough to follow guidance or do not show initiative in learning, they may not fully benefit from the relationship. This is in line with the findings of Allen et al. (2008), who state that balanced and mutually committed mentoring relationships tend to produce more positive results in student career development.

Time constraints and unbalanced commitments can affect the quality of feedback provided in mentoring relationships. In an ideal relationship, the mentor provides constructive feedback on a regular basis, helping the mentee

understand strengths and areas for improvement. However, if time is limited, the mentor may not have the opportunity to provide in-depth and useful feedback to the mentee. Eby et al. (2008) revealed that inconsistent or less substantial feedback can reduce the effectiveness of mentoring in helping mentees prepare for the world of work. Conversely, regular feedback can increase mentees' understanding of what is expected in a professional environment (Kurniawan & Darmawan, 2021).

In addition, the success of a mentoring program also depends on the frequency of meetings between mentor and mentee. Mentoring programs that rely on occasional meetings without a clear schedule or without consistent follow-up will have difficulty producing significant results. Research by Noe (1988) shows that more frequent and structured meetings provide a greater opportunity for mentors and mentees to discuss career goals, update developments, and overcome obstacles that may arise during the mentoring process. In other words, the success of a mentoring program is greatly influenced by how often the two parties can interact and evaluate their progress (Johns & McNamara, 2014).

Therefore, to overcome the challenges of limited time and commitment, it is important for universities to design a flexible but well-structured mentoring program. The program must be able to adapt to the busy schedules of both parties, while still ensuring sufficient interaction between mentor and mentee. In addition, it is also important to provide training to mentors on effective ways to manage time and provide focused guidance despite time constraints (Ragins & Kram, 2007). This will ensure that despite time constraints, the mentoring program can still provide maximum benefits for students' career development.

The Role of Structured Evaluation in Increasing the Effectiveness of Mentoring Programs and the Achievement of Student Career Development Goals

The lack of a structured evaluation of mentoring programs can have a significant negative impact on the achievement of career development goals for university students. Without systematic evaluation, mentoring programs may not be able to identify exactly what works well and what needs to be improved (Hutomo et al., 2012). Lack of or inadequate evaluation can lead to a lack of understanding of whether the

program objectives are being achieved, thus hindering further improvement and optimization (Liu et al., 2011). Without a mechanism to assess effectiveness, the career development expected of students through mentoring programs can be severely limited.

One of the main impacts of the absence of a structured evaluation is the undetection of the gap between expectations and reality in mentoring relationships. Without evaluation, the difference between what mentors and mentees expect from the program cannot be clearly revealed, which can lead to dissatisfaction or lack of progress in the mentoring process (Giannone et al., 2018). According to Allen et al. (2008), mentoring relationships that are not properly monitored can lead to a mismatch between mentoring goals and the results achieved. This can make mentoring relationships unproductive and reduce opportunities for students to develop.

In addition, the lack of structured evaluation also reduces the ability of universities to identify problems that arise during the implementation of mentoring programs. For example, without proper evaluation, challenges faced by mentors or mentees, such as lack of time or difficulties in communication, may not be detected until it is too late. Research by Kram (1985) shows that ongoing and structured evaluation is essential to detect problems that may hinder the achievement of mentoring objectives. If these problems are not discovered early, the impact on the effectiveness of the program will be greater, and the goal of career development for students may not be achieved.

Lack of evaluation can also lead to a lack of accountability from both mentor and mentee. Without clear assessments of achievement and progress, both mentor and mentee may feel uncommitted to achieving the desired outcomes (Okolie et al., 2020). Eby et al. (2008) explain that evaluation functions as a tool to maintain the commitment of both parties to the goals of the mentoring program. In situations without clear evaluation, mentors and mentees tend to feel less bound and committed to giving their best in the mentoring process, which can ultimately affect the quality of the mentoring relationship itself (Johns & McNamara, 2014).

Another impact is the limited opportunity to improve the quality of the program. Unstructured evaluations do not provide the data needed to make changes or improvements to the mentoring program. Without evaluation,

universities cannot assess whether the current mentoring approach or methodology is effective or needs to be adjusted. This traps the program in the same pattern without any innovation to adapt to the changing needs of the mentee (Ragins & Kram, 2007). Therefore, continuous evaluation is needed to keep the program relevant and beneficial to students.

The lack of evaluation also means that the measurement of program success cannot be done objectively. An effective mentoring program must be able to demonstrate measurable results, such as increased career readiness or professional skills development. Without clear evaluations, universities cannot know the extent to which mentoring programs have helped students develop the skills needed in the workplace (Sutarjo et al., 2007). According to Noe (1988), evaluation results can provide a more accurate picture of the effectiveness of a program and whether adjustments are needed in the approach used to support student career development. Objective and measurable evaluations are very important to ensure that the program can adapt and develop effectively according to the mentee's needs and predetermined goals.

Overall, without adequate structured evaluation, mentoring programs will not be able to function optimally to achieve their goals. Structured evaluation allows universities to identify strengths and weaknesses in mentoring programs, so that improvements can be made to increase their effectiveness (Andayani & Darmawan, 2004; Gunawan et al., 2016). Programs that are not properly evaluated run the risk of not having a significant impact on students' career development. Therefore, universities need to design and implement a systematic evaluation system to ensure that the mentoring program objectives are maximally achieved (Scandura, 1998).

D. CONCLUSIONS

In conclusion, the lack of structured evaluation in mentoring programs can have a significant impact on the achievement of students' career development goals. Without a systematic evaluation mechanism, universities will find it difficult to assess the effectiveness of the program, identify emerging problems, and make necessary improvements. This can hamper the career development process of students, reduce the quality of mentoring relationships, and affect the employability of

students. Inadequate evaluation also risks making the program unable to adapt to the evolving needs of participants and failing to provide optimal results for students.

A structured evaluation conducted on an ongoing basis can help universities to evaluate the impact of the mentoring program, understand the gap between expectations and reality, and adjust the approach used to make it more relevant to the needs of students. Good evaluation also provides an opportunity to strengthen the commitment between mentor and mentee, improve the quality of the mentoring relationship, and ensure that career development goals are achieved more effectively. Without clear and objective evaluation, the management of mentoring programs will be difficult and can lead to a waste of time and resources.

The advice for universities is to design and implement a more structured and comprehensive evaluation system in the mentoring program. This system needs to cover various aspects, such as evaluating the relationship between mentor and mentee, achieving career goals, and the impact of the program on students' job readiness. In addition, it is also important to involve mentoring participants in the evaluation process, provide constructive feedback, and adjust the program based on the findings of the evaluation. Thus, mentoring programs can be more effective in supporting students' career development and preparing them to enter the workforce with relevant and ready-to-use skills.

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