

## Compulsory Modules

Module Title	Module Code
Curriculum and Learning	MMA-102

<b>Semester</b>	1st semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	2 SKS/ 3.02 ECTS
<b>Semester periods per week</b>	1.7 weekly hours (lecture)
<b>Contact hours</b>	27 hours
<b>Self-study</b>	64 hours
<b>Workload</b>	91 + 64 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report (Assignment)</li> <li>3. Independent and Group Tasks (Assignment)</li> <li>4. Mid-term and Final Test</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 8% Project Result Report Assignments: 65% Independent and Group Tasks: 12% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	After completing the module, students will be able to have a positive attitude towards learning processes and outcomes, are devoted to God Almighty, have correct basic knowledge about curriculum and learning, are able to think critically and innovatively for curriculum development and learning, and are able to develop a specific curriculum for learning development and are able

	to carry out the learning process responsibly.
	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to able to explain the basic concepts and dimensions of the curriculum</li> <li>2. Students are able to explain the nature of the curriculum</li> <li>3. Students are able to explain the components of the curriculum</li> <li>4. Students are able to explain curriculum sources, curriculum reference values, curriculum development processes, curriculum models, curriculum development and learning foundations, curriculum development and learning principles, curriculum development and learning approaches, curriculum and learning evaluation, curriculum innovation and learning, content standards and curriculum graduation standards, and syllabus development and curriculum</li> </ol>
<p><b>Content</b></p>	<p>This course examines various theoretical and practical aspects both related to curriculum and learning which function to equip prospective students of education staff in the field of physical education with the insights and understanding that are expected to equip them to become professional physical education teachers. The material studied in this course contains basic concepts, dimensions, essence, basis, principles, sources, reference values, models, objectives, graduate competency standards, content standards, and implementation of curriculum and learning programs</p> <p>This course covers:</p> <ol style="list-style-type: none"> <li>1. Basic concepts and dimensions of curriculum</li> <li>2. Essence of curriculum, Curriculum components</li> <li>3. Curriculum resources</li> <li>4. Curriculum reference values</li> </ol>

	<ol style="list-style-type: none"> <li>5. Curriculum development models</li> <li>6. Curriculum models</li> <li>7. Curriculum development foundations</li> <li>8. Curriculum development principles</li> <li>9. Curriculum development approaches</li> <li>10. Curriculum evaluation</li> <li>11. Curriculum innovation</li> <li>12. Content standards and competency standards for curriculum graduates</li> <li>13. Syllabus and RPP development</li> </ol>
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>● Tim Pengembang MKDP Kurikulum dan Pembelajaran. (2006). <i>Kurikulum dan Pembelajaran</i></li> <li>● Sukmadinata, NS. (1998). <i>Pengembangan Kurikulum</i>. Bandung: Remaja Rosdakarya.</li> <li>● Yuliani, E, (2004) <i>Kurikulum dan Pembelajaran. Filosofi, Teori, dan Aplikasi</i>. Bandung. Pakar Raya Prakarya Pustaka</li> <li>● <i>Evaluasi Kurikulum</i>. P.T. Remaja Rosdakarya Bandung. Skillback, M (ed). (1984)</li> </ul>
<b>Types of courses</b>	Lecture (1.7 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory module in degree programme Doctor in Education
<b>Module Convenor</b>	Dr.Nina Kurnia, M.Pd.
<b>Additional information</b>	

## Compulsory Module

Module Title	Module Code
Advanced Science Philosophy	MDK-101

<b>Semester</b>	1st semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 8% Project Result Report Assignments: 65% Independent and Group Tasks: 12% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	After completing this module, student will be able to: <ol style="list-style-type: none"> <li>1. Have character, moral values, ethics, and norms that are internalized in every student contribution in solving educational problems</li> <li>2. Develop science correctly, objectively, and in</li> </ol>

	<p>accordance with the way it works and fulfill the principles of philosophy, as well as its implementation in the development of science education by utilizing the latest technology.</p> <ol style="list-style-type: none"> <li>3. Have an operational scientific epistemology of research in obtaining, processing, and drawing conclusions.</li> <li>4. Commit to the expansion of educational innovation.</li> <li>5. Develop scientific, technological, or artistic arguments and solutions based on a critical view of educational facts.</li> </ol>
	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Able to simulate the workings of philosophy and philosophy of science (Able to simulate the workings of philosophy and philosophy of science)</li> <li>2. Able to describe the position of scientific development correctly (Able to describe the position of scientists, scientific development correctly)</li> <li>3. Able to distinguish between theory and concept (Able to distinguish between theory and concept)</li> <li>4. Able to analyze the workings of falsifiability and falsification</li> <li>5. Able to synthesize the workings of objectivism</li> <li>6. Able to analyze theory as structure (Able to analyze theory as structure)</li> <li>7. Able to distinguish rationalism and relativism (Able to distinguish rationalism and relativism)</li> <li>8. Able to describe the constellation of philosophy of science, theory as a structure, and its implications in science education (Able to describe the constellation of philosophy of science, theory as a structure, and its implications in science education)</li> <li>9. Able to analyze the philosophy of realism, instrumentalism, and truth (Able to analyze the</li> </ol>

	<p>philosophy of realism, instrumentalism, and truth)</p> <p>10. Able to simulate the workings of science (Able to simulate the workings of science)</p> <p>11. Able to simulate the workings of empirical induction</p> <p>12. Able to simulate the workings of the exact science of deduction</p> <p>13. Able to describe the development of the philosophy of science (Able to describe the development of the philosophy of science)</p> <p>14. Able to design the implementation of educational science development (Able to design the implementation of educational science development)</p>
<b>Content</b>	<p>This course covers:</p> <ol style="list-style-type: none"> <li>1. Introductions, competency expectations realized, needs analysis, program planning, group formation, lecture synopsis, simulate the workings of philosophy and philosophy of science</li> <li>2. The position of scientists, the development of science correctly</li> <li>3. The difference between theory and concept</li> <li>4. A synthesis of how objectivism works</li> <li>5. How falsifiability and falsification work</li> <li>6. An Analysis of theory as a structure</li> <li>7. The difference between rationalism and relativism</li> <li>8. The constellation of philosophy of science, theory as a structure, and its implications in education</li> <li>9. Philosophy of realism, instrumentalism, and truth</li> <li>10. Simulation of how science works</li> <li>11. Simulation of how the empirical science of induction works</li> <li>12. Simulation of how the exact science of deduction works</li> <li>13. The development of the philosophy of science</li> <li>14. The design of the implementation of educational science development</li> </ol>
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>➤ Husaini, A. (2020). Philosophy of Science: Western &amp; Islamic Perspectives. Human Echo.</li> <li>➤ Kebung, K. (2021). Philosophy of Science. Smart</li> </ul>

	<p>Library Publisher</p> <ul style="list-style-type: none"> <li>➤ Kristiawan, M. (2016). Philosophy of Education The Choice is Yours. Yogyakarta: Valia Pustaka</li> <li>➤ Saebani, BA (2013). Philosophy of Science: Philosophical Contemplation on the Intricacies of the Sources and Purposes of Science.</li> <li>➤ Lubis, AY (2015). Philosophy of Classical to Contemporary Sciences. Jakarta: Raja Grafindo Persada</li> <li>➤ Additional Focused references will be given when it is necessary.</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory Module in degree programme Doctor in Education
<b>Module Convenor/Lecturer</b>	Prof. Dr. Syukri Hamzah, M.Sc. Prof. Dr. Sudarwan Danim
<b>Additional information</b>	

## Compulsory Module

Module Title	Module Code
Diffusion of Educational Innovation	MIP-101

<b>Semester</b>	1st semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 8% Project Result Report Assignments: 65% Independent and Group Tasks: 12% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	After completing this module, student will be able to: <ol style="list-style-type: none"> <li>1. Internalize academic values, norms, and ethics of educational diffusion and innovation.</li> <li>2. Demonstrate a responsible attitude towards work in educational diffusion and innovation independently.</li> </ol>



	<ol style="list-style-type: none"> <li>3. Master fundamental concepts and research procedures that can solve problems of diffusion and educational innovation.</li> <li>4. Master educational philosophy as the basis for developing educational praxis</li> <li>5. Make appropriate decisions in the context of problem-solving in educational diffusion and innovation based on the results of the information analysis and data obtained.</li> <li>6. Design and implement educational diffusion and innovation based on the problems faced scientifically following academic ethics</li> </ol>
	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Able to explain: the nature of educational diffusion and innovation.</li> <li>2. Be able to explain the elements and the relationship between the elements of diffusion and innovation.</li> <li>3. Able to explain contributions and criticisms of diffusion research results in both diffusion and innovation applications</li> <li>4. Able to explain the process of innovation development along with examples of an educational innovation:       <ol style="list-style-type: none"> <li>a) Carry out a search of the innovation development process</li> <li>b) Adopters and adoption</li> </ol> </li> <li>5. Ability in analyzing the process of individuals and social units in taking the innovation-decision process</li> <li>6. Able to explain the rationale for the Attribution of innovation and the rate of adoption of innovation.</li> <li>7. Able to explain the meaning of mass leadership and innovation networks</li> <li>8. Able to explain the types and functions of change agents.</li> </ol>

	<p>9. Able to explain the types of innovation.</p> <p>10. Able to explain innovation in the organization.</p> <p>11. Able to Analyze examples of innovation.</p> <p>12. Able to analyze cases and put innovation into practice.</p>
<p><b>Content</b></p>	<p>This course covers:</p> <ol style="list-style-type: none"> <li>1. The essence of educational diffusion and innovation</li> <li>2. The elements and the relationship between the elements of diffusion and innovation</li> <li>3. Contributions and criticisms of diffusion research results in both diffusion and innovation applications</li> <li>4. The process of innovation development and examples in educational innovation.</li> <li>5. Tracing the process of innovation development</li> <li>6. Adopter and adoption (characteristics, types, and determining factors</li> <li>7. The process of individuals and social units in making the innovation-decision process</li> <li>8. Innovation attribution and innovation adoption rate</li> <li>9. The meaning of mass leadership and innovation network.</li> <li>10. Types and functions of change agents and types of Innovation</li> <li>11. Innovation in organization</li> <li>12. Analysis of examples of innovation.</li> <li>13. Case analysis and innovation practice</li> </ol>
<p><b>Sources/ Reading</b></p>	<ul style="list-style-type: none"> <li>➤ Diffusion Of Innovation in Modern School (Dr. Lazar Stošić, and Irena Stošić, 2013)</li> <li>➤ Diffusion of Web Supported Instruction in Higher Education – The Case of Innovation Diffusion Model in Higher Education: Case Study Of E-Learning Diffusion (Sanjana Buć1 and Blaženka Divjak, 2015)</li> <li>➤ Diffusion of Web Supported Instruction in Higher Education – The Case of Tel-Aviv University (Tal Soffer1, Rafi Nachmias2 and Judith Ram3, 2013)</li> <li>➤ The Diffusion of Innovations in Education: A Study of</li> </ul>

	<p>Secondary English Language Arts Teachers' Classroom Technology Integration (Kelly Keener Thayer, 2013)</p> <p>➤ Additional Focused references will be given when it is necessary.</p>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory module in degree programme Doctor in Education
<b>Module Convenor/Lecturer</b>	Prof. Dr. Baden, MA Prof. Dr. Wachidi, M.Pd
<b>Additional information</b>	

## Compulsory Module

Module Title	Module Code
Methodology for Advanced Research	MDK-104

<b>Semester</b>	1st semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 8% Project Result Report Assignments: 65% Independent and Group Tasks: 12% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	After completing this module, student will be able to: <ol style="list-style-type: none"> <li>1. Able to uphold human values and have morals, ethics, values, norms, personality, teamwork, leadership, caring, and responsibility in improving the quality of education.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Able to master various educational research methodologies.</li> <li>3. Able to discover or develop new scientific theories/conceptions/ideas, contribute to the development and practice of science and technology that pays attention to and apply the values of the humanities in their field of expertise by producing scientific research based on scientific methodology, logical, critical, systematic thinking, and creative;</li> <li>4. Able to compile interdisciplinary, multidisciplinary, or transdisciplinary research, including theoretical and experimental studies in science, technology, art, and innovation, as outlined in the form of dissertations and papers published in reputable international journals.</li> <li>5. Able to compile a dissertation research proposal in accordance with the scientific field.</li> </ol>
	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Ability to determine the problem, focus or research variables</li> <li>2. Ability to determine research classification according to approach, function and design.</li> <li>3. Ability to implement operational research processes</li> <li>4. Ability to design a research proposal</li> <li>5. Mastering various research methodologies: qualitative, quantitative, development, class action, policy, evaluation, descriptive, correlation, path analysis, ex post facto, and experimentation)</li> </ol>
<b>Content</b>	<p>This course covers:</p> <ol style="list-style-type: none"> <li>1. Introductions, expectations for realized competencies, needs analysis, program planning, group formation, lecture synopsis.</li> <li>2. Proposal outline, way of writing, and how to refer</li> </ol>

	<ol style="list-style-type: none"> <li>3. Division of tasks</li> <li>4. Research framework</li> <li>5. Development Research</li> <li>6. Qualitative Research</li> <li>7. Classroom action research</li> <li>8. Policy Research</li> <li>9. Evaluation Research</li> <li>10. Descriptive Research</li> <li>11. Correlation Research</li> <li>12. Path Analysis Research</li> <li>13. Expost Facto Research</li> <li>14. Experimental Research</li> </ol>
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>➤ [5] Creswell, John W. (2016). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc</li> <li>➤ Additional Focused references will be given when it is necessary.</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory Module in degree programme Doctor in Education
<b>Module Convenor/Lecturer</b>	<ol style="list-style-type: none"> <li>1. Prof. Dr. Bambang Sahono</li> <li>2. Dr. Muhammad Kristiawan, M.Pd</li> <li>3. Dr. Fitri April Yanti, M.Pd</li> </ol>
<b>Additional information</b>	

## Compulsory Modules

Module Title	Module Code
System of Educational Assessment and Evaluation	MDK-103

<b>Semester</b>	1st semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 8% Project Result Report Assignments: 65% Independent and Group Tasks: 12% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	After completing this module, student will be able to: <ol style="list-style-type: none"> <li>1. Act as citizens who are proud and have nationalism and a sense of responsibility to the state and nation;</li> <li>2. Able to develop knowledge, technology, and art in</li> </ol>

	<p>the field of education through research to produce tested innovative works</p> <ol style="list-style-type: none"> <li>3. Inter-multiple and transdisciplinary mastery of scientific philosophy, paradigms, theories, concepts, and research results in various disciplines relevant to the system of educational assessment and evaluation to develop a paradigm with a novelty contribution or framework to original research will be carried out in the form dissertation.</li> <li>4. Able to develop and maintain collegial and peer-to-peer relationships within their environment or through a collaborative network with research communities outside the institution</li> <li>5. Demonstrate the behavior of carrying out duties as an expert in a system of educational assessment and evaluation that reflects the personality of educators and scientists, namely independence, integrity, attitude, and professional responsibility, as well as awareness of the philosophical and scientific foundations for each of their professional actions.</li> </ol>
	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Able to describe the position of scientists' scientific development correctly</li> <li>2. Able to distinguish between theory and concept</li> <li>3. Be able to analyze how falsifiability and falsification work.</li> <li>4. Able to simulate the workings of science</li> <li>5. Able to design the implementation of educational science development.</li> </ol>
<b>Content</b>	The educational assessment and evaluation system equip



	<p>students with:</p> <ol style="list-style-type: none"> <li>1. The concept of experience and training on educational assessment and evaluation systems as a provision for conducting institutional assessment and evaluation,</li> <li>2. Institutional self-assessment and evaluation</li> <li>3. Internal assessment and evaluation</li> <li>4. External assessment and evaluation, assessment and evaluation policies</li> <li>5. Evaluation models,</li> <li>6. Orientation and approach in evaluation</li> <li>7. Accreditation and assessment</li> <li>8. Evaluation of programs.</li> </ol>
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>➤ Menristekdikti, 2015, Permenristekdikti Nomor 44 Tahun 2015 tentang Standar Nasional Pendidikan Tinggi, Jakarta, Permenristekdikti</li> <li>➤ Ryan Watkins, 2012, A Guide to Assessing Needs Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results</li> <li>➤ Additional Focused references will be given when it is necessary.</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory Module in degree programme Doctor in Education
<b>Module Convenor/Lecturer</b>	Dr. Hadiwinarto, M.Psi.  Dr. Wasidi, M.Pd
<b>Additional information</b>	

<b>Module Title</b>	<b>Module Code</b>
Analysis of Curriculum Development and Instruction	MIP-202

### Compulsory Module

<b>Semester</b>	2nd Semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Attendance</li> <li>3. Topic Presentation Assignment</li> <li>4. Project Result (Final Product Assignment)</li> <li>5. Mid-term Exam</li> <li>6. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Quality of presentation materials 15% Participatory at class discussion: 15% Final Product (producing book) Assignments: 20% Mid-term test: 20 % Final test: 20 % Attendance: 10%
<b>Learning outcomes</b>	After completing this course, students: <ol style="list-style-type: none"> <li>1. Able to uphold human values and have morals, ethics, values, norms, personality, cooperation, leadership,</li> </ol>

	<p>caring, and responsibility in improving the quality of education;</p> <ol style="list-style-type: none"> <li>2. Contribute to improving the quality of life in society, nation, state, and progress of civilization based on Pancasila;</li> <li>3. Appreciate the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings;</li> <li>4. Able to discover, create, and make new contributions to development, as well as experience in science and technology that pays attention to and applies the values of the humanities in their field of expertise by producing designs, prototypes, or technological innovations with added value or can be used for completion problems based on logical, critical, creative, and wise thinking</li> <li>5. Able to develop critical and innovative studies of existing education policies and strategies for the sake of quality improvement and further development</li> <li>6. Able to develop knowledge, technology, and or arts in the field of education through research, so produce proven innovative work.</li> <li>7. Master educational philosophy as the basis for developing educational praxis</li> </ol>
	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Ability to make a final product of the analysis of curriculum and learning in the form of book;</li> <li>2. Project the competence of understanding and examining the Basic Concepts of Curriculum, Curriculum Basis, Curriculum Components, Curriculum Design, Curriculum Theory and Principles of Curriculum Development, Effective Schools and 6 C Competency Oriented Learning, National Curriculum Journey, KKNI-Based Curriculum, Independent</li> </ol>

	<p>Curriculum for Driving School Programs, and Profiles Pancasila Students, Higher Education Curriculum, Development of Early Childhood and Non-formal Education Learning Plans, Development of Basic Education Learning Plans, Development of Secondary Education Learning Plans, Development of Higher Education Learning Plans, Competency Oriented Learning 6 C (Computational Thinking, Creative Thinking, Critical Thinking, Collaboration, Communication, and Compassion).</p>
<p><b>Content</b></p>	<p>This course covers:</p> <ol style="list-style-type: none"> <li>1. The Basic Concepts of the Curriculum</li> <li>2. The Basic Curriculum</li> <li>3. The Curriculum Components</li> <li>4. The Curriculum Design</li> <li>5. The Curriculum Theory and Principles of Curriculum Development</li> <li>6. The Effective Schooling and Competency Oriented Learning 6 C</li> <li>7. The journey of the National Curriculum</li> <li>8. The IQF-Based Curriculum</li> <li>9. The Independent Curriculum, the Driving School Program, and the Pancasila Student Profile</li> <li>10. The Higher Education Curriculum</li> <li>11. The Development of Early Childhood and Non-formal Learning Plans</li> <li>12. The Development of Basic Education Learning Plans</li> <li>13. The Development of Secondary Education Learning Plans</li> <li>14. The Development of Higher Education Learning Plans.</li> </ol>
<p><b>Sources/ Reading</b></p>	<p>➤ Kristiawan, M. (2019). Analysis of Curriculum</p>

	<p>Development and Learning. Bengkulu: Publishing and Publication Unit of the University of Bengkulu FKIP</p> <ul style="list-style-type: none"> <li>➤ Permenristekdikti (The Regulation from Ministry of Education, Culture, Research and Technology) Number 44 of 2015</li> <li>➤ Minister of Education and Culture No. 3 of 2020</li> <li>➤ Prime, DI (2013). Curriculum and Education in Indonesia: The Process of Finding the Ideal Direction of Education in Indonesia or the Hegemony of the Rulers' Interests? Journal of Sociological Thought Volume 2 No.1, May 2013.</li> <li>➤ Additional Focused references will be given when it is necessary.</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory module in degree programme Doctor in Education
<b>Module Convenor</b>	<p>Prof. Dr. Badeni</p> <p>Dr. Muhammad Kristiawan</p> <p>Dr. Fitri April Yanti</p>
<b>Additional information</b>	

## Compulsory Modules

Module Title	Module Code
Statistics for Advanced Education	MDK-205

<b>Semester</b>	2nd semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report (Assignment)</li> <li>3. Independent and Group Tasks (Assignment)</li> <li>4. Mid-term and Final Test</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Attendance and Participatory: 5% Assignments: 25% Mid-term test: 35 % Final test: 35 %
<b>Learning outcomes</b>	After completing the module, students will be able to analyze research data with descriptive and inferential statistics
	<b>Competences:</b> <ol style="list-style-type: none"> <li>1. Students are able to synthesize each subject of study from various reference sources, both books and journals in groups</li> </ol>

	<ol style="list-style-type: none"> <li>2. Students are able to present the results of the synthesis in a comprehensive manner</li> <li>3. Students are able to critically discuss the subject matter discussed</li> <li>4. Students are able to apply concepts in the form of exercises at each meeting</li> <li>5. Students are able to design data analysis for each subject of study individually</li> </ol>
<p><b>Content</b></p>	<p>This course discusses the concepts, principles, and procedures of data analysis on topics discussed, among others. includes: variability, correlation, different test of two or more variables for parametric and nonparametric statistics.</p> <p>This course covers:</p> <ol style="list-style-type: none"> <li>1. Statistical concepts in research, hypotheses and variables, measurement scales, data analysis techniques, significance, population and samples (Statistical concepts in research, hypotheses and variables, measurement scales, data analysis techniques, significance, population and samples)</li> <li>2. Average value (median, mode, mean), calculate standard deviation, calculate variance (Average value (median, mode, mean), calculate standard deviation, calculate variance)</li> <li>3. Assumption Test</li> <li>4. Bivariate correlation (Bivariate correlation)</li> <li>5. Double correlation (Double correlation)</li> <li>6. T-test (T-test) Analysis of variance (Analysis of variance)</li> <li>7. Regression (Regression)</li> <li>8. Structural Equation Modeling (SEM) (Structural Equation Modeling)</li> <li>9. Non parametric (Non parametric)</li> </ol>

<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>● Edwards, A.L. 1976. <i>An Introduction to Linear Regression and Corelation</i>. San Fransisco; W.H. Freman and Company.</li> <li>● Furqon. 2011. <i>Statistik Terapan untuk Penelitian</i>. Bandung: Alfabeta.</li> <li>● Ghozali, Imam. 2016. <i>Aplikasi Analisis Multivariate dengan Program IBM SPSS 23</i>. UNDIP: Semarang.</li> <li>● Hardyck, C.D. dan Petrinovich, L.F. 1976. <i>Introduction to statistik for the behavioral sciences. 2nd</i>. Toronto: W. B. Saunders Company</li> <li>● Riadi, Edi. 2013. <i>Aplikasi Lisrel untuk penelitian Analisis Jalur</i>. Andi: Yogyakarta.</li> <li>● Supranto, J. 1980. <i>Analisis Multivariat</i>. Bandung: Tarsito.</li> <li>● Sudjana. 1980. <i>Desain dan analisis eksperimen</i>. Bandung: Tarsito</li> <li>● Wahyono, Teguh. 2015. <i>Belajar sendiri SPSS 16</i>. Jakarta: Elex Media Komputindo</li> <li>● Weiss, Neil.A. 2012. <i>Introductory Statistic 9<sup>TH</sup> Edition</i>.</li> <li>● Yamin, Sofyan., &amp; Kurniawan, Heri. 2009. <i>SPSS Complate Teknik Analisis Statistik Terlengkap dengan Software SPSS</i>. Salemba Infotek: Jakarta.</li> <li>● Zanten, W.V. 1980. <i>Statistika untuk Ilmu-ilmu Sosial</i>. Jakarta: Gramedia</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory module in degree programme Doctor in Education
	Prof. Dr. Endang Widi Winarni, M.Pd Dr. Fitri April Yanti, M.Pd



<b>Module Convenor</b>	
<b>Additional information</b>	

<b>Module Title</b>	<b>Module Code</b>
Analysis of Management and Educational Policy	MIP-203

### **Compulsory Modules**

<b>Semester</b>	1st semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report (Assignment)</li> <li>3. Independent and Group Tasks (Assignment)</li> <li>4. Mid-term and Final Test</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Attendance and Participatory: 5% Assignments: 25% Mid-term test: 35 % Final test: 35 %
<b>Learning outcomes</b>	After completing the module, students will understand comprehensively about educational management and its policy. In the end of the lesson, student will be able to formulate policies and develop strategies with interdisciplinary, multidisciplinary and transdisciplinary approaches to contribute to solving educational problems.
	<b>Competences:</b>

	<ol style="list-style-type: none"> <li>1. Able to demonstrate good morals, ethics, norms, and personality while attending lectures.</li> <li>2. Able to learn independently and use ICT in completing the tasks given</li> <li>3. Able to examine the operational scientific epistemology of research in obtaining, processing, drawing conclusions, and compiling scientific knowledge through research activities</li> <li>4. Able to deepen and expand educational innovations</li> <li>5. Able to compile scientific, technological or artistic arguments and solutions based on a critical view of facts, concepts, principles or theories that can be accounted for academically ethically, and communicate them through the mass media or directly to the public</li> <li>6. Able to formulate policies and develop strategies with interdisciplinary, multidisciplinary and transdisciplinary approaches to contribute to solving educational problems</li> </ol>
<p><b>Content</b></p>	<p>This course covers:</p> <ol style="list-style-type: none"> <li>1. The discussion of the General Concept of Education Management and the Juridical Basis of Education Management,</li> <li>2. Educational Challenges and Opportunities in the Innovation Disruption Era, Freedom to Learn Campus Merdeka: Permendikbud (Ministry of Education Regulation) No. 3 of 2020,</li> <li>3. Characteristics of Education Policy Problems</li> <li>4. The Process of Forming the Education Policy Agenda,</li> <li>5. Alternatives/Solutions to Education Policy Problems,</li> <li>6. Models for Formulating Education Policy, Influence of Mass Opinion,</li> </ol>

	<p>7. Elite Attitudes,</p> <p>8. Political Parties and Interest Groups on Educational Policy Formulation,</p> <p>9. Actors Involved in Education Policy Implementation,</p> <p>10. Several Education Policy Areas: National Examination;</p> <p>11. Education quality;</p> <p>12. Cost of education; and</p> <p>13. Education in the New Normal Era,</p> <p>14. Evaluation of Education Policy.</p>
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>➤ Kristiawan, M., Safitri, D., &amp; Lestari, R. (2017). Education Management. Yogyakarta: Deepublish</li> <li>➤ Mahmud. (2019). Management of Higher Education Based on Spiritual Values. Bandung: Rosdakarya Youth.</li> <li>➤ Additional Focused references will be given when it is necessary.</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory module in degree programme Doctor in Education
<b>Module Convenor</b>	Prof. Dr. Rambat Nur Sasongko Dr. Muhammad Kristiawan, M. Pd
<b>Additional information</b>	

<b>Module Title</b>	<b>Module Code</b>
Leadership Development and Decision Making	MIP-205

### Compulsory Course Module

<b>Semester</b>	2nd Semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 8% Project Result Report Assignments: 65% Independent and Group Tasks: 12% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	After completing this module, student will: <ol style="list-style-type: none"> <li>1. Able to uphold human values and have morals, ethics, values, norms, personality, teamwork, leadership, caring, and responsibility in improving the quality of education</li> </ol>

	<ol style="list-style-type: none"> <li>2. Contributing to improving the quality of life in society, nation, state, and progress of civilization based on Pancasila</li> <li>3. Respect the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others.</li> <li>4. Able to develop knowledge, technology, and art in the field of education through research so as to produce tested innovative works</li> <li>5. Mastering educational philosophy as the basis for developing educational praxis</li> <li>6. Able to find, create, and make new contributions to the development, as well as experience in science and technology that pays attention to and applies the values of the humanities in their field of expertise by producing designs, prototypes, or technological innovations with added value or can be used to solve problems based on thinking logical, critical, creative, and wise</li> <li>7. Able to develop critical and innovative studies of existing education policies and strategies for quality improvement and further development.</li> </ol>
	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Able to demonstrate good morals, ethics, norms, and personality while attending lectures.</li> <li>2. Able to learn independently and use ICT in completing the tasks given.</li> <li>3. Able to examine the operational scientific epistemology of research in obtaining, processing, drawing conclusions, and compiling scientific knowledge through research activities.</li> <li>4. Able to deepen and expand educational innovations</li> <li>5. Able to compile scientific, technological or artistic arguments and solutions based on a critical view of</li> </ol>

	<p>facts, concepts, principles or theories that can be accounted for academically ethically, and communicate them through the mass media or directly to the public</p> <p>6. Able to formulate policies and develop strategies with interdisciplinary, multidisciplinary and transdisciplinary approaches to contribute to solving educational problems</p>
<p><b>Content</b></p>	<p>This course covers:</p> <ol style="list-style-type: none"> <li>1. The basic concept of leadership</li> <li>2. Classical leadership theory</li> <li>3. Differences between contingency and contemporary leadership theories</li> <li>4. Analyze leadership styles</li> <li>5. Synthesize power and conflict in leadership; and the latest developments in leadership.</li> <li>6. Islamic education leadership analysis; and the role and function of the principal</li> <li>7. Leadership applications in organizations</li> <li>8. Organization theory; learning organization; technology; strategy; and conflict within the organization</li> <li>9. Intellectual, emotional intelligence, entrepreneur, and resilience in leadership to make the organization effective</li> <li>10. Simulation of decision making, the essence of a manager's job</li> <li>11. Simulation of decision-making skills, types of decisions, and models of decision making</li> <li>12. Decision simulation, how to make a good choice</li> <li>13. Principals as Managers (Managerial Competency) and as Educational Supervisors (Supervision Competence)</li> <li>14. Design strategy on the effectiveness of</li> </ol>

	educational organizations
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>➤ Kristiawan, M., Safitri, D., &amp; Lestari, R. (2017). Education Management. Yogyakarta: Deepublish.</li> <li>➤ Minister of Education and Culture No. 3</li> <li>➤ Additional Focused references will be given when it is necessary.</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory module in degree programme Doctor in Education
<b>Module Convenor/Lecturer</b>	<ol style="list-style-type: none"> <li>1. Prof. Dr. Syukri Hamzah, M.Sc</li> <li>2. Dr. Muhammad Kristiawan, M.Pd</li> </ol>
<b>Additional information</b>	



## Compulsory Course Module

Module Title	Module Code
The Comparisons of Educational System Transnational	MIP-204

<b>Semester</b>	3rd semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 8% Project Result Report Assignments: 65% Independent and Group Tasks: 12% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Internalize the values, norms, and academic ethics of the Education System across countries.</li> <li>2. Demonstrate a responsible attitude towards developing the education system through</li> </ol>

	<p>independent analysis and synthesis of various education systems in various countries.</p> <ol style="list-style-type: none"> <li>3. Able to make appropriate decisions in solving educational problems faced based on the analysis of information and data obtained from the repertoire of studies on the education system from various countries.</li> <li>4. Able to design and implement an education system based on problems faced scientifically in accordance with academic ethics</li> </ol>
	<p><b>Competences:</b></p> <p>Able to explain and analyze education systems in Singapore, Australia, New Zealand, China, South Korea, Japan, United States, Canada, Ireland, United Kingdom, Germany, Turkey, and France, which includes aspects of (1) history, (2) philosophy and nature of education (3) educational sociology, (4) educational anthropology, (5) economics and educational funding (6), educational geography, (7) educational psychology, (8) educational statistics, (9) geography of education, (11) political education and (12) international relations in education (13) law on education (14) educational attainment (15) public and private education systems, (16) management of education (17) learning process, (18 ) educational evaluation system.</p>
<p><b>Content</b></p>	<p>This course covers:</p> <ol style="list-style-type: none"> <li>1. The nature of the comparison of education between countries</li> <li>2. Analysis of the education system in Singapore</li> <li>3. Analysis of the education delivery system in Australia</li> <li>4. Analysis of the education delivery system in New Zealand</li> <li>5. Analysis of the education delivery system in China</li> <li>6. Analysis of the education delivery system in South</li> </ol>

	<p>Korea</p> <p>7. Analysis of the education delivery system in Japan</p> <p>8. Analysis of the education delivery system in the United States</p> <p>9. Analysis of the education delivery system in Canada</p> <p>10. Analysis of the education delivery system in Ireland</p> <p>11. Analysis of the education delivery system in the United Kingdom</p> <p>12. Analysis of the education delivery system in Germany</p> <p>13. Analysis of the education delivery system in Turkey</p> <p>14. Analysis of the education delivery system in France</p>
<b>Sources/ Reading</b>	<p>➤ H. Svi Shapiro (auth.), Joseph Zajda (eds.)Global Pedagogies: Schooling for the Future.Publisher: Springer Netherlands, Year: 2010</p>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory module in degree programme Doctor in Education
<b>Module Convenor/Lecturer</b>	<ol style="list-style-type: none"> <li>1. Prof. Dr. Baden, MA</li> <li>2. Prof. Dr. Sudarwan, M.Pd.</li> </ol>
<b>Additional information</b>	

<b>Module Title</b>	<b>Module Code</b>
Development of English Teaching Materials	MIG-302

### Elective Course Module

<b>Semester</b>	1st semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 8% Project Result Report Assignments: 65% Independent and Group Tasks: 12% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	After completing this module, student will: <ol style="list-style-type: none"> <li>1. Able to explain the understanding of English teaching materials from various experts in applied linguistics or language education.</li> <li>2. Able to explain how to assess the quality of English</li> </ol>

	<p>teaching materials that already exist and are used.</p> <ol style="list-style-type: none"> <li>3. Able to explain how to design and develop English teaching materials for secondary schools and higher education based on a needs analysis.</li> <li>4. Able to review several books on the design and development of English teaching materials that have been published by official publishers.</li> </ol>
	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Have extensive knowledge of teaching materials of English as a foreign language</li> <li>2. Have extensive knowledge of theories related to the design and development of English teaching materials</li> <li>3. Have extensive knowledge of approaches to conducting needs analysis, syllabus design, and English teaching materials</li> <li>4. Have extensive knowledge of examples of needs analysis results and English syllabus that have been published</li> <li>5. Have extensive knowledge of examples of evaluation of English teaching materials that have been published and used</li> <li>6. Able to review scientific articles based on the results of the needs analysis and design of English teaching materials</li> <li>7. Able to review scientific articles based on the results of the development of English teaching materials</li> <li>8. Able to design English teaching materials based on the results of the needs analysis</li> <li>9. Able to develop English teaching materials that have been designed</li> <li>10. Able to write scientific articles based on the evaluation results of existing teaching materials</li> <li>11. Able to write scientific articles about the design and development of English teaching materials</li> </ol>

	<ol style="list-style-type: none"> <li>12. Able to explain the benefits of evaluating English teaching materials that have been used</li> <li>13. Able to explain the benefits of the design and development of English teaching materials</li> <li>14. Able to present general lecture material on the design and development of English teaching materials to students of the English language education master's program</li> </ol>
<p><b>Content</b></p>	<p>This course covers:</p> <ol style="list-style-type: none"> <li>1. Teaching materials and teaching materials of English as a foreign language</li> <li>2. Theories about the design of English teaching materials</li> <li>3. Approach to design and development of English teaching materials (Approach to design and development of English teaching materials)</li> <li>4. Approach to the design and development of English language teaching materials (Examples of teaching materials for English as a foreign language for secondary schools)</li> <li>5. Examples of teaching materials for English as a foreign language for universities.</li> <li>6. Review of articles on evaluation results of English teaching materials in secondary schools (Review of articles on evaluation results of English teaching materials in secondary schools)</li> <li>7. Review the results of research articles evaluating English teaching materials for universities (Review the results of research articles evaluating English teaching materials for universities)</li> <li>8. Ability to design English teaching materials (Ability to design English teaching materials)</li> <li>9. Ability to develop English materials (Ability to develop English materials)</li> </ol>

	<p>10. Ability to write articles resulting from the evaluation of teaching materials (The ability to write articles resulting from the evaluation of teaching materials)</p> <p>11. Ability to write articles on the design and development of English teaching materials</p> <p>12. Ability to explain the benefits of evaluating English teaching materials (Ability to explain the benefits of evaluating English teaching materials)</p> <p>13. Ability to explain the benefits of designing and developing English teaching materials (Ability to explain the benefits of designing and developing English teaching materials)</p> <p>14. Ability to present lecture materials on the design and development of English teaching materials to master students.</p>
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>➤ Maryam Azarnoosh et al. (2016). Issues in Material Development, Rotterdam: Sense Publishers.</li> <li>➤ Scientific articles related to the design and development of English teaching materials</li> <li>➤ Use APA format and sort alphabetically and numbered. The number is a continuation of the number from the Main Library.</li> <li>➤ Sue Garton and Katherine Graves (2014) International Perspectives on Materials in ELT, Hampshire: Palgrave MacMillan</li> <li>➤ Additional Focused references will be given when it is necessary.</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Elective Module in degree programme Doctor in

	Education
<b>Module Convenor/Lecturer</b>	<ol style="list-style-type: none"><li>1. Prof. Safnil, MA., Ph.D.</li><li>2. Prof. Baden, MA.</li><li>3. Dr. Wisma Yunita, M.Pd</li></ol>
<b>Additional information</b>	



<b>Module Title</b>	<b>Module Code</b>
Development of Higher Educational Unit Management	MAP-302

### Elective Course Module

<b>Semester</b>	1st semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 10% Project Result Report Assignments: 55% Independent and Group Tasks: 20% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	After completing this module, student will understand comprehensively the discussion about the general concept of education management and the juridical basis of higher education management, IQF, SN Dikti, goals of higher education and organizational culture, models and types of

	<p>higher education, independent learning independent campus, higher education autonomy, challenges and opportunities for higher education era innovation disruption, and all related to Higher Education.</p>
	<p><b>Competences:</b></p> <p>After completing this course, students will be able:</p> <ol style="list-style-type: none"> <li>1. Describe The General Concept of Education Management and The Juridical Basis of Higher Education Management, KKNi, SN Dikti Correctly</li> <li>2. Understand The Goals of Higher Education and Organizational Culture, Models and Types of Universities, Independent Learning, and Independent Campus</li> <li>3. Understand The Autonomy of Higher Education, The Challenges and Opportunities of Higher Education in The Era of Innovation Disruption</li> <li>4. Analyze The Function of Universities in Research, Acquisition, and Dissemination of Science and Technology</li> <li>5. Analyze International Cooperation in the Field of Higher Education</li> <li>6. Understand The Development of Higher Education Curriculum and The Characteristics and Meaning of The Semester Credit System</li> <li>7. Describe Higher Education Accreditation LKPT And LED</li> <li>8. Analyze Study Program Accreditation (LKPS and LED)</li> <li>9. Simulate Public Service Management in Higher Education</li> <li>10. Simulating The Operationalization of Management Functions in Higher Education Institutions and Integrated Quality Management</li> <li>11. Describe the Main Duties of the Head of the Study Program</li> <li>12. Describe the Main Tasks of Quality Assurance and</li> </ol>

	<p>LPPM</p> <p>13. Describe the Main Duties of the Dean and Chancellor</p>
<b>Content</b>	<p>This course covers:</p> <ol style="list-style-type: none"> <li>1. The general concept of education management and the juridical foundation of higher education management, IQF, SN Dikti correctly</li> <li>2. Goals of higher education and organizational culture, models and types of higher education, independent learning &amp; independent campus</li> <li>3. Higher education autonomy, challenges and opportunities for universities in the era of innovation disruption</li> <li>4. The function of higher education in research, acquisition, dissemination of science and technology</li> <li>5. International cooperation in higher education</li> <li>6. Development of a higher education curriculum as well as the characteristics and meaning of the semester credit system</li> <li>7. Higher Education Accreditation (LKPT and LED)</li> <li>8. Study Program Accreditation (LKPS and LED)</li> <li>9. Public service management simulation in higher education</li> <li>10. Simulation of the operationalization of management functions in higher education institutions and integrated quality management</li> <li>11. The primary Duties of the Head of the Study Program</li> <li>12. The Primary Duties of Quality Assurance and LPPM</li> <li>13. The Primary Duties of the Dean and Chancellor</li> </ol>
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>➤ Fitria, H., Maksum, A., &amp; Kristiawan, M. (2021). Covid-19 Pandemic: Educational Transformation at Paramount Elementary School Palembang. AL-ISHLAH: Journal of Education, 13(2), 934-939.</li> <li>➤ Gunawan, S., Sasongko, RN, &amp; Kristiawan, M. (2021).</li> </ul>

	<p>Widyaiswara Competence in Industrial Revolution 4.0 Toward Indonesia Excellence. <i>International Journal of Multicultural and Multireligious Understanding</i>, 8(4), 600-609.</p> <ul style="list-style-type: none"> <li>➤ Gunawan, G., Kristiawan, M., Risdianto, E., &amp; Monicha, RE (2021). Application of the Zoom Meeting Application in Online Learning During the Pandemic. <i>Education Quarterly Reviews</i>, 4(2).</li> <li>➤ Handayani, DO, Kristiawan, M., &amp; Destiniar, D. (2020). Education and Training for Strengthening Principal to Effective Schools. <i>International Journal of Progressive Sciences and Technologies</i>, 22(1), 321-326.</li> <li>➤ Study Program Accreditation Instrument 4.0 by the National Higher Education Accreditation Board Accreditation Instrument Team</li> <li>➤ Kristiawan, M., Safitri, D., &amp; Lestari, R. (2017). <i>Education Management</i>. Yogyakarta: Deepublish</li> <li>➤ Kristiawan, M., Suhono, S., Yussof, MHB, &amp; Muslimah, M. (2021). The International School's Culture in Indonesia and Brunei Darussalam. <i>Journal of Iqra': Educational Studies</i>, 6(1), 180-191.</li> <li>➤ Kristiawan, M., Suryanti, I., Muntazir, M., Ribuwati, A., &amp; AJ, A. (2018). <i>Educational Innovation</i>. East Java: Wade Group National Publishing.</li> <li>➤ Presidential Regulation No. 8 of 2012 concerning the IQF</li> <li>➤ Regulation of the Minister of Education and Culture No 3 of 2020</li> <li>➤ The Ministry of Education and Culture Strategic Plan for 2020-2024 Independent Learning-Independent Campus</li> <li>➤ Additional Focused references will be given when it is necessary.</li> </ul>
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<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Elective module in degree programme Doctor in Education
<b>Module Convenor/Lecturer</b>	<ol style="list-style-type: none"> <li>1. Prof. Dr. Sudarwan Danim</li> <li>2. Dr. Muhammad Kristiawan, M.Pd</li> </ol>
<b>Additional information</b>	

<b>Module Title</b>	<b>Module Code</b>
Development of Instructional Media	MTP-304

### Elective Course Module

<b>Semester</b>	3rd semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	2 SKS/ 3.02 ECTS
<b>Semester periods per week</b>	1.7 weekly hours (lecture)
<b>Contact hours</b>	27 hours
<b>Self-study</b>	64 hours
<b>Workload</b>	91 hours + 64 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 10% Project Result Report Assignments: 55% Independent and Group Tasks: 20% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Able to the basic concepts of learning media.</li> <li>2. Able to identify the types, classifications, and characteristics of learning media.</li> <li>3. Able to the Characteristics of the Field of Study Material and its Relation to the Selection of the Right Media</li> </ol>

	<ol style="list-style-type: none"> <li>4. Able to implement the concepts and procedures for developing learning media.</li> <li>5. Able to Develop Graphic, Visual, Audio-, and Audio-Visual Learning Media.</li> <li>6. Able to develop local potential as learning media.</li> <li>7. Able to use computers as learning media.</li> <li>8. Able to develop ICT-based learning media.</li> <li>9. Able to evaluate learning media</li> </ol>
	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Students can explain the basic concepts of learning media.</li> <li>2. Students can explain the types, classifications, and characteristics of learning media.</li> <li>3. Student can Explain the Characteristics of the Field of Study Material and its Relation to the Selection of the Right Media</li> <li>4. Students can explain the concepts and procedures for developing learning media.</li> <li>5. Student can Develop Graphic, Visual, Audio-, and Audio-Visual Learning Media.</li> <li>6. Students can develop local potential as learning media.</li> <li>7. Students can use computers as learning media.</li> <li>8. Students can develop ICT-based learning media.</li> <li>9. Students can evaluate learning media.</li> </ol>
<p><b>Content</b></p>	<p>This course covers:</p> <ol style="list-style-type: none"> <li>1. The basic concept of learning media.</li> <li>2. Types, classification and characteristics of learning media</li> <li>3. Selection of Learning Media</li> <li>4. Development of learning media</li> <li>5. Development of graphic, visual, audio, audio-visual learning media for learning</li> <li>6. Development of local potential as a learning medium</li> <li>7. Utilization of computers as learning media</li> </ol>

	<p>8. Development of ICT-based learning media</p> <p>9. Applicability analysis and evaluation of learning media</p>
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>➤ Asyhar, Rayandra. 2011. Kreatif Mengembangkan Media Pembelajaran. Jakarta: Gaung Persada</li> <li>➤ Alan Januszewski, Molenda Michael. 2008. Education Technology A Definition with Commetary. Lawrence Erlbaum Associates Taylor &amp; Francis Group. New York;</li> <li>➤ Duludu, Ummysalam. (2017). Buku Ajar Kurikulum Bahan dan Media Pembelajaran PLS. Yogyakarta: Penerbit Deepublish;</li> <li>➤ Musfiqon. 2012. Pengembangan Media dan Sumber Pembelajaran. Jakarta: PT. Prestasi Pustakarya;</li> <li>➤ Rusman. 2012. Model-Model Pembelajaran : Mengembangkan Profesionalisme Guru, Bandung : CV. Alfabeta;</li> <li>➤ Ahmad Luthfi Setiawan. 2017. Pengembangan Media Pembelajaran. Yogyakarta: Universitas Negeri Yogyakarta</li> </ul>
<b>Types of courses</b>	Lecture (1.7 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Elective module in degree programme Doctor in Education
<b>Module Convenor/Lecturer</b>	<ol style="list-style-type: none"> <li>1. Prof. Dr. Johaness Sapri, M.Pd</li> <li>2. Dr. Alexon, M. Pd</li> </ol>
<b>Additional information</b>	



<b>Module Title</b>	<b>Module Code</b>
Development of Local-Based Science Learning	MPA-303

### Elective Module

<b>Semester</b>	3rd semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 10% Project Result Report Assignments: 55% Independent and Group Tasks: 20% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	After completing this module, student will be: <ol style="list-style-type: none"> <li>1. Able to appreciate the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings</li> <li>2. Able to have insight into the local potential of the</li> </ol>

	<p>Bengkulu community, as well as the concept of animal and plant conservation</p> <ol style="list-style-type: none"> <li>3. Able to compile scientific, technological, or artistic arguments and solutions based on critical views on facts, concepts, principles, or theories that can be accounted for scientifically and academic ethics and communicate them through the mass media or directly to the public</li> <li>4. Able to analyze the concept of animal and plant conservation.</li> </ol>
	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Students can have insight into the local potential of the Bengkulu community.</li> <li>2. Students can conduct a study of local potential in one of the Bengkulu districts.</li> <li>3. Students can analyze science/physics lesson plans for middle school/high school.</li> <li>4. Students can compile RPS and Student Based Worksheets (LKPD)/ teaching materials based on Bengkulu local potential in an integrated manner.</li> <li>5. Students can produce products in the form of RPS and LKPD / teaching materials that are integrated with the local potential of Bengkulu.</li> <li>6. Students can produce learning outcomes in the form of scientific articles.</li> <li>7. Students can understand the principles of utilization and conservation.</li> <li>8. Students can conduct studies on the conservation status.</li> <li>9. Students can analyze monoculture and polyculture policies.</li> <li>10. Students can design the use and conservation of animals.</li> <li>11. Students can make plans for the use and conservation</li> </ol>

	<p>of plants (ethnomedicine, phytomedicine)</p> <p>12. Students can identify microorganism conservation and actual conservation action.</p> <p>13. Students can apply conservation education.</p>
<p><b>Content</b></p>	<p>The content of this course consists of:</p> <ol style="list-style-type: none"> <li>1. Bengkulu Community Local Potential.</li> <li>2. Analysis of the Local Potential of the Bengkulu Community from Various Reference Sources.</li> <li>3. Analysis of RPS or RPP (Semester lesson plan) and Mapping of Local Potentials that can be integrated into existing material in RPS/RPP</li> <li>4. Preparation of Local Potential-Based RPS</li> <li>5. Arrangement into Practicum Activities by Integrating Bengkulu Local Potential.</li> <li>6. Writing Scientific Articles</li> <li>7. Principles of Utilization and Conservation.</li> <li>8. Study on Conservation Status. (Study on Conservation Status)</li> <li>9. Monoculture and Polyculture Policy.</li> <li>10. Animal Utilization and Conservation Plan.</li> <li>11. Plans for Plant Utilization and Conservation (Ethnomedicine, Phytomedicine)</li> <li>12. Microorganism Conservation and Real Conservation Action</li> <li>13. Conservation Education</li> </ol>
<p><b>Sources/ Reading</b></p>	<ul style="list-style-type: none"> <li>➤ Fadli, A., &amp; Irwanto. (2020). The effect of local wisdom-based ELSII learning model on the problem solving and communication skills of pre-service Islamic teachers. <i>International Journal of Instruction</i>, 13(1), 731–746 <a href="https://doi.org/10.29333/iji.2020.13147a">https://doi.org/10.29333/iji.2020.13147a</a></li> <li>➤ Parmin, Sajidan, Ashadi, Sutikno, &amp; Maretta, Y. (2016). Preparing prospective teachers in integrating science and local wisdom through practicing open inquiry.</li> </ul>

	<p>Journal of Turkish Science Education, 13(2), 3–14.  <a href="https://doi.org/10.12973/tused.10163a">https://doi.org/10.12973/tused.10163a</a></p> <ul style="list-style-type: none"> <li>➤ Ramdiah, S., Abidinsyah, A., Royani, M., Husamah, H., &amp; Fauzi, A. (2020). South Kalimantan local wisdom-based biology learning model. <i>European Journal of Educational Research</i>, 9(2), 639–653.  <a href="https://doi.org/10.12973/eu-jer.9.2.639">https://doi.org/10.12973/eu-jer.9.2.639</a></li> <li>➤ Sarah, S. (2019). Mapping And Integrating Indonesia's Local Potential in High School Physics Learning to Create the Meaningful Learning. <i>EduSains: Journal of Science &amp; Mathematics Education</i>, 11(1), 121–131.</li> <li>➤ Sarah, S., Prasetyo, ZK, &amp; Wilujeng, I. (2014). Local Potential-Based Physics Learning Model and Guidelines for Its Use. In <i>K-Media</i> (Vol. 5, Issue 2).</li> <li>➤ Suardana, IN, Redhana, IW, Sudiatmika, AAIAR, &amp; Selamat, IN (2018). Students' critical thinking skills in chemistry learning using local culture-based 7E learning cycle model. <i>International Journal of Instruction</i>, 11(2), 399–412.  <a href="https://doi.org/10.12973/iji.2018.11227a">https://doi.org/10.12973/iji.2018.11227a</a></li> <li>➤ Additional Focused references will be given when it is necessary.</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Elective Module in degree programme Doctor in Education
<b>Module Convenor/Lecturer</b>	<ol style="list-style-type: none"> <li>1. Prof. Dr. Rambat Nur Sasongko</li> <li>2. Dr. Muhammad Kristiawan, M.Pd</li> </ol>
<b>Additional information</b>	

## Compulsory Course Module

Module Title	Module Code
International Journal Publications	MIP-306

<b>Semester</b>	3rd semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 8% Project Result Report Assignments: 65% Independent and Group Tasks: 12% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	Students are able to write and publish their article in reputable journals
	<b>Competences:</b> After completing this course, students will be: <ol style="list-style-type: none"> <li>1. Able to write abstracts</li> <li>2. Able to write introduction correctly</li> </ol>

	<ol style="list-style-type: none"> <li>3. Able to write methods correctly</li> <li>4. Able to write results correctly</li> <li>5. Able to write discussions correctly</li> <li>6. Able to write literature review</li> <li>7. Able to quote and paraphrase with the app</li> <li>8. Able to write a bibliography and cite using Mendeley</li> <li>9. Able to use grammatically to check grammar</li> <li>10. Able to use Turnitin Plagiarism Checker to check Similarity</li> <li>11. Able to search journals according to scope</li> <li>12. Understand the Author's Guidelines whenever submitting an article</li> <li>13. Able to move paper according to the intended journal template</li> <li>14. Able to submit the paper with OJS</li> </ol>
<p><b>Content</b></p>	<p>This course covers:</p> <ol style="list-style-type: none"> <li>1. Writing Abstracts</li> <li>2. Write the Introduction correctly</li> <li>3. Write Method correctly</li> <li>4. Write Result correctly</li> <li>5. Write Discussion properly</li> <li>6. Write Literature Reviews</li> <li>7. Quoting and paraphrasing with the Quillbot app</li> <li>8. Using Mendeley</li> <li>9. Use Grammarly to check the grammar</li> <li>10. Use Plagiarism Checker Turnitin to check for Similarity</li> <li>11. Look for journals according to the scope</li> <li>12. Understand the Author's Guidelines Submission</li> <li>13. Move the paper according to the intended journal template</li> <li>14. Submitting a paper with OJS</li> </ol>
<p><b>Sources/ Reading</b></p>	<p>➤ Guidelines for Scientific Publications of the Ministry of Research, Technology and Higher Education for 2017</p>

	<p>and 2019</p> <ul style="list-style-type: none"> <li>➤ [2] Elsevier Author Guidelines</li> <li>➤ [3] Emerald Author Guidelines</li> <li>➤ Additional Focused references will be given when it is necessary.</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory module in degree programme Doctor in Education
<b>Module Convenor/Lecturer</b>	<ol style="list-style-type: none"> <li>1. Prof. Dr. Badeni</li> <li>2. Dr. Muhammad Kristiawan, M. Pd</li> </ol>
<b>Additional information</b>	

<b>Module Title</b>	<b>Module Code</b>
Development of Management Information Systems and Quality Assurance in Elementary, Secondary and Higher Education	MAP-303

### **Elective Module**

<b>Semester</b>	1st semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report</li> <li>3. Independent and Group Tasks</li> <li>4. Mid-term Exam</li> <li>5. Final Exam</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Participatory Activities: 15% Project Result Report Assignments: 60% Independent and Group Tasks: 10% Mid-term test: 5% Final test: 10 %
<b>Learning outcomes</b>	
	<b>Competences:</b>



	<ol style="list-style-type: none"> <li>1. Skilled in Using Drive on Google Apps</li> <li>2. Skilled at Using Google Forms as a Learning Aid Properly.</li> <li>3. Skilled Using the Meter Application.</li> <li>4. Skilled in Using the YouTube Application as a Learning Media.</li> <li>5. Skilled in Using Reference Manager in Microsoft Word.</li> <li>6. Skilled Using the Prezi.Com Application.</li> <li>7. Skilled Using Trello Applications</li> <li>8. Skilled in using the Mendeley application as a citation and bibliography writing tool</li> <li>9. Skilled in Using the Schoology Application</li> <li>10. Skilled Using the Edmodo Application</li> <li>11. Skilled Using Quippier School.</li> <li>12. Skilled in Using the Moodle Learning Management System</li> <li>13. Skilled in Using OJS 2 and 3 in Submitting Articles.</li> <li>14. Skilled Using the Padlet Application.</li> </ol>
<p><b>Content</b></p>	<p>The content of this course consists of:</p> <ol style="list-style-type: none"> <li>1. Drive on the google app</li> <li>2. Google Forms as a learning aid properly</li> <li>3. Meter app</li> <li>4. YouTube application as a learning medium</li> <li>5. Reference Manager in Microsoft Word</li> <li>6. Prezi.com app</li> <li>7. Trello application</li> <li>8. Mendeley's application as a citation tool and bibliography writing</li> <li>9. Schoology application</li> <li>10. Edmodo application</li> <li>11. Quippier School</li> <li>12. Learning Management System Moodle</li> <li>13. OJS 2 and 3 in submitting articles</li> </ol>

	14. Padlet application.
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>➤ Google</li> <li>➤ Online Application</li> <li>➤ Additional Focused references will be given when it is necessary.</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Elective Module in degree programme Doctor in Education
<b>Module Convenor/Lecturer</b>	<ol style="list-style-type: none"> <li>1. Prof. Dr. Rambat Nur Sasongko</li> <li>2. Dr. Muhammad Kristiawan, M.Pd</li> </ol>
<b>Additional information</b>	

## Compulsory Modules

Module Title	Module Code
Educational Management	MFA-1205

<b>Semester</b>	2 <sup>nd</sup> semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	2 SKS/ 3.02 ECTS
<b>Semester periods per week</b>	1.7 weekly hours
<b>Contact hours</b>	27 hours
<b>Self-study</b>	64 hours
<b>Workload</b>	91 hours + 64 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report (Assignment)</li> <li>3. Independent and Group Tasks (Assignment)</li> <li>4. Mid-term and Final Test</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Attendance and Participatory: 5% Assignments: 25% Mid-term test: 35 % Final test: 35 %
<b>Learning outcomes</b>	After completing the module, students will be able to Students have a positive attitude towards learning processes and outcomes, are devoted to God Almighty, have correct basic knowledge about education management, are able to think critically and innovatively to make improvements to education management, and are able to carry out educational management for the development of learning and are able to carry out the

	learning process responsibly .
	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to able to explain the basic insights of Education Management which includes: Study of Philosophy and the concept of Education Administration, Functions and Principles of Education Management</li> <li>2. Students are able to explain the basic notion of Education Management, especially approaches in Education Management</li> <li>3. Students are able to explain the Functions of School Management, Principles of School Management, Field of School Management</li> <li>4. Students are able to explain the Definition, Functions, Types, Terms and Skills of Educational Leadership</li> <li>5. Students are able to explain the meaning, function, purpose, technique of educational supervision</li> <li>6. Students are able to explain the Definition of Information Management, SIP Development in National Education, SIP Development Process.</li> <li>7. Students are able to explain the Definition of Student Management, Objectives and Functions of Student Management, Stages in Student Management, Teacher's Role in Student Management</li> </ol>
<b>Content</b>	<p>The Education Management course is a compulsory faculty subject that must be studied by all departments and study programs within the faculty, which has a weight of 2 credits. This course shows the position and identity that students in the semester they are taking understand the meaning of the importance of the education management course and why they are in the semester concerned and what interests cause this</p>

	<p>course to exist in this semester. Furthermore, the content contained in this course will give students a general competence regarding education.</p> <p>This course covers:</p> <ol style="list-style-type: none"> <li>1. Basic Knowledge of Education Management,</li> <li>2. Several Approaches in Education Management</li> <li>3. Management of Education Units</li> <li>4. Educational Leadership</li> <li>5. Educational Supervision</li> <li>6. Educational Information Systems</li> <li>7. Curriculum Management</li> <li>8. Student Management</li> <li>9. Management of Educators and Education</li> <li>10. Management of Education Costs</li> <li>11. Management of Educational Facilities and Infrastructure</li> <li>12. Management of Public Relations School</li> <li>13. Classroom Management</li> </ol>
<p><b>Sources/ Reading</b></p>	<ul style="list-style-type: none"> <li>● Dudung A. Dasuqi dan Setyo Somantri, (1994), “Wawasan Dasar Pendidikan dan Pengelolaan Pendidikan”, dalam Pengelolaan Pendidikan, Bandung: Jurusan Adpend.</li> <li>● Engkoswara (1987) <i>Dasar dasar administrasi Pendidikan</i>. Depdikbud Jakarta.</li> <li>● Departemen Pendidikan Nasional (2000) <i>Filosofi, Kebijakan Dan Strategi Pendidikan Nasional</i>. Depdiknas.</li> <li>● Terry, George, (1960), <i>Principles of Management</i>, Home-wood Illionis: Richard D. Irwin.</li> <li>● Lipham, James M. and James Hoek Jr., (1974), <i>The Principalship, Foundation and Functions</i>, New York: harper and Row, Publisher.</li> <li>● Mulayasa, E., (2003), <i>Menjadi Kepala Sekolah Profesional ; Dalam Konteks Menyukkseskan MBS</i></li> </ul>

	<p><i>dan KBK</i>, Bandung : PT. Remaja Rosdakarya.</p> <ul style="list-style-type: none"> <li>• Ametembun, N.A. (1981), <i>Supervisi Pendidikan; Penuntun bagi Para Penilik, Pengawas, Kepala Sekolah dan Guru-Guru</i>. Bandung: Suri.</li> <li>• Ametembun, N.A. 1985. Konsep Dasar, Tujuan dan Fungsi Supervisi Pendidikan. <i>Makalah</i>. Penataran Pengawasan Depdikbud</li> </ul>
<b>Types of courses</b>	Lecture (1.7 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory module in degree programme Doctor in Education
<b>Module Convenor</b>	Dr. Manap Somantri, M.Pd.
<b>Additional information</b>	

Module Title	Module Code
Educational philosophy	MFA-1101

### Compulsory Modules

<b>Semester</b>	1st semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	2 SKS/ 3.02 ECTS
<b>Semester periods per week</b>	1.7 weekly hours
<b>Contact hours</b>	27 hours
<b>Self-study</b>	64 hours
<b>Workload</b>	91 hours + 64 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report (Assignment)</li> <li>3. Independent and Group Tasks (Assignment)</li> <li>4. Mid-term and Final Test</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Attendance and Participatory: 5% Assignments: 25% Mid-term test: 35 % Final test: 35 %
<b>Learning outcomes</b>	After completing the module, students will be able to have a positive attitude towards the process and learning outcomes, are devoted to God Almighty, have the right basic knowledge about education, think critically to obtain the truth of knowledge, have innovative abilities and are able to apply the educational philosophy of the Unitary State of the Republic of Indonesia in every field of life in general and in the world education in particular.

	<p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to explain general philosophical concepts: definition, purpose and position</li> <li>2. Students are able to explain the relationship between philosophy and education; educational and cultural relations</li> <li>3. Students are able to explain the Three Foundations of Educational Philosophy: Metaphysical/ontological basis, Epistemological basis, Axiological basis</li> <li>4. Students are able to explain the Definition, Scope of Educational Philosophy</li> </ol>
<p><b>Content</b></p>	<p>The philosophy of education course is a compulsory subject for the faculty and by itself becomes a compulsory subject for the study program which has a weight of 2 credits. This course equips students with knowledge and understanding of various educational theories and concepts from various schools of thought. This course presents a discussion of: Understanding philosophy and its field; differences in philosophy, science, and religion; educational philosophy, various schools of educational philosophy; and Pancasila educational philosophy</p> <p>This course covers:</p> <ol style="list-style-type: none"> <li>1. General philosophical concept, definition, scope of educational philosophy</li> <li>2. Philosophical schools</li> <li>3. Ontology</li> <li>4. Epistemology and axiology of philosophy</li> <li>5. Concept of educational philosophy</li> <li>6. Educational philosophy of idealism</li> <li>7. Educational philosophy of realism</li> <li>8. Educational philosophy of materialism</li> <li>9. Educational philosophy of pragmatism</li> <li>10. Educational philosophy of existentialism</li> <li>11. Educational philosophy of progressivism</li> </ol>



	<p>12. Perennialism Educational Philosophy</p> <p>13. Essentialism Educational Philosophy</p> <p>14. Reconstructionist Educational Philosophy</p> <p>15. Pancasila Educational Philosophy</p>
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>● Sa'dulloh, Uyoh. 2011. <i>Pengantar Filsafat Pendidikan</i>. Bandung: Alfabeta.</li> <li>● Abdullah &amp; Jalaluddin. (2007). <i>Filsafat Pendidikan: Manusia, Filsafat, dan Pendidikan</i>. Yogyakarta: Ar-Ruzz Media</li> <li>● Rasyidin, et.al. 2007. <i>Dasar Filsafat Pendidikan</i>. Jakarta: Depdiknas.</li> <li>● Cecep Sumarna. <i>Filsafat Ilmu</i>. 2010. Bandung. Mulia Press.</li> <li>● Khan, Shafique Ali. (2005). <i>Filsafat Pendidikan Al-Ghazali</i>. Bandung: CV. Pustaka Setia</li> <li>● Sutrisno, Slamet. (2006). <i>Filsafat dan Ideologi Pancasila</i>. Yogyakarta: CV. Andi Offset.</li> </ul>
<b>Types of courses</b>	Lecture (1.7 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory module in degree programme Doctor in Education
<b>Module Convenor</b>	Dr. Hadiwinarto, M.Psi.
<b>Additional information</b>	

## Compulsory Modules

Module Title	Module Code
Pedagogical and Educational Knowledge	MIP-205

<b>Semester</b>	1st semester
<b>Duration</b>	One semester (16 weeks)
<b>Taught semesters</b>	Every year
<b>Language</b>	Indonesia
	English
<b>Credits / ECTS</b>	3 SKS/ 4.53 ECTS
<b>Semester periods per week</b>	2.5 weekly hours (lecture)
<b>Contact hours</b>	40 hours
<b>Self-study</b>	96 hours
<b>Workload</b>	136 hours + 96 hours
<b>Type of assessment</b>	<ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Project Result Report (Assignment)</li> <li>3. Independent and Group Tasks (Assignment)</li> <li>4. Mid-term and Final Test</li> </ol>
<b>Non-graded assessment tasks</b>	-
<b>Prerequisites</b>	None
<b>Assessment weighting</b>	Attendance and Participatory: 5% Assignments: 25% Mid-term test: 35 % Final test: 35 %
<b>Learning outcomes</b>	After completing the module, students will be able to formulate policies and develop strategies with interdisciplinary, multidisciplinary and transdisciplinary approaches to contribute to solving educational problems
	<b>Competences:</b> <ol style="list-style-type: none"> <li>1. Students are able to demonstrate good morals, ethics, norms, and personality while attending</li> </ol>

	<p>lectures.</p> <ol style="list-style-type: none"> <li>2. Students are able to study independently and use ICT in completing assigned tasks.</li> <li>3. Students are able to examine the operational scientific epistemology of research in obtaining, processing, drawing conclusions, and compiling scientific knowledge through research activities.</li> <li>4. Students are able to deepen and expand educational innovations</li> <li>5. Students are able to compile scientific, technological or artistic arguments and solutions based on critical views on facts, concepts, principles or theories that can be accounted for academically ethically, and communicate them through the mass media or directly to the public</li> <li>6. Students are able to formulate policies and develop strategies with interdisciplinary, multidisciplinary and transdisciplinary approaches to contribute to solving educational problems</li> </ol>
<p><b>Content</b></p>	<p>This course discusses the Importance of Education for Humans, Basic Theory and Practical Education, Education in Micro and Macro Scope, Pedagogic Terminology and Pedagogic Skills for Teachers, Basic Teaching Skills, Skills in Opening and Closing Lessons, Questioning and Interactive Skills, Management Skills class, Skills in Explaining Material and Giving Reinforcement, Teacher Skills in Using Learning Media, Adult Education (Andradogi), Heutagogy, Cybergogy, Motivating Teacher</p> <p>This course covers:</p> <ol style="list-style-type: none"> <li>1. The Importance of Education for Humans</li> <li>2. Basic Theory and Practical Education</li> <li>3. Education in Micro and Macro Scope</li> </ol>

	<ol style="list-style-type: none"> <li>4. Pedagogic Terminology and Pedagogic Skills for Teachers</li> <li>5. Analyzing Basic Teaching Skills</li> <li>6. The Skills of Opening and Closing Lessons</li> <li>7. Questioning and Interactive Skills</li> <li>8. Classroom Management Skills</li> <li>9. Analyzing the Skills of Explaining Material and Giving Reinforcement</li> <li>10. Teacher Skills Using Learning Media</li> <li>11. Adult Education (Andradogi)</li> <li>12. Heutagogy</li> <li>13. Cybergogy</li> <li>14. Designing a Pancasila Student Profile</li> </ol>
<b>Sources/ Reading</b>	<ul style="list-style-type: none"> <li>● Pedagogy from pdfdrive.com</li> </ul>
<b>Types of courses</b>	Lecture (2.5 weekly hours)
<b>Recommended prerequisites</b>	None
<b>Requirements for awarding CPs</b>	Regular attendance at courses (min. 90%), successful completion assessment-tasks, and passing of module exam.
<b>Module applicability</b>	Compulsory module in degree programme Doctor in Education
<b>Module Convenor</b>	<p>Prof. Dr. Sudarwan Danim</p> <p>Dr. Muhammad Kristiawan, M.Pd</p>
<b>Additional information</b>	

