

**CURRICULUM**  
**DOCTORAL STUDY PROGRAM EDUCATION**

**Academic Year 2021/2022**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**BENGKULU UNIVERSITY**

**2022**

**ENDORSEMENT PAGE**

**DOCTORAL EDUCATION STUDY PROGRAM CURRICULUM  
FKIP UNIVERSITY BENGKULU**

**, 2022**

On Tuesday, February 14, 2022, the curriculum for the 2022 Bengkulu University Doctoral Study Program has been approved.

Deputy Dean I for Academic Affairs

Head of the study program,

Abdul Rahman, Ph.D.

Prof. Dr. Sudarwan Danim

Knowing

Dean of FKIP

Bengkulu University

Dr. Alexon, M.Pd.

## FOREWORD

We thank God Almighty that starting the odd semester 2021/2022 lectures at the Bengkulu University FKIP Education Doctoral Study Program use the 2022 Curriculum. We thank the students who have joined together to develop the dynamics of education, which is then expected to provide contribution of progress to education in Indonesia.

This Curriculum Book is to provide explanations and guidance regarding academic activities, especially in Education Doctoral Study Program. We thank the lecturers who have developed their thoughts and opinions in preparing the academic concept that will be held in the Doctor of Education Study Program. Thank you to those who have contributed to the accreditation of this Study Program.

Finally, I hope that this curriculum book will be useful for the process of providing education in the Doctor of Education Study Program. We are very open to improvements, proposals, and innovative ideas for this book, in order to optimize the performance of the Study Program in producing graduates, research and services that can contribute to the advancement of education in Indonesia.

Bengkulu, February 2022

Head of the study program

Prof. Dr. Sudarwan Danim

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**CURRICULUM FRAMEWORK  
EDUCATION DOCTORAL STUDY PROGRAM 2022**

**1. Study Program Identity**

College Name	: Bengkulu University
Faculty	: teacher training and education science
Major	: Educational Science
Study program	: Doctor of Education
Study Program Permit	: SK Kemenristekdikti RI No. 202/KPT/I/2015
SK Accreditation	: 3998/SK/BAN-PT/Akred/D/X/2019
Title	: Doctor of Education (Dr. Pd.)
Accreditation Status	: B
Number of Students	: 110 people
Number of Lecturers	: 23 people
Study Program Address	: Jl. WR. Supratman Cage Lemonade, Bengkulu
phone	: +62736-21186
Study Program/College Web	: <a href="http://www.doktorpendidikan.fkip.unib.ac.id">www.doktorpendidikan.fkip.unib.ac.id</a>

**2. Vision of Bengkulu University FKIP**

“Becoming a World Class Education Personnel Education Institution 2025”

**3. Mission of Bengkulu University FKIP**

- a. Organizing education and learning in a professional and accountable manner;
- b. Organizing and developing competitive and productive programs to meet local, national and international educational needs;
- c. Conducting educational research with the status of Intellectual Property Rights;
- d. Organizing community service based on educational needs;

- e. Increase cooperation with various local, national and international agencies; and
- f. Develop a good and correct FKIP University management system.

#### **4. Vision of the Doctor of Education Study Program**

"Creative, Innovative and Competitive Doctor of Education in the Global Era 2032"

#### **5. General Objectives of the Doctor of Education Study Program**

"Producing Doctor of Education graduates who are creative, innovative, and competitive in the global era"

#### **6. Special Objectives of Education Doctoral Study Program**

- a. Able to develop research in the field of education to produce creative, innovative, original, and tested works;
- b. Able to solve problems in the field of education through inter, multi, and trans disciplinary approaches; and
- c. Able to manage and develop science, technology, and art for the benefit of mankind and gain national and international recognition.

#### **7. Strategy for the Doctor of Education Study Program**

- a. Organizing education and learning to based on the Indonesian National Qualifications Framework to produce creative, innovative, and competitive doctorates in the global era;
- b. Carrying out studies, research, and development in the field of education to produce scientific works of international repute;
- c. Organizing community service in the field of education to realize the creative work of the academic community;
- d. Organizing inter-institutional cooperation, both domestically and abroad; and Implementing good, transparent, and accountable governance.

#### **8. Advantages of the Doctor of Education Study Program**

- a. Care for Teachers, Lecturers, and Education Personnel in Central Indonesia;
- b. IT-Based Paperless Study Program;
- c. Asian-minded;
- d. Local Wisdom (3 T); and
- e. Have a Comparative Course in Inter-Country Education Systems which requires students to study the education system outside Indonesia.

#### **9. Clumps of Science/Description of the Field of Science**

Ontological, the scientific basis of education is the concepts and theories of education developed in science in the field of education including knowledge, skills, approaches to concepts, principles, and theories related to the field of

education. The core topics of the courses are classified in the form of courses with main/core competencies.

This condition is based on the reason that Education Doctoral Study Program has organized educational activities that will produce graduates who have high professional abilities. In addition, the Doctor of Education Study Program produces graduates who can be categorized as having nine profiles of educators, namely (1) scientific concepts (scientific logic, scientific truth) in organizational life; (2) relevant research studies; (3) the concept of measurement in educational evaluation; (4) organizational behavior; (5) able to master technology and communication (hardware & software, program design, and development; (6) able to master the concept of education; (7) able to make policies (formal and informal mandates, decentralization, autonomy, policy implementation of educational components; (8) able to arrange/design financing, planning, management, supervision, which are structured efficiently, effectively, and accountable, and (9) empowerment of educational infrastructure. For this purpose, courses related to the latest concepts in the field of education are always harmonized in the study of the literature so that the curriculum of the Doctor of Education Study Program is always by following the times in the global era. For the sake of solving educational problems and scientific development, the study program reconstructs the curriculum of the Doctor of Education Study Program to suit the needs of the users of graduates.

Biologically, to maintain the level of relevance of the course with its usefulness on the practical level (solving educational problems) and scientific development in writing dissertations, students are directed to examine problems related to the field or area of scientific education that occur empirically. Students are directed to examine strategic issues that develop in the field of education according to the concentration provided by the Doctor of Education Study Program both quantitatively, and qualitatively, research and development, and mixed methods. This directive is intended so that the findings and discussion of scientific work of students who graduate as Doctors of Education can make a positive contribution both scientifically (proven theory or scientific development) and practically to help solve problems that occur in the educational environment. Their written articles are also designed to be published on the national level accredited by Sinta 2 and internationally indexed by DOAJ.

## 10. Curriculum Design

### a. Graduate Profile

<b>Graduate Profile</b>	<b>Description of Graduates</b>
Educator	Lecturers or teachers who can develop their knowledge in line with the progress of science and technology and socio-culture based on educational

	philosophical values to produce learning innovations and or solutions to educational problems.
Researchers and Developers	Researchers who can conduct research oriented to development and educational issues that produce innovative work and national and international recognition, especially in the field of education and learning.
Bureaucrat/ Administrator	Officials who have accountability as policymakers with visionary insight on the development of education and have sensitivity to educational issues.
Technology	Educational technology experts who have the ability to develop quality education and learning.

### b. Graduate Profile Analysis

Formulas	Description of Learning Outcomes
Sikap	1. Fear God Almighty and be able to show a religious attitude
	2. Upholding human values in carrying out duties based on religion, morals, and ethics
	3. Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila
	4. Play a role as a proud citizen and love the homeland, have nationalism and a sense of responsibility to the country and nation
	5. Appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others
	6. Cooperate and have social sensitivity and concern for society and the environment
	7. Obey the law and discipline in social and state life
	8. Internalize academic values, norms, and ethics
	9. Demonstrate a responsible attitude towards work in the field of expertise independently;
	10. Internalize the spirit of independence, struggle, and entrepreneurship.
General Skills	1. Able to find or develop new scientific theories/conceptions/ideas, contribute to the development and practice of science and/or technology that pays attention to and applies

	<p>humanities values in their fields of expertise, by producing scientific research based on scientific methodology, logical, critical, systematic thinking, and creative;</p>
	<p>2. Able to compile interdisciplinary, multidisciplinary, or trans disciplinary research, including theoretical studies and/or experiments in the fields of science, technology, art, and innovation as outlined in the form of dissertations, and papers that have been published in reputable international journals</p>
	<p>3. Able to choose research that is appropriated, current, advanced, and provides benefits to mankind through an interdisciplinary, multidisciplinary, or trans disciplinary approach, to develop and/or produce problem-solving in the fields of science, technology, art, or society, based on the results' study on the availability of internal and external resources</p>
	<p>4. Be able to develop a research road map with an interdisciplinary, multidisciplinary, or trans disciplinary approach, based on a study of the main research objectives and their constellation on broader targets</p>
	<p>5. Able to formulate scientific, technological, or artistic arguments and solutions based on a critical view of facts, concepts, principles, or theories that can be accounted for scientifically and academically, and communicate them through the mass media or directly to the public</p>
	<p>6. Able to formulate scientific, technological, or artistic arguments and solutions based on a critical view of facts, concepts, principles, or theories that can be accounted for scientifically and academically, and communicate them through the mass media or directly to the public</p>
	<p>7. Able to demonstrate academic leadership in managing, developing, and fostering resources and organizations under their responsibility</p>

	8. Able to develop and maintain a collegian and peer relationships within their environment or through collaborative networks with research communities outside the institution.
Knowledge	1. Able to develop higher-order thinking skills
	2. Mastering the philosophy of education as the basis for developing educational pr axis.
	3. Develop various theories, concepts, and educational approaches along with the development of science and technology.
	4. Mastering research methodologies and publications in the field of education by utilizing information and communication technology
	5. Improve various approaches, models, methods, strategies, and learning based on educational philosophy
	6. Improve leadership based on global insight and local cultural values.
	7. Mastering various approaches, methods, and strategies for developing the fields of education to produce innovative works that focus on solving educational problems.
Special skill	1. Able to deepen and expand new science and technology through research that contributes to the development of education and community problem solving and to open it up in reputable international journals.
	2. Able to deepen and expand educational innovation.
	3. Able to formulate policies and develop strategies with interdisciplinary, multidisciplinary, and trans disciplinary approaches to contribute to solving educational problems
	4. Able to develop the concept and implementation of education through a network of cooperation both at home and abroad.
	5. Able to develop a management system and quality assurance of education units
	6. Able to develop technical design and learning media
	7. Able to develop science teaching materials

	and local-based science learning
	8. Able to develop teaching materials and new issues of Indonesian language teaching
	9. Able to develop family counseling and cross-cultural counseling
	10. Able to develop teaching materials and new issues of teaching English
	11. Able to develop Mathematics education for Elementary and Higher Education
	12. Able to develop learning needs evaluation, and play theory an AUD.

No	Course Name	S3 Education	GRADUATE LEARNING ACHIEVEMENTS														SKS		
			Attitude		General Skills								Knowledge						
			S6	S9	KU1	KU2	KK6	KK7	KK8	KK9	KK10	KK11	KK12	P2	P3	P4		P5	
<b>Basic Skills Course</b>																			
1	Advanced Science Philosophy	KD	✓	✓	✓	✓									✓	✓	✓	✓	2
2	Educational Science and Pedagogical Insights	KD	✓	✓	✓	✓									✓	✓	✓	✓	3
3	System of Educational Assessment	KD	✓	✓	✓	✓									✓	✓	✓	✓	3
4	Methodology for Advanced Research	KD	✓	✓	✓	✓									✓	✓	✓	✓	3
5	Statistics for Advanced Education	KD	✓	✓	✓	✓									✓	✓	✓	✓	3
<b>TOTAL COURSES OF BASIC SKILLS</b>																	<b>14</b>		
<b>Educational Science Expertise Course</b>																			
1	Diffusion of Educational Innovation	KD	✓	✓	✓	✓									✓	✓	✓	✓	3
2	Analysis of Curriculum Development and Instruction	KD	✓	✓	✓	✓		☐	☐	☐	☐	☐	☐		✓	✓	✓	✓	3
3	Analysis of Management and Educational Policy	KD	✓	✓	✓	✓							☐		✓	✓	✓	✓	3
4	The Comparisons of Educational System Transnational	KD	✓	✓	✓	✓		☐	☐	☐	☐	☐	☐		✓	✓	✓	✓	3
5	Leadership Development and Decision Making	KD	✓	✓	✓	✓									✓	✓	✓	✓	3
6	International Journal Publications	KD	✓	✓	✓	✓									✓	✓	✓	✓	3
<b>TOTAL CORE COURSES OF MBKM</b>																	<b>18</b>		
<b>Education Administration Concentration Course</b>																			
1	Higher Education Unit Management Development	KD	☐		☐			✓	✓	✓	✓	✓	✓	✓	☐		☐		3
2	Development of Management Information Systems and Quality Assurance in Elementary, Secondary and	KD	☐		☐			✓	✓	✓	✓	✓	✓	✓	☐		☐		3

	Higher Education.																	
<b>TOTAL COURSES OF EDUCATION ADMINISTRATION CONCENTRATION COURSES</b>																		<b>6</b>
<b>Educational Technology Concentration Course</b>																		
1	Development of Instructional Models and Approaches	KD	<input type="checkbox"/>	<input type="checkbox"/>			✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>			3
2	Development of Instructional Media	KD	<input type="checkbox"/>	<input type="checkbox"/>			✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>			3
<b>TOTAL CREDITS OF EDUCATIONAL TECHNOLOGY CONCENTRATION COURSES</b>																		<b>6</b>
<b>Guidance and Counseling Concentration Courses</b>																		
1	Development of Family Counseling	KD	<input type="checkbox"/>	<input type="checkbox"/>			✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>			3
2	Development of Cross-Cultural Counseling	KD	<input type="checkbox"/>	<input type="checkbox"/>			✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>			3
<b>TOTAL COURSES OF CONCENTRATION GUIDANCE AND COUNSELING</b>																		<b>6</b>
<b>Science Education Concentration Course</b>																		
1	Development of Natural Science Teaching Material	KD	<input type="checkbox"/>	<input type="checkbox"/>			✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>			3
2	Development of Local-Based Science Learning	KD	<input type="checkbox"/>	<input type="checkbox"/>			✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>			3
<b>TOTAL COURSES OF SCIENCE EDUCATION CONCENTRATION COURSES</b>																		<b>6</b>
<b>Social Studies Education Concentration Course</b>																		
1	Development of Innovative Social Science Instructional Designs and Models	KD	<input type="checkbox"/>	<input type="checkbox"/>			✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>			3
2	Social Issues and Social Studies in Primary School	KD	<input type="checkbox"/>	<input type="checkbox"/>			✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>			3
<b>TOTAL COURSES OF IPS EDUCATION CONCENTRATION COURSES</b>																		<b>6</b>
<b>Indonesian Language and Literature Education Concentration Course</b>																		
1	Development of Indonesian Teaching Materials	KD	<input type="checkbox"/>	<input type="checkbox"/>			✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>			3
2	Issues New About Language Teaching	KD	<input type="checkbox"/>	<input type="checkbox"/>			✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>			3
<b>TOTAL COURSES OF CONCENTRATION COURSES OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b>																		<b>6</b>
<b>English Education Concentration Course</b>																		

1	Development of English Teaching Materials	KD	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3	
2	New Issues About Teaching and Learning of English	KD	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3	
<b>TOTAL COURSES OF ENGLISH EDUCATION CONCENTRATION COURSES</b>																<b>6</b>	
<b>Mathematics Education Concentration Course</b>																	
1	Development of Mathematics Instruction	KD	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3	
2	Primary School Mathematics Study	KD	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3	
<b>TOTAL COURSES OF MATHEMATICS EDUCATION CONCENTRATION COURSES</b>																<b>6</b>	
<b>PAUD Concentration Courses</b>																	
1	Assessment of Early Childhood Development Theory and Its Applications in Instruction	KD	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3	
2	Early Childhood Play Theory and Its Application	KD	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3	
<b>TOTAL CREDITS OF EARLY CHILDHOOD EDUCATION CONCENTRATION COURSES</b>																<b>6</b>	
<b>Dissertation</b>																	
1	Comprehensive examination	KD	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2
2	Dissertation Proposal Seminar	KD	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2
3	Dissertation	KD	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10
<b>TOTAL DISSERTATION CREDITS</b>																<b>14</b>	
<b>TOTAL COURSES OF CONCENTRATION COURSES</b>																<b>6</b>	

**c. Distribution of English Language Courses for Doctor of Education (Ed.D)**

Compulsory Courses

No	Kode Mata Kuliah	Nama Mata Kuliah*	In English
1	MDK-101	Filsafat Ilmu Lanjutan	<i>Advanced Science Philosophy</i>
2	MDK-102	Wawasan Paedagogik dan Ilmu Pendidikan	<i>Educational Science and Pedagogical Insights</i>
3	MDK-103	Sistem Assesmen dan Evaluasi Pendidik	<i>System of Educational Assessment and Evaluation</i>
4	MDK-104	Metodologi Penelitian Lanjutan	<i>Methodology for Advanced Research</i>
5	MIP-101	Difusi Inovasi Pendidikan	<i>Diffusion of Educational Innovation</i>
6	MDK-205	Statistik Pendidikan Lanjutan	<i>Statistics for Advanced Education</i>
7	MIP-202	Analisis Pengembangan Kurikulum dan Pembelajaran	<i>Analysis of Curriculum Development and Instruction</i>
8	MIP-203	Analisis Pengelolaan dan Kebijakan Pendidikan	<i>Analysis of Management and Educational Policy</i>
9	MIP-204	Perbandingan Sistem Pendidikan Antar Negara	<i>The Comparisons of Educational System Transnational</i>
10	MIP-205	Pengembangan Kepemimpinan dan Pengambilan Keputusan	<i>Leadership Development and Decision Making</i>
11	MIP-306	Publikasi Jurnal Internasional	<i>International Journal Publications</i>
12	MIP- 407	Ujian Komprehensif	<i>Comprehensive Examination</i>
13	MIP- 408	Seminar Proposal Disertasi	<i>Dissertation Proposal Seminar</i>
14	MIP- 509	Disertasi	<i>Dissertation</i>

**Elective courses**

No	Kode Mata Kuliah	Nama Mata Kuliah*	In English
	<b>MKAP</b>	<b>Mata Kuliah Konsentrasi Administrasi Pendidikan (MKAP)</b>	<b><i>Course in Educational Administration Concentration</i></b>
1	MAP-301	Pengembangan Manajemen Satuan Pendidikan Dasar dan Menengah*)	<i>Development of Primary and Secondary Educational Unit Management</i>
2	MAP-302	Pengembangan Manajemen Satuan Pendidikan Tinggi*)	<i>Development of Higher Educational Unit Management</i>
3	MAP-303	Pengembangan Sistem Informasi Manajemen dan Penjaminan Mutu Pendidikan Dasar, Menengah dan Tinggi*)	<i>Development of Management Information Systems and Quality Assurance in Elementary, Secondary and Higher Education</i>
4	MAP-304	Pengembangan Perencanaan Sekolah dan Perguruan Tinggi*)	<i>Development of School Planning and University</i>
	<b>MKTP</b>	<b>Mata Kuliah Konsentrasi Teknologi Pendidikan (MKTP)</b>	<b><i>Course in Educational Technology Concentration</i></b>
1	MTP-301	Teori Belajar dan Pembelajaran *)	<i>Instructional Theory</i>
2	MTP-302	Pengembangan Desain Teknologi Pembelajaran*)	<i>Development of Instructional Technology Design</i>
3	MTP-303	Pengembangan Model-Model dan Pendekatan dalam Pembelajaran*)	<i>Development of Instructional Models and Approaches</i>
4	MTP-304	Pengembangan Media Pembelajaran*)	<i>Development of Instructional Media</i>
	<b>MKBK</b>	<b>Mata Kuliah Konsentrasi Bimbingan dan Konseling</b>	<b><i>Course in Counseling Guidance Concentration</i></b>

		<b>(MKBK)</b>	
1	MBK-301	Pengembangan Konseling Keluarga *)	<i>Development of Family Counseling</i>
2	MBK-302	Pengembangan Konseling Lintas Budaya*)	<i>Development of Cross-Cultural Counseling</i>
3	MBK-303	Pengembangan Konseling di Masyarakat*)	<i>Development of Counseling in Society</i>
4	MBK-304	Pengembangan Konseling Instrumentasi*)	<i>Development of Counseling Instruments</i>
	<b>MKPIPA</b>	<b>Mata Kuliah Konsentrasi Pendidikan IPA (MKPIPA)</b>	<b><i>Course in Educational Natural Science Concentration</i></b>
1	MPA-301	Pengembangan Materi Ajar IPA*)	<i>Development of Natural Science Teaching Material</i>
2	MPA-302	Pengembangan Desain dan Model Inovatif Pembelajaran IPA*)	<i>Development of Innovative Natural Science Instructional Designs and Models</i>
3	MPA-303	Pengembangan Pembelajaran Sain Berbasis Lokal*)	<i>Development of Local-Based Science Learning</i>
4	MPA-304	Pengembangan IPA dan Pembudayaan Karakter*)	<i>Development of Natural Science and Character Cultivation</i>
	<b>MKPIPS</b>	<b>Mata Kuliah Konsentrasi Pendidikan IPS (MKPIPS)</b>	<b><i>Course in Educational Social Science Concentration</i></b>
1	MPS-301	Pengembangan Desain dan Model Inovatif Pembelajaran IPS*)	<i>Development of Innovative Social Science Instructional Designs and Models</i>
2	MPS-302	Permasalahan Sosial dan Sosiologi -Antropologi*)	<i>Social Problems and Sociology-Anthropology</i>
3	MPS-303	Permasalahan Sosial dan IPS Sejarah*)	<i>Social Issues and Social Studies History</i>
4	MPS-304	Permasalahan Sosial dan IPS SMP*)	<i>Social Issues and Social Studies in Secondary School</i>

5	MPS-305	Permasalahan Sosial dan IPS SD*)	<i>Social Issues and Social Studies in Primary School</i>
	<b>MKPBSI</b>	<b>Mata Kuliah Konsentrasi Pendidikan Bahasa dan Sastra Indonesia (MKPBSI)</b>	<b><i>Course in Indonesia Language Education Concentration</i></b>
1	MBI-301	Analisis Wacana Lanjutan*)	<i>Advanced Discourse Analysis</i>
2	MBI-302	Pengembangan Bahan Ajar Bahasa Indonesia*)	<i>Development of Indonesian Teaching Materials</i>
3	MBI-303	Isu-isu Baru Tentang Pengajaran Bahasa*)	<i>Issues New About Language Teaching</i>
4	MBI-304	Analisis Wacana Kritis*)	<i>Critical Discourse Analysis</i>
	<b>MKPBI</b>	<b>Mata Kuliah Konsentrasi Pendidikan Bahasa Inggris (MKPBI)</b>	<b><i>Course in English Education Concentration</i></b>
1	MIG-301	Analisis Wacana Lanjutan*)	<i>Advanced Discourse Analysis</i>
2	MIG-302	Pengembangan Bahan Ajar Bahasa Inggris*)	<i>Development of English Teaching Materials</i>
3	MIG-303		<i>New Issues About Teaching and Learning of English*)</i>
4	MIG-304		<i>Critical Discourse Analysis*)</i>
	<b>MKPMAT</b>	<b>Mata Kuliah Konsentrasi Pendidikan Matematika (MKPMAT)</b>	<b><i>Course in Mathematics Education Concentration</i></b>
1	MAT-301	Studi Pengembangan Pembelajaran Matematika*)	<i>Development of Mathematics Instruction</i>
2	MAT-302	Studi Sumber Pembelajaran Matematika*)	<i>Study of Mathematics Instructional Resources</i>
3	MAT-303	Kajian Matematika Sekolah Dasar*)	<i>Primary School Mathematics Study</i>
4	MAT-304	Kajian Matematika Sekolah Menengah*)	<i>Secondary School Mathematics Study</i>

5	MAT-305	Kajian Matematika Perguruan Tinggi*)	<i>Higher Education Mathematics Study</i>
	<b>MKPAUD</b>	<b>Mata Kuliah Konsentrasi PAUD (MKPAUD)</b>	<b><i>Course in Early Childhood Education Concentration</i></b>
1	MUD-301	Manajemen Organisasi Penyelenggaraan Pendidikan dan Pengembangan Anak Usia Dini*)	<i>Organizational Management of Early Childhood Education and Development</i>
2	MUD-302	Pengkajian Teori Perkembangan Anak Usia Dini dan Aplikasinya dalam Pembelajaran*)	<i>Assessment of Early Childhood Development Theory and Its Applications in Instruction</i>
3	MUD-303	Pengkajian Pembelajaran dan Evaluasi Kebutuhan Khusus Anak Usia Dini*)	<i>Instructional Assessment and Evaluation of Special Needs for Early Childhood</i>
4	MUD-304	Teori Bermain dan Aplikasinya pada Anak Usia Dini*)	<i>Early Childhood Play Theory and Its Application</i>

**d. Distribution Groups of Subjects for the Educational Doctoral Study Program, FKIP Bengkulu University**

No	Code	Course Name	SKS	Semester
<b>A</b>	<b>MDK</b>	<b>Matakuliah Dasar Keahlian (MDK)</b>	<b>SKS</b>	<b>Semester</b>
1.	MDK-101	Advanced Science Philosophy	2	I
2.	MDK-102	Educational Science and Pedagogical Insights	3	I
3.	MDK-103	System of Educational Assessment and Evaluation	3	I
4.	MDK-104	Methodology for Advanced Research	3	I
5.	MDK-205	Statistics for Advanced Education	3	II
		<b>Total</b>	<b>15</b>	
<b>B</b>	<b>MKIP</b>	<b>Mata Kuliah Keahlian Ilmu Pendidikan (MKIP)</b>	<b>SKS</b>	<b>Semester</b>
1.	MIP-101	Diffusion of Educational Innovation	3	I
2.	MIP-202	Analysis of Curriculum Development and Instruction	3	II
3.	MIP-203	Analysis of Management and Educational Policy	3	II
4.	MIP-204	The Comparisons of Educational System Transnational	3	II
5.	MIP-205	Leadership Development and Decision Making	3	II
6.	MIP-306	International Journal Publications	3	III
		<b>Total</b>	<b>18</b>	
<b>C.</b>	<b>MKAP</b>	<b>Mata Kuliah Konsentrasi Administrasi Pendidikan (MKAP)</b>	<b>SKS</b>	<b>Semester</b>
1.	MAP-301	Development of Primary and Secondary Educational Unit Management	3	III
2.	MAP-302	Development of Higher Educational Unit Management	3	III
3.	MAP-303	Development of Management Information Systems and Quality Assurance in Elementary, Secondary and Higher Education	3	III
4.	MAP-304	Development of School Planning and University	3	III
		<b>Total</b>	<b>6</b>	

<b>D.</b>	<b>MKTP</b>	<b>Mata Kuliah Konsentrasi Teknologi Pendidikan (MKTP)</b>	<b>SKS</b>	<b>Semester</b>
1.	MTP-301	Instructional Theory	3	III
2.	MTP-302	Development of Instructional Technology Design	3	III
3.	MTP-303	Development of Instructional Models and Approaches	3	III
4.	MTP-304	Development of Instructional Media	3	III
		<b>Total</b>	<b>6</b>	
<b>E</b>	<b>MKBK</b>	<b>Mata Kuliah Konsentrasi Bimbingan dan Konseling (MKBK)</b>	<b>SKS</b>	<b>Semester</b>
1.	MBK-301	Development of Family Counseling	3	III
2.	MBK-302	Development of Cross-Cultural Counseling	3	III
3.	MBK-303	Development of Counseling in Society	3	III
4.	MBK-304	Development of Counseling Instruments	3	III
		<b>Total</b>	<b>6</b>	
<b>F.</b>	<b>MKPIPA</b>	<b>Mata Kuliah Konsentrasi Pendidikan IPA (MKPIPA)</b>	<b>SKS</b>	<b>Semester</b>
1.	MPA-301	Development of Natural Science Teaching Material	3	III
2.	MPA-302	Development of Innovative Natural Science Instructional Designs and Models	3	III
3.	MPA-303	Development of Local-Based Science Learning	3	III
4.	MPA-304	Development of Natural Science and Character Cultivation	3	III
		<b>Total</b>	<b>6</b>	
<b>G.</b>	<b>MKPIPS</b>	<b>Mata Kuliah Konsentrasi Pendidikan IPS (MKPIPS)</b>	<b>SKS</b>	<b>Semester</b>
1.	MPS-301	Development of Innovative Social Science Instructional Designs and Models	3	III
2.	MPS-302	Social Problems and Sociology-Anthropology	3	III
3.	MPS-303	Social Issues and Social Studies History	3	III

4.	MPS-304	Social Issues and Social Studies in Secondary School	3	III
5.	MPS-305	Social Issues and Social Studies in Primary School	3	III
		<b>Total</b>	<b>6</b>	
<b>H.</b>	<b>MKPBSI</b>	<b>Mata Kuliah Konsentrasi Pendidikan Bahasa dan Sastra Indonesia (MKPBSI)</b>	<b>SKS</b>	<b>Semester</b>
1.	MBI-301	Advanced Discourse Analysis	3	III
2.	MBI-302	Development of Indonesian Teaching Materials	3	III
3.	MBI-303	Issues New About Language Teaching	3	III
4.	MBI-304	Critical Discourse Analysis	3	III
		<b>Total</b>	<b>6</b>	
<b>I.</b>	<b>MKPBI</b>	<b>Mata Kuliah Konsentrasi Pendidikan Bahasa Inggris (MKPBI)</b>	<b>SKS</b>	<b>Semester</b>
1.	MIG-301	Advanced Discourse Analysis	3	III
2.	MIG-302	Development of English Teaching Materials	3	III
3.	MIG-303	New Issues About Teaching and Learning of English*)	3	III
4.	MIG-304	Critical Discourse Analysis*)	3	III
		<b>Total</b>	<b>6</b>	
<b>J.</b>	<b>MKPMAT</b>	<b>Mata Kuliah Konsentrasi Pendidikan Matematika (MKPMAT)</b>	<b>SKS</b>	<b>Semester</b>
1.	MAT-301	Development of Mathematics Instruction	3	III
2.	MAT-302	Study of Mathematics Instructional Resources	3	III
3.	MAT-303	Primary School Mathematics Study	3	III
4.	MAT-304	Secondary School Mathematics Study	3	III
5.	MAT-305	Higher Education Mathematics Study	3	III
		<b>Total</b>	<b>6</b>	
<b>K.</b>	<b>MKPAUD</b>	<b>Mata Kuliah Konsentrasi PAUD (MKPAUD)</b>	<b>SKS</b>	<b>Semester</b>
1.	MUD-301	Organizational Management of Early Childhood Education and Development	3	III

2.	MUD-302	Assessment of Early Childhood Development Theory and Its Applications in Instruction	3	III
3.	MUD-303	Instructional Assessment and Evaluation of Special Needs for Early Childhood	3	III
4.	MUD-304	Early Childhood Play Theory and Its Application	3	III
		<b>Total</b>	<b>6</b>	
<b>L.</b>	<b>MIP</b>	<b>Dissertation</b>	<b>SKS</b>	<b>Semester</b>
1.	MIP- 407	Comprehensive examination	2	IV
2.	MIP- 408	Dissertation Proposal Seminar	2	IV
3.	MIP- 509	Dissertation	10	IV-XIV
		<b>Total</b>	<b>14</b>	
		<b>Total number</b>	<b>52</b>	
<b>M.</b>	<b>MMA</b>	<b>Mata Kuliah Matrikulasi</b>		
1.	MMA-101	Educational Foundation	2	1
2.	MMA-102	Curriculum and Learning	2	1
		<b>Total</b>	<b>4</b>	

**e. Distribution of Per-Semester Courses for the Educational Doctoral Study Program, FKIP Bengkulu University**

No	Course Code	SEMESTER I	SKS
		Course Name	
1.	MDK-101	Advanced Science Philosophy	2
2.	MDK-102	Educational Science and Pedagogical Insights	3
3.	MDK-103	System of Educational Assessment and Evaluation	3
4.	MDK-104	Methodology for Advanced Research	3
1.	MIP-101	Diffusion of Educational Innovation	3
		<b>Total</b>	<b>14</b>

No	Course Code	SEMESTER II	SKS
		Course Name	
1	MDK-205	Statistics for Advanced Education	3
2.	MIP-202	Analysis of Curriculum Development and Instruction	3
3.	MIP-203	Analysis of Management and Educational Policy	3
4.	MIP-204	The Comparisons of Educational System Transnational	3
5.	MIP-205	Leadership Development and Decision Making	3
		<b>Total</b>	<b>15</b>

No	Course Code	SEMESTER III	SKS
		Course Name	
1	MIP-306	International Journal Publications	3
2		Option 2 Concentration courses	6
		<b>Total</b>	<b>9</b>

\*) Concentration Courses : 6 SKS

No	Course Code	SEMESTER IV, V, VI	SKS
		Course Name	
1	MIP- 407	Comprehensive examination	2
2	MIP- 408	Dissertation Proposal Seminar	2
3	MIP- 509	Dissertation	10

		<b>Total</b>	<b>14</b>
<b>TOTAL SKS</b>			<b>52</b>