UNIVERSITAS NEGERI YOGYAKARTA
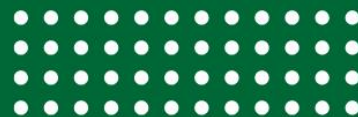
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FAKULTAS ILMU PENDIDIKAN

MODULE HANDBOOK
DOCTOR OF EDUCATIONAL MANAGEMENT
THE FACULTY OF EDUCATION
UNIVERSITAS NEGERI YOGYAKARTA

MODULE HANDBOOK
DOCTOR OF EDUCATIONAL MANAGEMENT

Table of Contents

Curriculum Structure of Doctor of Educational Management

1st Semester	Philosophy of Educational Management	Educational Research Methodology	Educational Governance	Journal Article Writing	Contemporary Issues in Educational Management	Educational Policy Theory and Process	Educational Administration and Management Theory					
2nd Semester	Multivariate Statistics (Path Analysis and SEM)	Educational Economics	Educational management Development	Dissertation Proposal Writing	Educational Politics	Educational Quality Assurance Information Systems	Development of Educational Management Behavior and Ethics	Entrepreneurship in Education	Comparative Educational Management	Educational Planning & Budgeting	Total Quality Management (TQM)	Contemporary Educational Management
3rd Semester	Strategic Decision Making	Educational Policy Analysis	Dissertation Proposal Seminar	Strategic Leadership	Internal and External Quality Assurance Systems	Independent Study in Educational Management	Higher Education Management	Educational Leadership				
4th Semester	Dissertation											

1st Semester
Summer Term 2024/2025

Module number DMP9301	Module name Education Governance	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, quizzes/evaluations	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)
 	
1. Cognitive (50%):
 	
  - Attendance (5%).
 	
  - Quiz (5%).
 	
  - Tasks (10%).
 	
  - UTS (15%).
 	
  - UAS (15%).
 	
2. Participatory (50%):
 	
  - Case Studies (50%).
 	
  - Team Based Project (0%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings ×
		170/60 = 135.8
		hours/Semester
		(39.8 hours of contact in
		class + 48 hours of
		structured + 48 hours of
		Assigments/self-study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77
		ECTS
		(39.8 hours of contact in
		class + 48 hours of
		structured + 48 hours of
		Assigments/self-study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Lantip Diat Prasojo S.T., M.Pd.		

Syllabus
The Educational Governance course is a university course and is mandatory for all students of the education program with a weight of 2 credits. This course discusses the basic concepts, characteristics, and evaluation of Education Governance based on good governance, sound governance, dynamic governance, and open governance.

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Understand the basic concepts, characteristics, and evaluation of Educational Governance.
- Able to analyze the problems and success factors of the management of Education Governance in general and specifically in schools.
- Able to apply Educational Governance skills to solve problems of Education Governance in general and specific in schools.

Classification of cognitive skills following Bloom (1956):
- Knowledge: Considering the basic concepts, legal foundations, and core values of educational governance.
- Comprehension: Considering the basic concepts, legal foundations, and core values of educational governance.
- Application: Apply management skills, ICT-based practices, and professional services to solve problems.
- Analysis: Identify factors, outline problems, and evaluate challenges in education management.
- Synthesis: Developing innovation, integrating local wisdom, technology, and research into new educational practices
- Evaluation: Assessing the effectiveness of programs, strategies, and their conformity with ethics, laws, and national values.

Core readings:
- Cepi Safruddin dkk. (2016). Manajemen Pendidikan. Yogyakarta: UNY Press
- Robert Cowen (2014) International educational governance, Comparative Education, 50:4, 511-514, DOI: 10.1080/03050068.2014.950827
- Secretariat, E. (2016). Governance in Education. In Report of the seminar of the European Network of Education Councils (Issues 30–31).
- Shewbridge, C., & Köster, F. (2019). Strategic Education Governance (OECD (ed.); OECD, Issue February). Centre for Educational Research and Innovation.
- Andhika, L. R. (2017). SOUND GOVERNANCE , DYNAMIC GOVERNANCE , DAN OPEN GOVERNMENT (Comparative Concept of Governance?) Sound Governance Dynamic Governance , And Open Government). Jurnal Perbandingan Konsep Tata Kelola Pemerintah, 8, 87–102.

- José, M. M., & Samuel, R. C. (2013). OPEN GOVERNANCE STANDARDS (T. International (ed.)). Transparency International.
- OECD. (2016). Open government (pp. 49–77). OECD Publishing
- OECD. (2013). School Governance, Assessments and Accountability (OECD (ed.); Vol. 4). OECD Publishing

Module number DMP9302	Module name Journal Article Writing	
Type of course Core Module	Semester / Rotation Semester 1 / Winter Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work, quizzes/evaluations	Prerequisites for attendance None	Language Indonesian Language

Type of examination   **(Final Grade Composition)**
 	
  1. Cognitive (50%):
 	
     - Attendance (5%).
 	
     - Quiz (0%).
 	
     - Tasks (5%).
 	
     - UTS (15%).
 	
     - UAS (25%).
 	
  2. Participatory (50%):
 	
     - Case Studies (20%).
 	
     - Team Based Project (30%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings × 170/60 = 135.8 hours/Semester
		(39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77 ECTS
		(39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Yoppy Wahyu Purnomo S.Pd., M.Pd.		

Syllabus
This course provides postgraduate students with an understanding of the concepts and techniques for preparing scientific articles that are ready to be published in international journals. The result of this course is a manuscript according to the style of the circumference and characteristics of the intended journal. The topics discussed in this course include: research scope and types of scientific papers, topics and tracing literature, state of the art, body of manuscript (article research, literature review), and writing supervision.

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Describe essential elements of scientific article for publication, i.e. title, author(s) name(s), abstract, key words, introduction-literature review, methods, results-and discussion, conclusion, acknowlegment, conflict of interest declaration, references, and appendixes
- Search address of particular reputable journal associated with related article produced from his/her doctorate thesis of students via internet-Scimago
- Learn the essential aspects of the corresponding journal based on the menu displayed in the home addess of the journal, particularly the Guide line / instruction for author(s)
- Access several articles in the intended journal for guiding in writing an article
- Write a pseudo scientific article based on her/his thesis/dissetartion being ready for submission.

Classification of cognitive skills following Bloom (1956):
- Knowledge: Remembering facts and terms.
- Comprehension: Understanding and interpreting ideas.
- Application: Using knowledge in practical situations.
- Analysis: Break down concepts into sections.
- Synthesis: Creating new ideas by integrating concepts.
- Evaluation: Assessing the value and impact of a program or strategy.

Core readings:
- Hoogenboom, B. J., & Manske, R. C. (2012). How to write a scientific article. International journal of sports physical therapy, 7(5), 512
- Pereira, M. G. (2017). Ten steps for writing a successful scientific article. Epidemiology and Health Services, 26, 661-664.
- Reis, S. R. N., & Reis, A. I. (2013, March). How to write your first scientific paper. In 2013 3rd Interdisciplinary Engineering Design Education Conference (pp. 181-186). IEEE.
- Louis Cohen, L Manion, & Keith Morrison. 2018. Research Methods in Education. 6 Edition. Routledge https://orcid.org/0000-0002-9666-9766

Module number PAP8201	Module name Theory of Educational Administration and Management	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work, quizzes/evaluations	Prerequisites for attendance None	Language Indonesian Language

Type of examination (Final Grade Composition)
 	
1. Cognitive (50%):
 	
   - Attendance (5%).
 	
   - Quiz (0%).
 	
   - Tasks (5%).
 	
   - UTS (20%).
 	
   - UAS (20%).
 	
2. Participatory (50%):
 	
   - Case Studies (50%).
 	
   - Team Based Project (0%).
		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)
		
		ECTS (+Workload in hrs) 2 Credits × 1.59 = 3.18 ECTS (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 5.66 Hours
Additional teacher involved: Dr. Cepi Safruddin Abd Jabar M.Pd.		

Syllabus

The purpose of this course is to present and discuss some of the essential concepts of education management which include basic concepts, characteristics, functions and roles, as well as approaches and strategies for education management. Through the process of guided, independent, and field analysis, students are expected to have a mindset, ideas, insights, and attitudes that are essential for education management.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- understand the philosophical, theoretical, and practical foundations of educational administration and management
- able to internalize the basic values of education management in his thinking and behavior as an education management scholar
- Able to apply educational management techniques

Classification of cognitive skills following Bloom (1956):

- Knowledge: Remembering and explaining the essential elements of a scientific article: title, abstract, method, etc.
- Comprehension: Understand and interpret the author's instructions on the journal website.
- Application: Use the internet and databases to find relevant journals.
- Analysis: Analyze examples of articles in journals to become a writing guide.
- Synthesis: Creating new ideas by integrating concepts.
- Evaluation: Presenting and assessing the suitability of articles based on author guidelines and peer input.

Core readings:

- Hoy, W.K., Miskel, D.G. (2013) Educational Administration: Theory, Research, and Practice. Toronto: Random House, Inc.
- Razik, T.A. dan Swanson, A.D. (1995) Fundamental Concept of Educational Leadership, and Practice, and Management. New Jersey: Prentice Hall, Inc.

Module number MAP8205	Module name Educational Leadership	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 　1. Cognitive (50%): 　　 - Attendance (10%). 　　 - Quiz (0%). 　　 - Tasks (20%). 　　 - UTS (10%). 　　 - UAS (10%). 　2. Participatory (50%): 　　 - Case Studies (35%). 　　 - Team Based Project (15%).		**SKS (+Workload in hrs)** 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self- study = 90.6 hours) **ECTS (+Workload in hrs)** 2 Credits × 1.59 = 3.18 ECTS (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)
Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 5.66 Hours
Additional teacher involved: Dwi Esti Andriani S.Pd., M.Pd., M.Ed.St., Ed.D.		

Syllabus

Equipping students with knowledge and skills about educational leadership development. The scope of the material includes: basic concepts of educational leadership, educational leadership development needs, educational leadership preparation and development programs in developed and developing countries, educational leadership development learning strategies, impact of educational leadership development, future leadership development. At the last meeting, the lecture will examine policies and programs for leadership preparation and development in Indonesia.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:
- Able to explain the scope of leadership material
- Have the ability to explain the difference between management and leadership
- Able to explain the differences in various leadership approaches (Leadership)

Classification of cognitive skills following Bloom (1956):
- Knowledge: Know the scope of leadership material, the differences between management and leadership, and various leadership approaches.
- Comprehension: Understand the concepts, characteristics, and advantages and disadvantages of various leadership approaches.
- Application: Applying leadership theory in the context of educational management and professional practice.
- Analysis: Analyze the differences in the roles of managers and leaders and the effectiveness of leadership approaches in certain situations.
- Synthesis: Designing leadership strategies that suit the needs of educational organizations.
- Evaluation: Evaluating the effectiveness of leadership in improving the quality of governance and performance of educational institutions.

Core readings:
- Bush, T. 2008. Leadership & Management Development. London, New Delhi, Thousand Oaks: Sage
- Bush, T. 2010. Accelerating Leadership Development. Educational Management Administration & Leadership, 38(2) 147-148
- Bush, T. 2012. International perspectives on leadership development: making a difference, Professional Development in Education, 38 (4), 663-678, DOI: 10.1080/19415257.2012.660701
- Bush, T. 2009. Leadership Development and school improvement: contemporary issues in leadership development, Educational Review 61(4), 375–389
- Andriani, D. E., Clarke, S., & O'Donoghue, T. (2019). Charting primary school leadership in Indonesia: From centralisation to decentralisation. In New Directions In Research On Education Reconstruction In Challenging Circumstances (pp. 101-121). Queen's University Library.
- Hermanto, H., Andriani, D. E., Pujianingsih, P., & Damayanto, A. (2022). Kepemimpinan inklusif kepala sekolah menengah pertama (Cetakan 1). UNY Press.

- Sutapa, M., & Andriani, D. E. (2014). Studi manajemen pendidikan: Kajian teoritis & praktis. Jurnal Peradaban, 7(1), 69-87.
- Andriani, D. E. (2021). Benefits of new principal preparation program in Indonesia. In Proceedings of the 2nd International Conference on Meaningful Education (ICMEd). KnE Social Sciences. https://doi.org/10.18502/kss.v6i2.10019
- Andriani, D. E., dkk. (2023). Tinjauan internasional dan nasional penyiapan dan pengembangan kepemimpinan sekolah (Cetakan pertama). Deepublish.

Module number MAP8207	Module name Education Policy Theory and Process	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)

1. Cognitive (50%):

   - Attendance (5%).

   - Quiz (5%).

   - Tasks (10%).

   - UTS (10%).

   - UAS (20%).

2. Participatory (50%):

   - Case Studies (30%).

   - Team Based Project (20%).

SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.59 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.	Semester week hours: 5.66 Hours

Additional teacher involved:
Dr. Drs. Setya Raharja M.Pd.

Syllabus

This course discusses the basic concepts of policy, formulation, implementation, evaluation and analysis of policies. This lecture begins with an understanding of the concept of public policy, the factors that influence/background the emergence of policies, the policy formulation process, the policy implementation process and being able to evaluate policies. In addition to understanding the basic concepts of policy, students also analyze policies in other countries. The material includes factors that affect policies, formulation processes, implementation models, evaluation and monitoring, and policy impacts.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:
- Understand the mindset and philosophy of education policy
- The position of education dynamics in the framework of education policy
- Analyze education policy

Classification of cognitive skills following Bloom (1956):
- Knowledge: Knowing the position of education dynamics within the framework of education policy.
- Comprehension: Understand the framework and philosophy of education policy.
- Application: Applying the principles and approaches of education policy in a real context.
- Analysis: Analyze education policy using relevant theories and data.
- Synthesis: Formulating alternative education policies by integrating various perspectives.
- Evaluation: Assessing the effectiveness and impact of education policies on society and the education system.

Core readings:
- Dun William. 1981. Public Policy Analysis; An Introduction, New York:Prentice-Hall,Inc
- Jones, O. Charles. Pengantar Kebijakan Publik. Jakarta: Rajawali
- Houg. 1985. Educational Policy. New York: Mc Graw-Hill
- Solihin abdul wahab.1997., Analisis Kebijakan, dari formulasi ke implementasi kebijakan negara. Jakarta : Bumi Aksara
- Patton, Carl., Sawicki., Davis S. 1986. Basic Methods of Policy Analysis and Planning. New Jersey: Engliwood

Module number DMP9303	Module name Contemporary Issues of Education Management	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work, quizzes/evaluations	Prerequisites for attendance None	Language Indonesian Language

Type of examination   **(Final Grade Composition)**
 	
1. Cognitive (49%):
 	
   - Attendance (5%).
 	
   - Quiz (1%).
 	
   - Tasks (5%).
 	
   - UTS (12%).
 	
   - UAS (26%).
 	
2. Participatory (51%):
 	
   - Case Studies (25%).
 	
   - Team Based Project (36%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings ×
		170/60 = 135.8
		hours/Semester
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77
		ECTS
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Slamet PH. MA., M.Ed., MLHR., Ph.D.		

Syllabus
This course examines various issues in the field of education, especially related to education management. The study material covers issues related to the practice and regulation of the education sector and its implementation, including: education quality, education equity, educational relevance), national education standards which include: competence of education graduates (graduate competency standards), educational content (content standards), educational processes (process standards), educational evaluation (assessment standards), human resource development in the field of education (education personnel standards), educational facilities and infrastructure (infrastructure standards), education management (management standards), education costs (financing standards); Leadership and supervision of education, vocational education, distance education, networked learning, character education, application of technology in the field of education, and strategies to overcome various obstacles and obstacles in the field of education. Student learning experience is obtained through activities: identifying, reviewing various education policies, observing educational practices and recognizing obstacles faced, analyzing and offering solutions to various problems faced in education management in Indonesia, both primary education, secondary education, and higher education.

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Identify contemporary issues in the field of education in general and education management
- Identify various government policies related to the field of education
- Identify various education management problems that arise in the community
- Analyzing the implementation of government policies in the field of education
- Formulate recommendations to address problems related to education management in Indonesia

Classification of cognitive skills following Bloom (1956):
- Knowledge: Remembering and recognizing actual issues in education.
- Comprehension: Understand the content, direction, and meaning of education policies.
- Application: Using knowledge to find real problems in the field.
- Analysis: Break down policies into implementation components to understand their effectiveness.
- Synthesis: Integrating theory and practice to create new solutions.
- Evaluation: Assess the success and impact of policies on the quality of education.

Core readings:

- A. Ravik Karsidi. 2015. Education development strategies in Indonesia. Surakarta. UNS Press
- Undang-undang Dasar 1945 khususnya pasal 31 ayat (1)-(5)
- Undang-undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional dan RUU Sisdiknas
- Peraturan Pemerintah Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan PP Nomor 32 tahun 2013 tentang Perubahan PP Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan PP No. 13 Tahun 2015 tentang Perubahan Kedua Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan PP No. 57 tahun 2021 tentang Standar Nasional Pendidikan
- Undang-undang Nomor 14 tahun 2005 tentang Guru dan Dosen
- Permendikbud Nomor 20 tahun 2016 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah
- Permendikbud Nomor 21 tahun 2016 tentang Standar Isi Pendidikan Dasar dan Menengah
- Permendiknas Nomor 41 tahun 2007 tentang Standar Proses; Permendikbud Nomor 22 tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah
- Peraturan terkait Standar Pendidik dan Tenaga Kependidikan: Ada 13 regulasi: (tenaga kependidikan: pengawas, kepala sekolah, guru, TAS, tenaga perpustakaan, tenaga lab, konselor, penguji kursus & pelatihan, pembimbing kursus, TAS Paket A,B,C pengelola kursus, pengelola Paket A,B,C, teknisi sumber belajar)
- PP Nomor 19 tahun 2007 tentang Standar Pengelolaan Pendidikan oleh Satuan Pendidikan Dasar dan Menengah
- Permendiknas Nomor 24 tahun 2007 tentang Standar Sarana Prasarana untuk SD/MI, SMP/M.Ts, SMA/MA. Permendiknas Nomor 40 tahun 2008 tentang Standar Sarana Prasarana untuk Sekolah Menengah Kejuruan (SMK) dan Madrasah Aliyah Kejuruan (MAK). Permendiknas Nomor 33 tahun 2008 tentang Standar Sarana Prasarana untuk Sekolah Luar Biasa
- Permendiknas Nomor 69 tahun 2009 tentang Standar Biaya operasi nonpersonalia untuk pendidikan dasar dan menengah
- Permendiknas Nomor 20 tahun 2007 tentang Standar Penilaian Pendidikan
- Peraturan Pemerintah dan Permendikbud tentang Merdeka Belajar dan Kampus Merdeka (SE Mendikbud Nomor 1 tahun 2020 tentang Kebijakan Merdeka Beka Belajar dalam Menentukan Kelulusan Peserta Didik dan Pelaksanaan Penerimaan Peserta Didik Baru tahun ajaran 2020-2021
- Panduan Merdeka Belajar Kampus Merdeka (2020)

Module number PAS9302	Module name Educational Research Methodology	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination (Final Grade Composition)	SKS (+Workload in hrs)
1. Cognitive (50%): - Attendance (5%). - Quiz (5%). - Task (0%). - UTS (10%). - UAS (30%). 2. Participatory (50%): - Case Studies (20%). - Team Based Project (30%).	3 Credits × 16 meetings × 170/60 = 135.8 hours/Semester (39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study = 135.8 hours) **ECTS (+Workload in hrs)** 3 Credits × 1.59 = 4.77 ECTS (39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study = 135.8 hours)
Module coordinator Dr. Drs. Setya Raharja M.Pd.	Semester week hours: 8.49 Hours
Additional teacher involved: 1. Prof. Dr. Lia Yuliana S.Pd., M.Pd. 2. Prof. Dr. Sugiyono, M.Pd.	

Syllabus

This course examines various issues in the field of education, especially related to education management. The study material covers issues related to the practice and regulation of the education sector and its implementation, including: education quality, education equity, educational relevance), national education standards which include: competence of education graduates (graduate competency standards), educational content (content standards), educational processes (process standards), educational evaluation (assessment standards), human resource development in the field of education (education personnel standards), educational facilities and infrastructure (infrastructure standards), education management (management standards), education costs (financing standards); Leadership and supervision of education, vocational education, distance education, networked learning, character education, application of technology in the field of education, and strategies to overcome various obstacles and obstacles in the field of education. Student learning experience is obtained through activities: identifying, reviewing various education policies, observing educational practices and recognizing obstacles faced, analyzing and offering solutions to various problems faced in education management in Indonesia, both primary education, secondary education, and higher education.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:
- Understand the differences between quantitative, qualitative, combination, R&D, action research, policy research and evaluation research methods
- Understand the level and scope of S3 research in the field of education management
- Able to use quantitative research methods for dissertation research
- Able to use qualitative research methods for dissertation research
- Able to use combination research methods for dissertation research
- Able to use research and development methods for dissertation research
- Able to use action research methods for dissertation research
- Able to use policy research methods for dissertation research
- Able to use evaluation research methods for dissertation research
- Able to make research proposals using various research methods
- Able to make research reports using various research methods
- Able to present research proposals that have been made in various meeting forums
- Able to present research reports that have been made in various research meetings/seminars forums

Classification of cognitive skills following Bloom (1956):
- Knowledge: Identify educational issues, policies, and problems.
- Comprehension: Understand the principles and context of educational policy/research.
- Application: Applying the theory and methods of educational management/research.
- Analysis: Analyze policy implementation and research results.
- Synthesis: Formulate recommendations and prepare research proposals/reports.
- Evaluation: Evaluate and present research/policy results.

Core readings:
- Sugiyono, (2018). Metode penelitian kuantitatif . Bandung. Alfabeta
- Sugiyono, (2018). Metode penelitian kualitatif. Bandung. Alfabeta
- Sugiyono, (2016). Metode penelitian kombinasi . Bandung. Alfabeta
- Sugiyono, (2017). Metode penelitian pengembanagan . Bandung. Alfabeta
- Sugiyono, (2018). Metode penelitian kebijakan. Bandung. Alfabeta
- Sugiyono, (2016). Metode penelitian evaluasi . Bandung Alfabeta
- Sugiyono, (2015). Metode penelitian tindakan komprehensif. Bandung. Alfabeta
- Sugiyono, (2017). Metode penelitian manajemen . Bandung. Alfabeta

Module number DMP9318	Module name Independent Study in the Field of Education Management	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work, quizzes/evaluations	Prerequisites for attendance None	Language Indonesian Language

Type of examination   **(Final Grade Composition)**
 	
  1. Cognitive (50%):
 	
     - Attendance (10%).
 	
     - Quiz (0%).
 	
     - Task (0%).
 	
     - UTS (20%).
 	
     - UAS (20%).
 	
  2. Participatory (50%):
 	
     - Case Studies (50%).
 	
     - Team Based Project (0%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings ×
		170/60 = 135.8
		hours/Semester
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77
		ECTS
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Dra. Serafin Wisni Septiarti M.Si.		

Syllabus

This course will provide experience for students to analyze leadership modules, administration, management and leadership modules, make a report on students' choice books for grand theory in Chapter II dissertation drafts and make article reports from Scopus accredited journals for Chapter II dissertation drafts.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:
- Create a comment report of 15 leadership modules
- Creating comment reports of 15 modules of educational administration, management, and leadership
- Make a report of the student's choice book for grand theory in Chapter II of the dissertation draft
- Creating an article report from a Scopus accredited journal for Chapter II dissertation draft

Classification of cognitive skills following Bloom (1956):
- Knowledge: Identify and understand the content of the leadership module.
- Comprehension: Understand and provide critical comments on the administration, management, and leadership modules.
- Application: Using theories from selected books to compose a grand theory (Chapter II dissertation).
- Analysis: Analyze articles from reputable journals (Scopus) to strengthen theoretical foundations.
- Synthesis: Integrating the results of study modules, books, and journals into the dissertation draft.
- Evaluation: Evaluate the quality of theory, data, and literature to assess the feasibility of dissertation research.

Core readings:
- Husaini Usman. (2019). Administrasi, manajemen, dan kepemimpinan pendidikan. Jakarta: Bumi Aksara
- Husaini Usman. (2019). Kepemimpinan efektif. Jakarta: Bumi Aksara.

Module number DMP9307	Module name Education Policy Analysis	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)

1. Cognitive (50%):

   - Attendance (5%).

   - Quiz (5%).

   - Tasks (10%).

   - UTS (15%).

   - UAS (15%).

2. Participatory (50%):

   - Case Studies (25%).

   - Team Based Project (25%).

SKS (+Workload in hrs)
3 Credits × 16 meetings × 170/60 = 135.8 hours/Semester
(39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study =
135.8 hours)

ECTS (+Workload in hrs)
3 Credits × 1.59 = 4.77 ECTS
(39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study =
135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.	Semester week hours: 8.49 Hours

Additional teacher involved:
Prof. Drs. Suyanto M.Ed., Ph.D.

Syllabus

This course is mandatory for students of the S3 Education Management Study Program. It contains a study of educational policies and practices issued by the Ministry of National Education and local governments. The lecture material includes an analysis of the content of a number of government regulations and policies in managing the practice of education in Indonesia

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understand the educational policies and practices issued by the ministry of national education and local governments
- Able to analyze the content of a number of government regulations and policies in managing educational praxis in Indonesia

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand the educational policies and practices of the Ministry of Education and Culture and local governments.
- Comprehension: Analyze the content of government regulations and policies in the management of education in Indonesia.
- Application: Implement policies in the context of education management.
- Analysis: Integrating various policies to formulate education management strategies.
- Synthesis: Assessing the effectiveness of policies on improving the quality of education.
- Evaluation: Identify relevant legal and regulatory bases in education management.

Core readings:

- Moran, M., Rein, Martin, & Goodin, Robert E. (2016). The Oxford Handbook of Public Policy. New York: Oxford University Press.
- Zajda, J. D. T. Gamage. (editors). (2009). Decentralization, school-based management, and quality. Globalization, comparative education and policy research 8. London, New York. Springer.

Module number DMP9316	Module name Dissertation Proposal Seminar	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination   **(Final Grade Composition)**
 	
  1. Cognitive (50%):
 	
    - Attendance (10%).
 	
    - Quiz (5%).
 	
    - Tasks (5%).
 	
    - UTS (10%).
 	
    - UAS (20%).
 	
  2. Participatory (50%):
 	
    - Case Studies (50%).
 	
    - Team Based Project (0%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings ×
		170/60 = 135.8
		hours/Semester
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77
		ECTS
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Dr. Wiwik Wijayanti M.Pd.		

Syllabus

This course examines the procedure for preparing proposals, which includes determining titles, backgrounds, theoretical studies and research methods. Analysis covers products and processes; The products assessed included: the suitability of the title, the formulation of the problem, the relevance of the literature review, and the accuracy of the method used. Meanwhile, the seminar process is assessed including: clarity in the delivery of material, submission of questions and/or responses, and cooperation

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:
- Able to prepare proposals and present dissertations

Classification of cognitive skills following Bloom (1956):
- Knowledge: Mastering theories, concepts, and research methods.
- Comprehension: Understand the structure of proposals and dissertations.
- Application: Apply theories and methods in the preparation of proposals/dissertations.
- Analysis: Analyze data and problems to be formulated in research.
- Synthesis: Integrating theories, data, and findings into scientific papers (proposals/dissertations).
- Evaluation: Presenting, maintaining, and assessing the quality of dissertations in academic forums.

Core readings:
- UNY, 2019, Pedoman Penulisan Tesis dan Disertasi

Module number PAS9201	Module name Philosophy of Education	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Cognitive (50%): - Attendance (5%). - Quiz (5%). - Tasks (5%). - UTS (15%). - UAS (20%). 2. Participatory (50%): - Case Studies (50%). - Team Based Project (0%).		**SKS (+Workload in hrs)** 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours) **ECTS (+Workload in hrs)** 2 Credits × 1.59 = 3.18 ECTS (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)
Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 5.66 Hours
Additional teacher involved: Prof. Dr. Achmad Dardiri, M.Hum.		

Syllabus
This course presents, discusses, and discusses the basic concepts of educational philosophy, the concept of educational philosophy with its various aspects that are depicted in various streams by involving critical thinking, communication and student collaboration. The idea of education in the cultural context of educational thinkers ranging from Rousseau, Pestalozzi, Montessori, John Dewey, and Ki Hadjar Dewantara is central. The concept of child development from Jean Piaget, Vygotsky, and Howard Gardner became the starting point of the study with its educational implications.

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Explain the relationship between education and philosophy, as well as the definition of philosophy and philosophy of education and identify the foundations in the philosophy of education
- Mention problems in the philosophy of education and explain the concept of the philosophy of education in the framework of the basics of philosophy
- Mention, identify and evaluate trends in the philosophy of education
- Reflecting on the relevant concepts of educational philosophy in the education system in Indonesia
- Identifying, responding, and providing solutions to educational problems in social life philosophically

Classification of cognitive skills following Bloom (1956):
- Knowledge: Explains the philosophy and foundation of education.
- Comprehension: Understand the questions and concepts of the philosophy of education.
- Application: Identify & evaluate the philosophy of education streams.
- Analysis: Reflecting on the concept of philosophy in Indonesian education.
- Synthesis: Formulating philosophical solutions to educational problems.
- Evaluation: Assessing the relevance of philosophy in answering educational issues.

Core readings:
- Gutek, Gerald L. 1988. Philosophical dan Ideological Perspectives on Education. New Jersey: Prentice Hall, Inc.
- Imam Barnadib. 1996. Filsafat Pendidikan. Yogyakarta: Penerbit Andi.
- Kesuma, Dharma & Teguh Ibrahim. 2016. Struktur Fundamental Pedagogik: Membedah Pemikiran Paulo Freire. Bandung: Refika Aditama.
- Ki Hadjar Dewantara. 1977. Pendidikan. Yogyakarta: Majelis Luhur Taman Siswa.
- Oneil, William. F. 2004. Ideologi-Ideologi Pendidikan. Yogyakarta: Pustaka Pelajar
- Ornstein, Allan C & Daniel U. Levine. 2008. Foundations of Education. Boston-Newyork: Houghton Mifflin Co.
- Rukiyati & L. Andriani Purwastuti. 2018. Memahami Filsafat Pendidikan. Yogyakarta: Penerbit Andi.

- Tafsir, Ahmad. 2010. *Filsafat Pendidikan Islami: Integrasi Jasmani, Ruhani dan Kalbu Memanusiakan Manusia*. Bandung: Remaja Rosdakarya.
- Uyoh Sadulloh. 2007. *Pengantar Filsafat Pendidikan*. Bandung: Alfabeta.

Module number DMP9305	Module name Strategic Decision Making	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Cognitive (50%): - Attendance (5%). - Quiz (0%). - Tasks (10%). - UTS (10%). - UAS (25%). 2. Participatory (50%): - Case Studies (50%). - Team Based Project (0%).		**SKS (+Workload in hrs)** 3 Credits × 16 meetings × 170/60 = 135.8 hours/Semester (39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study = 135.8 hours) **ECTS (+Workload in hrs)** 3 Credits × 1.59 = 4.77 ECTS (39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study = 135.8 hours)
Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Sutrisna Wibawa, M.Pd.		

Syllabus

This course provides theoretical knowledge and skills regarding the concept of strategic decision-making, the factors involved in strategic decision-making, and the ideal characteristics of strategic decision-making

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Explain the Meaning of Strategic Decision-Making, Ideas in Strategic Decision-Making, Courage, Creativity, and Balance in Strategic Decision-Making, Alternatives in Strategic Decision-Making, Bounded Awareness in Strategic Decision-Making, Uncertainty in Strategic Decision-Making, Decision Table in Strategic Decision-Making, Fairness and Ethics in Strategic Decision-Making
- Have a mindset in improving the quality of strategic decision-making
- Can produce any type of scientific paper

Classification of cognitive skills following Bloom (1956):

- Knowledge: Explain policy concepts & aspects of strategic decision-making.
- Comprehension: Understanding the mindset to improve the quality of decisions.
- Application: Apply the principles of strategic decisions in a real context.
- Analysis: Unravelling alternatives, risks, and uncertainties in decision-making.
- Synthesis: Produce scientific papers related to strategic decision-making.
- Evaluation: Assessing the ethics, fairness, and effectiveness of strategic decisions.

Core readings:

- Adair, J. (2013). Decision Making and Problem Solving
- Anderson, B. F., & Wheeler, W. (2002). The Three Secrets of Wise Decision Making. Single Reef Press.
- Bazerman, M. H., & Moore, D. A. (2012). Judgment in Managerial Decision Making. Wiley
- Dekkers, R. (2017). Applied Systems Theory. Springer International Publishing
- Manktelow, K. I. (2012). Thinking and Reasoning: An Introduction to the Psychology of Reason, Judgment and Decision Making. Psychology Press.

Module number DMP9306	Module name Strategic Leadership	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination (Final Grade Composition)	**SKS (+Workload in hrs)** 3 Credits × 16 meetings × 170/60 = 135.8 hours/Semester (39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study = 135.8 hours)
1. Cognitive (50%): - Attendance (5%). - Quiz (0%). - Tasks (10%). - UTS (10%). - UAS (25%). 2. Participatory (50%): - Case Studies (50%). - Team Based Project (0%).	**ECTS (+Workload in hrs)** 3 Credits × 1.59 = 4.77 ECTS (39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study = 135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.	Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Sutrisna Wibawa, M.Pd.	

Syllabus

This course provides students with the opportunity to analyze and develop philosophical and leadership practices at a strategic level. Lectures are carried out through case analysis and material development to equip students with the ability to analyze and apply the latest theories in strategic leadership. Through discussions and presentations, it is hoped that students will have insight and ability to analyze strategic leadership practices in the field.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:
- Explain the concepts of strategic education leadership and education leaders
- Have explained the context of strategic education leadership and its implications on leadership practice
- Explain the relationship between strategic education leadership and 21st century school effectiveness
- Describe the development of strategic education leadership theory, concepts, and practices
- Selecting leadership models, theories or practices that are considered appropriate for educational organizations in a variety of contexts
- Evaluate the effectiveness of leadership practices for educational organizations in diverse contexts
- Explain the concept of preparing and developing effective 21st-century school leaders

Classification of cognitive skills following Bloom (1956):
- Knowledge: Explain the concept of strategic educational leadership & the role of the leader.
- Comprehension: Understand the context & implications of strategic leadership in practice.
- Application: Linking strategic leadership to the effectiveness of 21st century schools.
- Analysis: Analyze the development of strategic leadership theory, concepts, and practices.
- Synthesis: Selecting & integrating leadership models/theories according to the context of the organization.
- Evaluation: Evaluating the effectiveness of leadership practices in various educational contexts.

Core readings:
- Anna Brzozowska, Dagmara Bubel, Larysa Nekrasenko (2022) Organisation Management in the Digital Economy
- Charles W. L. Hill, Gareth R. Jones, Melissa A. Schilling (2015) Strategic Management theory
- Don Argus, Danny Samson (2021) Strategic Leadership for Business Value Creation

Module number DMP9311	Module name Internal and External Quality Assurance System	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)
 	
  1. Cognitive (50%):
 	
    - Attendance (5%).
 	
    - Quiz (0%).
 	
    - Tasks (10%).
 	
    - UTS (15%).
 	
    - UAS (20%).
 	
  2. Participatory (50%):
 	
    - Case Studies (50%).
 	
    - Team Based Project (0%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings ×
		170/60 = 135.8
		hours/Semester
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77
		ECTS
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Sugiyono M.Pd.		

Syllabus
Management courses are internal and external quality assurance courses that are compulsory and are a concentration course with a weight of 3 credits. Through internal and external quality assurance lectures after completing lectures, students are expected to understand the theory of internal and external quality assurance (PMIE) and subsequently be able to applying, developing, and creating such theories.

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Understanding the quality assurance system for primary, secondary, and tertiary education
- Understand critical issues related to the quality of education
- Understanding national education standards
- Understanding the quality mapping of educational standards
- Understanding the components and functions of an education budget
- Understand plan preparation and quality fulfillment
- Understand quality assurance audits

Classification of cognitive skills following Bloom (1956):
- Knowledge: Explain the quality assurance system of education (primary, secondary, tertiary).
- Comprehension: Understanding critical issues & national standards of education.
- Application: Apply quality mapping & educational standards in practice.
- Analysis: Analyzes the components and functions of the education budget.
- Synthesis: Develop plans and strategies for the fulfillment of the quality of education.
- Evaluation: Evaluating the audit and implementation of educational quality fulfillment.

Core readings:
- Westerheijden, D. F., Stensaker, B., & Rosa, M. J. (Eds.). (2007). Quality assurance in higher education: Trends in regulation, translation and transformation (Vol. 20). Springer Science & Business Media.
- Cuttance, P. (2020). Quality assurance and quality management in education systems. In Educational Administration (pp. 296-316). Routledge.
- Wango, G. M. (2009). School Administration and Management Quality Assurance and standards in schools.

Module number DMP9317	Module name Higher Education Management	
Type of course Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 15 students
Teaching methods: Lectures, discussions	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)
 	
  1. Cognitive (50%):
 	
   - Attendance (5%).
 	
   - Quiz (0%).
 	
   - Tasks (10%).
 	
   - UTS (15%).
 	
   - UAS (20%).
 	
  2. Participatory (50%):
 	
   - Case Studies (25%).
 	
   - Team Based Project (25%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings ×
		170/60 = 135.8
		hours/Semester
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77
		ECTS
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Nurtanio Agus Purwanto S.Pd., M.Pd.		

Syllabus
The course "Higher Educational Management" at the Doctoral program level (S3) is a course that aims to equip students with in-depth knowledge and comprehensive understanding of aspects of management that are specifically applied in the context of higher education.
This course is designed to provide an in-depth understanding of the principles, theories, concepts, and management practices that are relevant to higher education institutions, especially universities and colleges.

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Can explain the Meaning of Higher Education Management Development, Higher Education Management, Higher Education Organization Development, Higher Education Management Development Strategy, Higher Education Management Development Cycle, Higher Education Implementation Development, Strengthening Higher Education Coordination, Planning in Higher Education, Implementation Development in Higher Education, Development of Higher Education Management Evaluation, Higher Education Management (Tri Dharma PT).
- Have higher education management which is related to the Tridharma of Higher Education

Classification of cognitive skills following Bloom (1956):
- Knowledge: Explain the concepts, strategies, cycles, and implementation of higher education management.
- Comprehension: Understand the planning, coordination, and evaluation of higher education management.
- Application: Connecting theory with management practices based on Tri Dharma PT.
- Analysis: To unravel the problems and needs of the development of higher education organizations.
- Synthesis: Designing strategies and implementation of higher education management development.
- Evaluation: Assess the effectiveness, relevance, and sustainability of higher education management practices.

Core readings:
- Bess, J. & Dee, J.R. ( ) Understanding College and University Organization, Theories for effective policy and practice chapt. 1-3
- Shin, J.C., Postiglione, G.A, Huang, F. (Editors) (2015) Mass higher education in East Asia, Strategi, Quality, and Challenges. Springer
- Gaële Goastellec France & Picard (2014) Higher Education in Societies A Multi Scale Perspective
- Roger L. Geiger (2015) The history of American Higher Education, Learning and Culture From The Founding To World War II

- Duderstadt, James J. (..) A University For The 21st Century. Michigan: The University of Michigan Press
- Parker J. Palmer, Arthur Zajonc, Megan Scribner (2010) The Heart of Higher Education: A Call to Renewal Transforming The Academy Through Collegial Conversations
- Jeffrey L. Buller (2015) change leadership in higher education A Practical Guide to Academic Transformation
- Heather Eggins (2014) Drivers and Barriers to Achieving Quality in Higher Education
- Edward P. St. John (2006) Education And The Public Interest School Reform, Public Finance, and Access to Higher Education
- Buller,J.L. (2015) Change Leadership in Higher Education. A Practical Guide to Academic Transformation. Jossey-Bass
- W. James Jacob, Stewart E. Sutin, John C. Weidman and John L. Yeager (editor) (2015) Community Engagement in Higher Education Policy Reforms and Practice
- Ana Balula, António Moreira (2014) Evaluation of Online Higher Education Learning, Interaction and Technology

2nd Semester
Winter Term 2024/2025

Module number DMP9304	Module name Economics of Education	
Type of course Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Cognitive (50%): - Attendance (5%). - Quiz (5%). - Tasks (10%). - UTS (15%). - UAS (15%). 2. Participatory (50%): - Case Studies (50%). - Team Based Project (0%).		**SKS (+Workload in hrs)** 3 Credits × 16 meetings × 170/60 = 135.8 hours/Semester (39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study = 135.8 hours) **ECTS (+Workload in hrs)** 3 Credits × 1.59 = 4.77 ECTS (39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study = 135.8 hours)
Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Dr. Cepi Safruddin Abd Jabar M.Pd.		

Syllabus

This course examines the basic concepts of educational economics, compiling and evaluating, developing and implementing the concepts of Education Economics in developing the education system in Indonesia. Another goal of this course is to produce academic, non-academic, researchers and practitioners in the field of education in accordance with the development of the times, science, and technology in order to enter the global era.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:
- Understanding the development of economics
- Understanding Indonesia's main economic problems
- Understanding the benefits of educational outcomes
- Understanding educational outputs
- Understand education benefit measurement
- Understanding the components of educational resources
- Understanding the components and functions of an education budget
- Understanding the budget model
- Understand the composition and allocation of the education budget
- Understanding cost management

Classification of cognitive skills following Bloom (1956):
- Knowledge: Remember and explain basic concepts of economics, education, resources, budget, and cost management.
- Comprehension: Understand the development of economics, the main problems of the Indonesian economy, the benefits and outputs of education, and the function of the education budget.
- Application: Apply economic theory and educational management in professional practice, measurement of educational benefits, and management of costs and resources.
- Analysis: Describe the components of education, analyze budget allocation, and solve education management problems with relevant theories.
- Synthesis: Developing knowledge, technology, art, and educational management practices based on local and global wisdom.
- Evaluation: Evaluate educational programs, assess the effectiveness of cost management, and provide professional consulting services at the national and international levels.

Core readings:
- Dominic J. Brewer & Patrick J. McEwan. 2010. Economics of Education. Academic Press is an Imprint of Elseiver Linacre House, (Jordan Hill, Oxford San Diego, CA 92101-4495, USA).
- Elchanan Cohn & Terry G. Geske. 2004. The Economics of Education. Third Edition, (South-Western College Publishing).
- Martin O'Donoghue. Economic Dimensions in Education. Copyright @2008 by Transaction Publishers, (New Brunswick, New York).

- Milner and Stafford. 2010. Economic Education for Consumers. International Edition (South-Western Cengage Learning, USA).
- Allan R. Odden & Lawrence O. Picus. School Finance and Policy Perspective. Third Edition, (Mc Graw-Hill Higher Education).

Module number PAS9203	Module name Multivariate Statistics (path analysis and SEM)	
Type of course Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)
 	
  1. Cognitive (40%):
 	
   - Attendance (10%).
 	
   - Quiz (0%).
 	
   - Task (0%).
 	
   - UTS (0%).
 	
   - UAS (30%).
 	
  2. Participatory (60%):
 	
   - Case Studies (30%).
 	
   - Team Based Project (30%).
		SKS (+Workload in hrs)
		2 Credits × 16 meetings ×
		170/60 = 90.6
		hours/Semester
		(26.6 hours of contact in class
		+ 32 hours of structured + 32
		hours of assignment/self-
		study = 90.6 hours)
		
		ECTS (+Workload in hrs)
		2 Credits × 1.59 = 3.18
		ECTS
		(26.6 hours of contact in class
		+ 32 hours of structured + 32
		hours assignment/self-study
		= 90.6 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 5.66 Hours
Additional teacher involved: Prof. Dr. Aman M.Pd.		

Syllabus
In general, the objectives of this lecture are as follows. After completing the lecture, it is expected that students will understand various statistical theories, so that they can be used for administrative activities and for data analysis in research. Based on this, the lecture materials that will be provided are as follows. 1) Basic Concept of Statistics; 2) Data presentation 3) Group explanation through central tendency and standard deviation, 4) Normal curve and data normality testing, 5) Basic concepts of hypothesis testing and descriptive hypothesis testing (one sample hypothesis), 6) Average hypothesis testing of two samples 7) Hypothesis testing of more than two samples (1-way and two-way variant analysis) 8) Mid-semester exams, 9) Simple correlation analysis, 10) Causal Analysis 11) Partial Correlation and Spearman Rank 12) Simple Regression Analysis 13, Multiple Regression Analysis, 14) Path Analysis 15) SPSS Practice for Data Analysis, 16) SEM (Structure Equation Model).

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Using anova, anatomy and regression statistics.
- Using multivariate variance analysis
- Using discriminant analyses
- Using factor analyses
- Using a variety of statistical techniques to analyze data
- Interpreting SPSS printouts

Classification of cognitive skills following Bloom (1956):
- Knowledge: Explain the basic concepts of ANOVA, ANCOVA, regression, MANOVA, discriminant, factor, and other statistical techniques.
- Comprehension: Understand the basic procedures, assumptions, and interpretations of multivariate statistical analysis.
- Application: Using various statistical methods to analyze educational research data.
- Analysis: Describe the relationships, patterns, and differences between variables from the analysis results.
- Synthesis: Integrating statistical test results into a research model or framework.
- Evaluation: Assess the accuracy, relevance, and suitability of statistical techniques and interpretation of SPSS outputs.

Core readings:
- Sugiyono, (2012). Statistik Untuk Analisis Data . Bandung. Apfabeta
- Sugiyono, (2016). Statistik Nonparametris Untuk Analisis Data. Bandung. Apfabeta
- Sugiyono, (2016). Metode Penelitian Kuantitatif. Apfabeta
- Champion Dean, J. (1981). Basic Statistic for Social Research, McMillan Publishing Co. Inc
- Conover (1980), W, J; Pratical Nonparamtric Statistics; John Wiley & Sons, New York

Module number DMP9308	Module name Development of Educational Management	
Type of course Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination   **(Final Grade Composition)**
 	
1. Cognitive (50%):
 	
  - Attendance (5%).
 	
  - Quiz (0%).
 	
  - Tasks (15%).
 	
  - UTS (15%).
 	
  - UAS (15%).
 	
2. Participatory (50%):
 	
  - Case Studies (25%).
 	
  - Team Based Project (25%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings ×
		170/60 = 135.8
		hours/Semester
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77
		ECTS
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Dwi Esti Andriani S.Pd., M.Pd., M.Ed.St., Ed.D.		

Syllabus
This course examines the various challenges faced by educational institutions so that it is hoped that in various discussions and assignments students will be able to develop or provide solutions to educational management problems in the field, as well as the development of theoretical foundations of education management.

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Can explain the Definition of Educational Management Development, Understand the goals of Education, Understand the characteristics of 21st century education, Understand what, why, and how to develop education management, Understand the Educational management development strategy, Understand the development cycle of Educational management, Understand the development pattern of education management human resources
- Have a mindset in improving the quality of strategic decision-making
- Can produce any type of scientific paper

Classification of cognitive skills following Bloom (1956):
- Knowledge: Mention the basic meaning and concept of educational management development.
- Comprehension: Understand the educational goals, characteristics of the 21st century, and the development cycle of educational management.
- Application: Applying educational management development strategies in a real context.
- Analysis: Analyze the pattern of human resource development in education management.
- Synthesis: Designing innovative strategies for the development of education management based on local and global wisdom.
- Evaluation: Evaluate the effectiveness of educational management development strategies and practices.

Core readings:
- Michael Connolly, David H. Eddy-Spicer, Chris James and Sharon D. Kruse, School Organization
- Harris, Alma. & Muijs, D. Improving Schools Through Teacher Leadership
- Abduljabar, C.S. dkk. (2016). Manajemen Pendidikan. Yogyakarta: UNY Press
- Hoy & Miskel. Ed 9. (2012). Educational Administration; Theory Research and Practice. New York: McGrawhill
- Geraint Johnes(ed), Handbook on the Economics of Education
- Adair, John. Decision Making & Problem Solving Strategies
- Christopher Winch and John Gingell, Philosophy and Educational Policy A Critical Introduction
- Jack Dunham, Developing effective school management
- Amy B. M. Tsui Gwyn Edwards Fran Lopez- Real, Learning in School- University Partnership Sociocultural perspectives

- Edward Sallis, Total Quality Management in Education Third edition

Module number DMP9215	Module name Dissertation Proposal Writing	
Type of course Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)

1. Cognitive (40%):

   - Attendance (10%).

   - Quiz (0%).

   - Task (0%).

   - UTS (0%).

   - UAS (30%).

2. Participatory (60%):

   - Case Studies (0%).

   - Team Based Project (60%).

SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.59 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.	Semester week hours: 5.66 Hours

Additional teacher involved:
Dr. Cepi Safruddin Abd Jabar M.Pd.

Syllabus

This course examines the writing of procedures for preparing Desertation proposals, which includes Desertation writing ethics and technicalities in writing Desertation proposals, guidelines for writing Desertation proposals, Current issues of education management, determination of titles, backgrounds, theoretical studies and research methods. Evaluation covers products and processes; The products assessed include: Title suitability, problem formulation, relevance of literature review, accuracy of method, and grammar used. Meanwhile, in the process of writing a Desertation proposal, the assessment includes: clarity of material delivery, submission of questions and/or responses, and cooperation.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:
- Able to prepare proposals and present

Classification of cognitive skills following Bloom (1956):
- Knowledge: Know the concept, format, and components of the proposal.
- Comprehension: Understand the purpose, content, and systematics of the proposal.
- Application: Prepare proposals according to scientific principles and present with appropriate techniques.
- Analysis: Outline the problems, theoretical frameworks, and data that support the proposal and respond to audience questions.
- Synthesis: Integrating ideas, theories, and data to produce a complete proposal and a convincing presentation.
- Evaluation: Assess the quality of the proposal and the effectiveness of the presentation based on academic standards and audience input.

Core readings:
- Pedoman Penulisan tesis dan disertasi

Module number DMP9310	Module name Politics of Education	
Type of course Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination   **(Final Grade Composition)**
 	
  1. Cognitive (50%):
 	
    - Attendance (5%).
 	
    - Quiz (5%).
 	
    - Tasks (10%).
 	
    - UTS (15%).
 	
    - UAS (15%).
 	
  2. Participatory (50%):
 	
    - Case Studies (50%).
 	
    - Team Based Project (0%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings ×
		170/60 = 135.8
		hours/Semester
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77
		ECTS
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Lantip Diat Prasojo S.T., M.Pd.		

Syllabus
The Politics of Education course is a compulsory course for all students of the Doctoral program in Educational Management with a weight of 3 credits. This course discusses the basic concepts of education politics, political relations with education, issues about education quality, decentralization of education, education quality policy, political transformation in education, education policy reform, education reconstruction, and education revitalization.

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Understand the politics of education contained in educational policies and practices issued by the ministry of national education and local governments. Able to analyze and synthesize the content of a number of government regulations and political policies in managing educational praxis in Indonesia

Classification of cognitive skills following Bloom (1956):
- Knowledge: Know the basic concepts of education politics, regulations, and policies of the central and regional governments.
- Comprehension: Understand the content, objectives, and implications of national and regional education policies.
- Application: Using policy understanding to explain education management practices in Indonesia.
- Analysis: Analyze the content of government regulations and political policies in educational praxis.
- Synthesis: Integrating various regulations and policies into an educational management framework.
- Evaluation: Evaluating the impact and relevance of education policies on the quality, equity, and sustainability of national education.

Core readings:
- Sirozi. (2005). Politik Pendidikan. Jakarta: Rajawali Press.
- Sam Hickey and Naomi Hossain. (2019). The Politics of Education in Developing Countries. UK: Oxford University Press.
- Paulo Freire. (2005). Politik Pendidikan. Yogyakarta: Pustaka Pelajar.
- Keneth J. Saltman. (2018). The Politics of education, New York: Routledge.
- Brademas, J. (1987). The Politics of Education. Norman: University of Oklahoma Press
- Baron, G. (1981). The Politics of School Government. New York: Pergamon Press
- Lindgard, B. & Ozga, J. (2007). The RoutledgeFalmer Reader in Education Policy and Politics. London: Routledge
- Youdell, D. (2011). School Trouble Identity, Power and Politics in Education. New York: Routledge
- Whitty, G. (2005). Making Sense of Education Policy. London: Paul Chapman Publishing
- Giroux, H, A. (1997). Pedagogy and the Politics of Hope. Colorado: Westview Press

- Arthur, J., Gearon, L., & Sears, A. (2010). Education, Politics, and Religion. London: Routledge
- Riley, A, K. (1998) Whose School Is It Anyway?. London: Falmer Press
- Nitta, K, A. (2007). The Politics of Structural Education Reform
- Schoppa, L, J. (1993). Education Rrform in Japan A Case of Immobilist Politics, London: Routledge
- Skrla, L. and Scheurich, J, J. (2003). Educational Equity and Accountability Paradigms, Policies, and Politics, New York: Routledgefalmer
- Wikander, Gustafsson & Riis. (2012). Enlightenment, Creativity and Education Polities, Politics, Performance. Rotterdam: Sense Publisher
- Stromquist & Basile (1999) Politics of Educational Innovations In Developing Countries. New York: Falmer Press

Module number DMP9312	Module name Education Quality Assurance Information System	
Type of course Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)
 	
1. Cognitive (50%):
 	
    - Attendance (5%).
 	
    - Quiz (5%).
 	
    - Tasks (10%).
 	
    - UTS (15%).
 	
    - UAS (15%).
 	
2. Participatory (50%):
 	
    - Case Studies (50%).
 	
    - Team Based Project (0%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings ×
		170/60 = 135.8
		hours/Semester
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77
		ECTS
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Lantip Diat Prasojo S.T., M.Pd.		

Syllabus

The lecture material of the Education Quality Assurance Information System is the Concept of Quality Standards for types and levels of education, approaches to education quality, Quality Standards for types and levels of education for education, materials related to Quality Standards for types and levels of education and the views of several experts on Quality Standards for types and levels of education, the use of Quality Standards for types and levels of education to improve the quality of education, Trying to formulate a model of quality assurance of education.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:
- Explain the concepts of the principles of the Education Quality Assurance Information System
- Exploring the use of the Education Quality Assurance Information System for education policy
- Make a plan on 5 basic components/elements to improve the quality of education
- Can mention several models of education quality assurance information systems
- Explain the relationship between management in general and education quality management information systems
- In conducting self-evaluation of the institution where students work to optimize the education quality assurance information system
- Conducting an analysis of education quality assurance information systems in educational institutions
- Creating a design or model of an education quality assurance information system in each student's institution

Classification of cognitive skills following Bloom (1956):
- Knowledge: Mention the concepts, principles, and basic models of education quality assurance information systems.
- Comprehension: Explain the relationship, benefits, and utilization of education quality assurance information systems in education policy.
- Application: Planning and implementing the basic components of the education quality assurance information system in educational institutions.
- Analysis: Analyze the implementation and performance of quality assurance information systems in educational institutions.
- Synthesis: Designing or developing a model of an education quality assurance information system according to the needs of the institution.
- Evaluation: Conducting a self-evaluation of the institution to assess the effectiveness of the education quality assurance information system.

Core readings:
- Bush, Tony and Coleman, Marianne. (2008). Leadership and Strategic Management in Education. EMDU, University of Leicester, England.

- Sallis, Edward (2006). Total Quality Management in Education. Kogan Page Educational Management Series, London.

Module number DMP9313	Module name Development of Educational Management Behavior and Ethics	
Type of course Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, quizzes/evaluations	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)

1. Cognitive (50%):

   - Attendance (5%).

   - Quiz (5%).

   - Tasks (5%).

   - UTS (15%).

   - UAS (20%).

2. Participatory (50%):

   - Case Studies (0%).

   - Team Based Project (50%).

SKS (+Workload in hrs)
3 Credits × 16 meetings × 170/60 = 135.8 hours/Semester
(39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study =
135.8 hours)

ECTS (+Workload in hrs)
3 Credits × 1.59 = 4.77 ECTS
(39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study =
135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.	Semester week hours: 8.49 Hours

Additional teacher involved:
Dr. Drs. Setya Raharja M.Pd.

Syllabus
This course discusses the moral essence to obtain a critical orientation that can give rise to intellectual skills, namely the ability to argue rationally and critically in relation to the development of behavior in the field of education management and the ability to implement in daily life in accordance with the profession

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Explain the Definition of Behavior Development and Ethics of Educational Management, organizational behavior, organizational ethics, issues of development of educational management, individuals and groups in educational organizations, ethics in educational administration, development of behavior and ethics, and theories and models of change
- Have a mindset in improving the quality of Behavior Development and Management Ethics
- Can produce any type of scientific paper

Classification of cognitive skills following Bloom (1956):
- Knowledge: Explain the definitions, concepts, theories, and models related to organizational behavior, ethics, and issues in education management.
- Comprehension: Understand the role of individuals, groups, and educational organizations in the application of ethics and behavior development.
- Application: Planning and implementing the basic components of the education quality assurance information system in educational institutions.
- Analysis: Analyze behavioral dynamics, organizational ethics, and education management problems based on relevant theories.
- Synthesis: Produce scientific papers that integrate theory, practice, and ethical issues in education management.
- Evaluation: Evaluate the effectiveness of the application of behavior and ethics in governance and provide recommendations for improvement.

Core readings:
- Bertens, K. (1993). Etika. Jakarta: Gramedia
- Driyarkara, N. (1978). Percikan Filsafat. Jakarta: P.T. Pembangunan.
- Lickona, Thomas. (1991). Educating for character – How our schools can teach respect and responsibility. New York: Bantam Books.
- Magnis Suseno, F. 1992. Etika Dasar- Masalah-masalah Pokok Filsafat Moral. Yogyakarta: Kanisius.
- Marzuki (2009). Prinsip-prinsip akhlak mulia. Yogyakarta: Debut Wahana Press bekerjasama dengan FISE UNY
- Rukiyati, (2018), Etika Pendidikan, Yogyakarta, Andi

Module number DMP9314	Module name Entrepreneurship in Education	
Type of course Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)
 	
  1. Cognitive (50%):
 	
    - Attendance (5%).
 	
    - Quiz (5%).
 	
    - Tasks (10%).
 	
    - UTS (15%).
 	
    - UAS (15%).
 	
  2. Participatory (50%):
 	
    - Case Studies (50%).
 	
    - Team Based Project (0%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings ×
		170/60 = 135.8
		hours/Semester
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77
		ECTS
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Sutrisna Wibawa, M.Pd.		

Syllabus

This course discusses the moral essence to obtain a critical orientation that can give rise to intellectual skills, namely the ability to argue rationally and critically in relation to the development of behavior in the field of education management and the ability to implement in daily life in accordance with the profession

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:
- Explaining the meaning of entrepreneurship in Education, how to change the mindset, the meaning of entrepreneurship in 2020, explaining the meaning of entrepreneurship education, understanding digital entrepreneurs, understanding startups in the field of Education, understanding strategies used by entrepreneurs who are engaged in using or based digital, understanding leadership and entrepreneurship
- Have a mindset in improving quality in the field of entrepreneurship in
- EducationProducing one type of scientific paper

Classification of cognitive skills following Bloom (1956):
- Knowledge: Explain the meaning of entrepreneurship in education, entrepreneurship education, digital entrepreneurs, educational startups, and entrepreneurial leadership.
- Comprehension: Understand digital-based entrepreneurship strategies and the role of entrepreneurship in improving the quality of education.
- Application: Applying an entrepreneurial mindset in educational practice.
- Analysis: Analyze the practices and strategies of digital-based education entrepreneurs as well as the latest entrepreneurship issues.
- Synthesis: Produce scientific papers that integrate the concepts of entrepreneurship, education, and digital innovation.
- Evaluation: Evaluate the effectiveness of educational entrepreneurship, startup strategies, and its contribution to educational development.

Core readings:
- George R. Terry, dan Leslie W. Rue, 1974. Dasar-dasar Manajemen, Jakarta : Bumi Aksara.
- Husaini, Usman, 2006. Manajemen Teori', Praktik, Dan Riset Pendidikan, Jakarta: Bumi Aksara.
- Rusdiana A. dan Qiqi Yuliati Zakiah. 2013. Manajemen Perkantoran Modern. Bandung: Insan Komunika
- Rusiana A & A Ghozin, 2014. Asas-asas Manajemen Berwawasan Global. Bandung: Pustaka Setia.
- Sutisna, Oteng, 1989, Administrasi Pendidikan, Bandung: Angkasa.

Module number DMP9315	Module name Comparison of Education Management	
Type of course Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 15 students
Teaching methods: Lectures, discussions	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)
 	
   1. Cognitive (50%):
 	
      - Attendance (5%).
 	
      - Quiz (3%).
 	
      - Tasks (5%).
 	
      - UTS (10%).
 	
      - UAS (27%).
 	
   2. Participatory (50%):
 	
      - Case Studies (25%).
 	
      - Team Based Project (25%).
		SKS (+Workload in hrs)
		3 Credits × 16 meetings ×
		170/60 = 135.8
		hours/Semester
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)
		
		ECTS (+Workload in hrs)
		3 Credits × 1.59 = 4.77
		ECTS
		(39.8 hours of contact in class
		+ 48 hours of structured + 48
		hours of Assigments/self-
		study =
		135.8 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Dra. Serafin Wisni Septiarti M.Si.		

Syllabus
This course examines educational policies and practices, especially the implementation of education in Indonesia and a number of countries abroad. The lecture material includes an examination of the content of a number of government regulations and policies in managing education in Indonesia and the implementation of education in various countries. The study of the practice of education management outside Indonesia includes an examination of the management system and practice of education in various parts of the world, and then compares it with the existing education management system in Indonesia

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Understand the policies and practices of education applied in Indonesia and a number of other countriesHave a mindset in improving the quality in the field of entrepreneurship in Education
- Understand the educational policies and practices implemented in Indonesia and a number of other countries and compare them with the practices that take place in Indonesia
- provide input in the context of the development of education management in Indonesia.

Classification of cognitive skills following Bloom (1956):
- Knowledge: Mention educational policies and practices in Indonesia and other countries.
- Comprehension: Understand the content, objectives, and context of education policy.
- Application: Linking policy to education management practices.
- Analysis: Analyze differences and similarities in policies between countries.
- Synthesis: Developing a framework for understanding cross-border education policies.
- Evaluation: Evaluating the effectiveness of education policies in Indonesia and other countries.

Core readings:
- Chapman, C; et.al. (2012). School effectiveness and improvement research, policy, and practice: Challenging the ortodoxy? London: Routledge Taylor & Francis Group.
- Guthere, J.W. dan Schuermann, P.J. (2011). Leading schools to success: Constructing and sustaining high-performing learning cultures. Los Angeles. Sage.
- Macpherson, R. (2014). Political philosophy, educational administration and educative leardership. London: Routledge Taylor & Francis Group.
- Zajda, J. D.T. Gamage. (editors). (2009). Decentralisation, school-based management, and quality. Globalisation, comparative education and policy research London, New York. Springer.
- Peraturan Perundang-undangan Bidang Pendidikan Undang-undang Republik Indonesia Nomor 20 tahun 2003 tentang sistem Pendidikan Nasional.
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen

- Undang-Undang Republik Indonesia nomor 12 Tahun 2012 tentang Pendidikan Tinggi Peraturan Pemerintah Republik Indonesia nomor 32 Tahun 2013 tentang perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan
- Peraturan Pemerintah Republik Indonesia Nomor 66 Tahun 2010 Tentang Perubahan Atas Peraturan Pemerintah Nomor 17 Tahun 2010 Tentang Pengelolaan dan Penyelenggaraan Pendidikan
- Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017: Penguatan Pendidikan Karakter
- Permendikbud 20 Tahun 2018: Penguatan Pendidikan Karakter pada Satuan Pendidikan Formal
- Permendikbud 36 Tahun 2018: Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 59 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah
- Permendikbud No 34 Tahun 2018: Standar Nasional Pendidikan Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan
- Permendikbud 30 Tahun 2017: Pelibatan Keluarga pada Penyelenggaraan Pendidikan.
- Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 31 Tahun 2014 Tentang Kerja Sama Penyelenggaraan dan Pengelolaan Pendidikan oleh Lembaga Pendidikan Asing dengan Lembaga Pendidikan di Indonesia
- Permendikbud 137 Tahun 2014: Standar Nasional Pendidikan Anak Usia Dini.
- Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia nomor 119 Tahun 2014 tentang penyelenggaraan pendidikan Jarak Jauh jenjang Pendidikan Dasar dan Menengah
- Permendikbud 33 Tahun 2014: Perubahan atas Permendikbud No. 16 Tahun 2013 tentang perubahan atas Permendikbud No. 37 Tahun 2012 tentang Perubahan atas Organisasi dan Tata Kerja Lembaga Penjaminan Mutu Pendidikan (LPMP)
- Permendikbud 96 Tahun 2013: Badan Standar Nasional Pendidikan Permendiknas 20 Tahun 2010: Norma, Standar, Prosedur, dan Kriteria di Bidang Pendidikan
- Permendiknas 50 Tahun 2007: Standar Pengelolaan Pendidikan oleh Pemerintah Daerah Permenristekdikti Nomor 50 tahun 2018 tentang Perubahan atas Permenristekdikti Nomor 44 tahun 2015 tentang Standar Nasional Pendidikan Tinggi
- Peraturan Mendikbud Tentang Perguruan Tinggi Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 4 Tahun 2020 tentang perubahan Atas Peraturan Menteri Pendidikan dan Kebudayaan nomor 88 tahun 2014 Tentang Perubahan Perguruan Tinggi Negeri Menjadi perguruan Tinggi Negeri Badan Hukum
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 5 Tahun 2020 tentang akreditasi program Studi dan Perguruan Tinggi
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 7 tahun 2020 tentang pendirian, perubahan, pembubaran Perguruan Tinggi Negeri, dan pendirian,

perubahan, pencabutan izin Perguruan Tinggi Swasta Permendikbudristek tentang Kurikulum Merdeka, Merdeka Belajar, dan Kampus Merdeka.

Module number MAP8201	Module name Education Planning & Budgeting	
Type of course Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 15 students
Teaching methods: Discussion, assignments/independent work	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)
 	
1. Cognitive (50%):
 	
   - Attendance (5%).
 	
   - Quiz (10%).
 	
   - Tasks (5%).
 	
   - UTS (10%).
 	
   - UAS (20%).
 	
2. Participatory (50%):
 	
   - Case Studies (30%).
 	
   - Team Based Project (20%).
		SKS (+Workload in hrs)
		2 Credits × 16 meetings ×
		170/60 = 90.6
		hours/Semester
		(26.6 hours of contact in class
		+ 32 hours of structured + 32
		hours of assignment/self-
		study = 90.6 hours)
		
		ECTS (+Workload in hrs)
		2 Credits × 1.59 = 3.18
		ECTS
		(26.6 hours of contact in class
		+ 32 hours of structured + 32
		hours assignment/self-study
		= 90.6 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 5.66 Hours
Additional teacher involved: Dr. Cepi Safruddin Abd Jabar M.Pd.		

Syllabus
This course discusses the basic concepts of finance, education financing and management aspects which include Budgeting, Accounting, Auditing and accountability of education financing.

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
- Mastering the theory of educational planning and budgeting
- Able to develop educational planning, especially strategic plans, school work plans, and school activity plans and budgets.

Classification of cognitive skills following Bloom (1956):
- Knowledge: Mention the basic concepts of education planning and budgeting.
- Comprehension: Understand the principles, functions, and procedures of educational planning and budgeting.
- Application: Applying the theory of planning and budgeting in the context of education.
- Analysis: Analyzes the strengths and weaknesses of various planning and budgeting models.
- Synthesis: Integrating theory to formulate relevant educational planning and budgeting models.
- Evaluation: Evaluating the effectiveness of education planning theory and budgeting practices.

Core readings:
- Penyelenggaraan Pendidikan Biro Keuangan Setjen Depdiknas. (2004). Biaya Satuan Pendidikan Tinggi (BSPT) Program Pendidikan Sarjana. Jakarta: Depdiknas.
- Basuki, (2004). Pengelolaan Keuangan Daerah. Yogyakarta: Kreasi Wacana Yogyakarta.
- Fattah, Nanang. (2004). Konsep Manajemen Berbasis Sekolah (MBS) dan Dewan Sekolah. Bandung: Pustaka Bani Quraisy.
- Nurhadi, Muljani A. (2011). DILEMA KEBIJAKAN PENDANAAN PENDIDIKAN Penerbit: Nurhadi Center, Jl. Dworowati No 156 a, Mancasan – Condong Catur – Sleman – Yogyakarta.

Module number MAP8208	Module name Integrated Quality Management (TQM)	
Type of course Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 15 students
Teaching methods: Lectures, discussions, assignments/independent work, quizzes/evaluations	Prerequisites for attendance None	Language Indonesian Language

Type of examination   (Final Grade Composition)
 	
1. Cognitive (45%):
 	
    - Attendance (5%).
 	
    - Quiz (0%).
 	
    - Tasks (10%).
 	
    - UTS (10%).
 	
    - UAS (20%).
 	
2. Participatory (55%):
 	
    - Case Studies (45%).
 	
    - Team Based Project (10%).
		SKS (+Workload in hrs)
		2 Credits × 16 meetings ×
		170/60 = 90.6
		hours/Semester
		(26.6 hours of contact in class
		+ 32 hours of structured + 32
		hours of assignment/self-
		study = 90.6 hours)
		
		ECTS (+Workload in hrs)
		2 Credits × 1.59 = 3.18
		ECTS
		(26.6 hours of contact in class
		+ 32 hours of structured + 32
		hours assignment/self-study
		= 90.6 hours)

Module coordinator Dr. Drs. Setya Raharja M.Pd.		Semester week hours: 5.66 Hours
Additional teacher involved: 1. Prof. Dr. Lia Yuliana S.Pd., M.Pd. 2. Prof. Dr. Sugiyono, M.Pd.		

Syllabus
The TQM course discusses the concept and knowledge of quality, and quality demands for education, TQM in educational institutions, Kaizen and 5Rs (continuous improvement) in the world of education, implementation of TQM in schools, SMM in formal education, ISO 9000 certification institutions in Indonesia, internal quality assurance system (SMI), implementation of quality assurance system in schools, QA in the learning process, internal Continuous Improvement System, strategic management in improving the quality of education, leadership of education quality, strategic issues and research topics related to TQM in the field of Education Management.

Learning goals and qualifications in this module students learn to:
Upon completing this module, students will be able to:
-   Understand the basic concepts of TQM
-   Understanding the Scope of TQM
-   Understand and Be Able to Make Strategic and Operational Planning
-   Understanding and Being Able to Make a Quantitative SWOT Analysis
-   Understanding and Being Able to Develop Performance and Satisfaction Instruments
-   Understanding Quality Leadership
-   Understanding Quality Audit Models and Techniques
-   Understand and be able to make a Curriculum Quality Audit
-   Understand and be able to make a Learning Quality Audit
-   Understand and be able to make Quality Audits of Education HR Quality Audits
-   Understand and be able to make Quality Audits of Educational Facilities & Infrastructure Audits
-   Understand and be able to make a Quality Audit of Education Financing
-   Understand and be able to make a Quality Audit of Graduate Competency
-   Understand and be able to make Quality Audits of Education Management System Quality Audits

Classification of cognitive skills following Bloom (1956):
-   Knowledge: Know the concepts, principles, scope, components of strategic and operational planning, SWOT, performance & satisfaction indicators, quality leadership theory, as well as educational quality audit models and techniques.
-   Comprehension: Understand the objectives, benefits, stages, mechanisms, procedures, and relationships between components in TQM, planning, SWOT, performance instruments, quality leadership, and education quality audit.
-   Application: Apply theory by compiling strategic plans, work plans & RKAS, quantitative SWOT analysis, performance & satisfaction instruments, and quality audit instruments in various fields of education.
-   Analysis: Describe the supporting factors, inhibitions, strengths, weaknesses, opportunities, threats, and quality audit results to assess the condition of education systematically.

- Synthesis: Designing strategies, models, instruments, and recommendations for improving the quality of education that are comprehensive, data-based, and according to the needs of the institution.
- Evaluation: Evaluate the effectiveness of planning, strategies, instruments, leadership, and quality audits in improving the quality of management and education services.

Core readings:
- Sallis, Edward, 2006, Total Quality Management in Education
- Assumption University –Thailand, Quality Assurance Manual, AuQS 2000 Center for Exellence, 2001
- Brennan, J. and Shah, T., Managing Quality in Higher Education, OECD, SRHE and Open University Press, Buckingham, 2000
- Bill Creech, 1996. Lima Pilar (Manajemen Mutu Terpadu) TQM, Alih Bahasa oleh: Drs. Alexander Sindoro, Binarupa Aksara, Jakarta.
- Dale Timpe, A., 2002. Kepemimpinan (Leadership), Seri Manajemen Sumber Daya Manusia, PT. Elex Media Komputindo, Jakarta