



**UNIVERSITAS
NEGERI YOGYAKARTA**

Sustainably Excellent, Creative, and Innovative

**THE FACULTY OF EDUCATION
UNIVERSITAS NEGERI YOGYAKARTA**

MODULE HANDBOOK

BACHELOR OF EDUCATIONAL MANAGEMENT



Jl. Colombo No.1 Yogyakarta



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MODULE HANDBOOK
BACHELOR OF EDUCATIONAL MANAGEMENT

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1st Semester
Summer Term 2024/2025

Module number PAP 8201	Module name Theory of Educational Administration and Management	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Presence (5%) - Participation and group discussions (15%). - Assignments and case studies (30%). 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (20%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Weekly student workload: 5.66 hours/week	
Additional teacher involved: PAI Lecturer Team		

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:

- Students have knowledge of the basic concepts of educational administration and management
- Able to provide ideas and innovations in the functioning of education policies in an effort to improve quality, relevance, and competitiveness
- Be able to identify aspects in education management accompanied by a study of supporting and inhibiting factors
- Able to diagnose the factors that cause problems in education management
- Be adept and skilled in professional communication among experts, administrators, and educators in developing educational problem-solving ideas

Classification of cognitive skills following Bloom (1956):

- Knowledge: Students have knowledge of basic concepts of educational administration and management
- Comprehension: Be able to identify aspects in education management accompanied by a study of supporting and inhibiting factors
- Application: Able to provide ideas and innovations in the functioning of education policies in an effort to improve quality, relevance, and competitiveness
- Analysis: Able to diagnose the factors that cause problems in education management
- Synthesis: Able to develop educational problem-solving ideas through the integration of various concepts and approaches.
- Evaluation: Be behave and skillfully conduct professional communication among experts, administrators, and educators to assess and formulate the best solutions in educational development.

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 MKU6205	Module name Buddhist Education	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Presence (5%) - Participation and group discussions (15%). - Assignments and case studies (30%). 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (20%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Weekly student workload: 5.66 hours/week	
Additional teacher involved: MKU UNY TEAM		

Syllabus

An understanding of the main teachings of Buddhism that increases belief and awareness, philosophical thinking, rational and dynamic attitudes and broad insights, which form virtuous behavior by developing moral policies, meditation and wisdom. Furthermore, the purpose of this course is to answer various problems of personal or community life, respect cooperation between religious communities, devote science, technology and culture responsibly in accordance with moral values for the benefit of humanity.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are expected to be able to understand the basic concepts of Buddhist education
Able to provide ideas and innovations in the functioning of education policies in an effort to improve quality, relevance, and competitiveness
- Students are expected to be able to understand the elements of the Buddhist framework
- Students are expected to be able to explain the religions in the world
- Students are expected to be able to explain the laws of religion in the world
- Students are expected to be able to explain the original religion in Indonesia
- Students are expected to be able to explain religious laws in Indonesia
- Students are expected to be able to explain the relationship between humans and the creator
- Students are expected to be able to explain human relationships with other humans.
- Students are expected to be able to explain about the birth of the Buddha.
- Students are expected to be able to explain about the Buddha's hermitage.
- Students are expected to be able to explain about the Buddha's parinibbaba.
- Students are expected to understand: Definition of Triratna/Tiratana Triratna Scheme/Tiratana Triratna Element/Tiratana
- Students are expected to understand:
 - Buddhist Buddhism
 - Dharma Ratana
 - Sangha Ratana
- Students are expected to understand:
 - The law of truth in general
- Students are expected to understand:
 - Human Law
 - The law of truth in general
- Students are expected to understand:
 - History of Tripitaka/Tipitaka
 - Parts of the Tripitaka/Tipitaka
- Students are expected to understand:
 - Tripitaka/Tipitaka Scheme
 - The concept of truth of Tripitaka/ Tipitaka

Classification of cognitive skills following Bloom (1956):

- Knowledge:
Students are able to explain the religions that exist in the world.
- Students are able to explain the laws of religion in the world.
- Students are able to explain the original religion that exists in Indonesia.
- Students are able to explain religious laws in Indonesia.
- Students are able to explain the human relationship with the Creator.
- Students are able to explain human relationships with other humans.
- Students were able to explain about the birth of the Buddha.
- Students were able to explain about the Buddha's asceticism.
- Students were able to explain the Buddha's parinibbana.
- Students understand the meaning of Triratna/Tiratana, its scheme, and elements.
- Students understand Rathana Buddha, Dharma Ratana, and Sangha Ratana.
- Students understand the law of truth in general.
- Students understand human law.
- Students understand the history of the Tripitaka/Tipitaka, its parts, and its scheme.
- Students understand the concept of the truth of Tripitaka/Tipitaka.
- Understanding:
 - Students are able to understand the basic concepts of Buddhist education.
 - Students are able to understand the elements of the Buddhist framework.
- Application: Students are able to provide ideas and innovations in the functioning of Buddhist education policies in an effort to improve quality, relevance, and competitiveness.
- Analysis: Students are able to distinguish and analyze the similarities and differences in religious laws that apply in the world and in Indonesia.
- Synthesis: Students are able to integrate the values of Buddhist teachings with the needs of modern education to formulate relevant learning models.
- Evaluation: Students are able to assess the usefulness of Buddhist values in strengthening human relationships with the Creator and fellow humans, as well as in supporting the development of the nation's character.

Core readings:

- Narada Maha Thera, 1983, "Cermin Kehidupan", Jakarta : Yayasan Dharmadipa Arama.
- Proyek Penerangan Bimbingan Dakwah/Khotbah Agama Iman dan Budha, 1982 "Pedoman Penerangan Agama Budha", Jakarta
- Diputhera, Oka., 1982, "Citra Agama Budha dalam falsafah Pancasila", Jakarta: Proyek Penerangan Bimbingan Dakwah/Khotbah Agama Iman dan Budha
- Departemen Agama RI., 1980, "Sangyang Kemahayarikan", Kitab Suci, Jakarta: Dit.Jen Bimas Hindu dan Budha

Module number MKU6204	Module name Hindu Religious Education	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Project Based Learning, Assignments	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Presence (5%) - Participation and group discussions (15%). - Assignments and case studies (30%). 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (20%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Weekly student workload: 5.66 hours/week	
Additional teacher involved: MKU UNY TEAM		

Syllabus

Increasing understanding and appreciation of religion and thickening the sense of dharma, devotion of a Hindu scholar to Hyang Widhi Wasa/God Almighty. Furthermore, this course also aims to be able to actualize the teachings of Hinduism and be able to translate the Vedic language in daily life so that they are able to control themselves both in their mindset, actions and speech in their devotion there is a state dharma and dharma to support national development and the creation of the final goal of Hinduism (Moksya).

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students appreciate the principles and patterns of Hindu religious development according to the discipline of Knowledge
- Students believe in Hyang Widhi through *Sradha* and *Bhakti* through efforts and means of worship
- Students live the *yajna* and the implementation of the holy days of the religion based on the teachings of Hinduism.
- Students appreciate the concept of man, human nature, gods and saints according to Hindu teachings
- Students obey God's Law according to the fundamentals of Hinduism
- Students live ethics (morality) that involves the mission to improve themselves in the teachings of dharma
- Students appreciate science and technology and art in a Hindu perspective
- Students appreciate the Tri of Harmony of Religious Communities
- Students understand the concept of Hindu society based on religious literature
- Students understand the purpose of life in the concept of *Satsangga* and *Dursangga*
- Students appreciate culture as an expression of Hindu religion
- Students appreciate politics from a Hindu perspective
- Students appreciate Hindu Leadership Science related to the concept of *Astabrata* and *Astadasa Paramiteng Prabhu*

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Students understand the concept of Hindu society based on religious literature.
 - Students understand the purpose of life in the concept of *Satsangga* and *Dursangga*.
- Understanding:
 - Students appreciate the principles and patterns of Hindu religious development according to the discipline.
 - Students appreciate the concept of man, human nature, *awatara*, and saints according to Hindu teachings.
- Application:
 - Students believe in Hyang Widhi through *Sradha* and *Bhakti* with their efforts and means of worship.

- Students live *the yajna* and the implementation of religious holy days based on Hindu religious teachings.
- Students obey God's Law according to the fundamentals of Hinduism.
- Students live ethics (morality) that concern the mission of self-improvement in the teachings of *dharma*.
- Analysis:
 - Students appreciate *science and technology* and art from a Hindu perspective.
 - Students live the *Tri of Harmony* of Religious Communities.
- Synthesis:
 - Students appreciate culture as an expression of Hinduism.
 - Students live politics from a Hindu perspective.
- Evaluation: Students learn about Hindu leadership related to the concept of *Astabrata* and *Astadasa Paramiteng Prabhu*.

Core readings:

- Alkitab Deutero Kanonika, Ende, Flores, NTT, 2000
- Franz Dahler, Pijar Peradaban Manusia, Yogyakarta, Kanisius, 2000.
- I. Ismantono SJ. Kuliah Agama di Perguruan Tinggi Umum, Jakarta: Obor 1993.

Module number MKU6201	Module name Islamic Religious Education	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Presence (5%) - Participation and group discussions (15%). - Assignments and case studies (30%). 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (20%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Weekly student workload: 5.66 hours/week	
Additional teacher involved: PAI Lecturer Team		

Syllabus

The Islamic Religious Education course is mandatory for every Muslim student in all study programs. This course is designed with the intention of strengthening faith and piety in Allah SWT and expanding the horizon of religious life, so that Muslim students are formed who have noble ethics, philosophical thinking, rational and dynamic attitudes, and have broad views, by paying attention to the demands to establish harmony between fellow human beings both in one religion and with other religious people.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Conducting orientation and PAI tuition contracts
- Analyze human and religious relations and integrate the values of plurality, religion, and unity.
- Analyzing Islam as a religion
- To use the sources of Islamic teachings as a reference in understanding and practicing the teachings of Islam.
- The concept of faith and its construction.
- Analyzing the concept of worship in Islam
- Analyzing the concept of morality and character education in Islam
- Analyze the concept of Islamic education and apply the values of Islamic education in daily life in Indonesia.
- Analyze the concepts of science and technology, Islamic culture, and apply Islamic cultural values in daily life.
- Analyze the concept of gender in Islam and apply Islamic gender equality values in daily life in Indonesia.
- Analyze the concept of marriage in Islam.
- Analyze the concept of Islamic politics and apply Islamic political values in daily life in Indonesia.
- Analyze the Islamic economic system.
- Analyze Islam and human rights.
- Analyzing Islam and globalization,
- Evaluate PAI lectures and conduct reflections or PAI lectures.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand the concept of faith and its construction.
- Understanding:
 - Conduct orientation and PAI tuition contracts.
 - To make the sources of Islamic teachings as a model in understanding and practicing the teachings of Islam.
- Application:
 - Applying Islamic educational values in daily life in Indonesia.
 - Applying Islamic cultural values in daily life.

- Applying Islamic gender equality values in daily life in Indonesia.
- Applying Islamic political values in daily life in Indonesia.
- Analysis:
 - Analyze human and religious relations and integrate the values of plurality, religion, and unity.
 - Analyze Islam as a religion.
 - Analyze the concept of worship in Islam.
 - Analyze the concept of morality and character education in Islam.
 - Analyze the concept of Islamic education.
 - Analyze the concept of science and technology and Islamic culture.
 - Analyze the concept of gender in Islam.
 - Analyze the concept of marriage in Islam.
 - Analyze the concept of Islamic politics.
 - Analyze the Islamic economic system.
 - Analyze Islam and human rights.
 - Analyze Islam and globalization.
- Synthesis: Integrating the values of Islamic teachings with contemporary issues such as science and technology, gender, politics, human rights, and globalization to produce relevant Islamic solutions.
- Evaluation: Evaluate PAI lectures and reflect on PAI lectures.

Core readings:

- Marzuki. (2012). Pembinaan Karakter Mahasiswa melalui Pendidikan Agama Islam di Perguruan Tinggi Umum. Yogyakarta: Penerbit Ombak.
- Marzuki. (2009). Prinsip Dasar Akhlak Mulia: Pengantar Studi Konsep-konsep Dasar Etika dalam Islam. Yogyakarta: Debut Wahana Press-FISE UNY.
- Marzuki. (2015). Pendidikan Karakter Islam. Jakarta: Amzah.
- Ajat Sudrajat dkk. (2008). Din Al-Islam: Pendidikan Agama Islam di Perguruan Tinggi Umum. Yogyakarta: UNY Press.
- Mohammad Daud Ali. (2000). Pendidikan Agama Islam. Jakarta: Rajawali Press.
- Azyumardi Azra. (1999). Pendidikan Islam: Tradisi dan Modernisasi Menuju Milenium Baru. Jakarta: Logos.
- Fazlur Rahman (1984). Islam. Bandung: Pustaka.
- Harun Nasution (1979). Islam Ditinjau Dari Berbagai Aspeknya. Jilid I & II. Jakarta: UI Press.
- Sulaiman Rasjid (1976). Fiqh Islam. Jakarta: Penerbit Attahiriyah
- Muhammad Yusuf Musa. (1988). Islam Suatu Kajian Komprehensif. Terj. A. Malik Madany dan Hamim Ilyas. Jakarta: Rajawali Press.
- Nasaruddin Umar. (1999). Argumen Kesetaraan Jender. Jakarta: Paramadina.
- Abbas, anwar. (2008). Bung hatta dan ekonomi islam. Jakarta: LP3M STIE ahmad dahlan.
- Mahmasani, subhi. (1981). Filsafat hukum dalam islam. Terj: ahmad sudjono. Bandung: PT ma,arif

Module number MKU6205	Module name Confucian Religious Education	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Presence (5%) - Participation and group discussions (15%). - Assignments and case studies (30%). 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (20%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Weekly student workload: 5.66 hours/week	
Additional teacher involved: MKU UNY TEAM		

Syllabus

The Islamic Religious Education course is mandatory for every Muslim student in all study programs. This course is designed with the intention of strengthening faith and piety in Allah SWT and expanding the horizon of religious life, so that Muslim students are formed who have noble ethics, philosophical thinking, rational and dynamic attitudes, and have broad views, by paying attention to the demands to establish harmony between fellow human beings both in one religion and with other religious people.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to explain the history of Kong Hu Cu
- Able to explain how the Kong Hu Cu religion is in Indonesia
- Able to mention several books of Kong Hu Cu
- Able to explain the Holy Path brought by the Great Teachings (Thai Hak). Able to understand the beginning and end of a matter
- Able to explain the essence of each thing
- Able to explain the importance of the priority of building oneself as a principal
- Able to explain about "examining the essence of each thing"
- Able to explain the importance of perfect knowledge
- Able to explain the concept of straightening the heart.
- Able to explain the concept of self-building
- Able to explain the relationship between self-development and household/country development
- Able to explain the content of Cu-Hi's preface
- Able to explain the concept of the Most Perfect God contained in
- Able to explain the role of education in the development of a person's character/talent
- Able to explain the purpose and purpose of religion.
- Able to explain how to deal with religious differences.
- Be able to identify the different types of religious beliefs
- Able to explain the causes of the unhappiness/misery of rich people

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Able to mention several books of Kong Hu Cu.
 - Able to mention the levels of religious adherents.
- Understanding:
 - Able to explain the history of Kong Hu Cu.
 - Able to explain how the Kong Hu Cu religion is in Indonesia.
 - Able to explain the Holy Path brought by the Great Teachings (*Thai Hak*), as well as understand the beginning and end of a matter.
 - Able to explain the essence of each thing.
 - Able to explain the importance of the virtue of self-development as a principal.
 - Able to explain about "researching the essence of each thing".
 - Able to explain the importance of perfect knowledge.

- Able to explain the concept of straightening the heart.
- Able to explain the concept of self-development.
- Able to explain the relationship between self-development and household/state development.
- Able to explain the content of Cu-Hi's preface.
- Able to explain the concept of the Most Perfect God.
- Able to explain the purpose and purpose of religion.
- Able to explain the causes of the unhappiness/misery of rich people.
- Application:
 - Able to explain the role of education in the development of a person's character/talent.
 - Able to explain how to deal with religious differences.
- Analysis: Able to analyze the relationship between self, household, and state development in the teachings of Kong Hu Cu.
- Synthesis: Able to integrate the values of Kong Hu Cu's teachings (such as self-nurturing, straightening the heart, and perfect knowledge) to form the harmony of personal, family, and community life.
- Evaluation: Able to assess the relevance of Kong Hu Cu's teachings to the social conditions of modern society, especially in dealing with religious differences and human happiness problems.

Core readings:

- Kitab Sishu (2012). Kitab Suci Agama Khonghucu, Penerbit: Majelis Tinggi Agama Konghucu Indonesia (MATAKIN).
- Keputusan Bersama Menteri Agama, Jaksa Agung, dan Menteri Dalam Negeri Republik Indonesia (2011). Jakarta: Menteri Dalam Negeri.--- (1984). Tata Agama Dan Tata Laksana Upacara Agama Khonghucu, Penerbit: MATAKIN. Negoro, T.K Beng Setio (2005). Rahasia Kehidupan Jilid I. Bandung: Karya Bngras

Module number MKU6202	Module name Catholic Christian Education	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Presence (5%) - Participation and group discussions (15%). - Assignments and case studies (30%). 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (20%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Weekly student workload: 5.66 hours/week	
Additional teacher involved: MKU UNY TEAM		

Syllabus

Catholic Religious Education aims to help the development of students who believe in and fear God Almighty, have noble ethics, think philosophically, have a rational and dynamic attitude, have a broad view, participate in cooperation between religious communities in the context of the development and utilization of science and technology and art for the benefit of human and national interests. This course examines: 1). Catholic scholars who are aspired to by society and the church; 2). Methods of religious studies in Public Universities; 3). The basic relationship that humans have (philosophical description); 4). The mind seeks the truth; 5). Believers want to follow Jesus and believe in Him; 6). The nature of Jesus Christ and His role in the life of faith; 7). The Church as a community of faith; 8). Policies and steps of consideration in good and bad decision-making; 9). Motivation; 10). Catholic Family; 11). Catholicism recognizes the autonomy of the sciences and even the methodology of those sciences; 12). The responsibility of Catholics in building the world; 13). The lay apostolate as the duty of the faithful in the midst of the world.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understanding the meaning of the scriptures
- Understanding the meaning of dignity
- Analyze the concept of responsibility
- Able to analyze various religious issues
- Being able to understand the work of Jesus Christ
- Understanding the concept of Jesus Christ proclaiming the kingdom of God.
- Able to understand the Passion, death and resurrection of Jesus Christ.
- Able to understand the meaning of the life of Jesus Christ for humans.
- Able to analyze the Duties of the Church
- Being able to understand the face of the Church today
- Able to understand the History, essence, and characteristics of the Church. Church duties
- Able to analyze the current situation of society: Globalization. Social responsibility.
- Able to understand family life according to the Teachings of the Kapita Selekt Church
- The Meaning of Baptism

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understanding the meaning of scripture.
 - Understand the meaning of dignity.
 - Understanding the concept of Jesus Christ proclaiming God's Kingdom.
 - Understand the meaning of baptism.
- Understanding:
 - Be able to understand the work of Jesus Christ.
 - Able to understand the passion, death, and resurrection of Jesus Christ.
 - Able to understand the meaning of the life of Jesus Christ for humans.

- Be able to understand the face of the Church today.
- Able to understand the history, facts, and characteristics of the Church.
- Able to understand family life according to the teachings of the Church (*Kapita Selekta*).
- Application: Able to apply Christian teachings in family and community life according to the values of the Bible and the teachings of the Church.
- Analysis:
 - Analyze the concept of responsibility.
 - Able to analyze various religious issues.
 - Able to analyze the tasks of the Church.
 - Able to analyze the current situation of society: globalization and social responsibility.
- Synthesis: Able to integrate gospel values with the realities of modern human life in the context of family, Church, and society.
- Evaluation: Able to assess the relevance of the teachings of Jesus Christ and the Church's task in facing the challenges of globalization and in realizing the social responsibility of Christians.

Core readings:

- Alkitab Deutero Kanonika, Ende, Flores, NTT, 2000
- Franz Dahler, Pijar Peradaban Manusia, Yogyakarta, Kanisius, 2000.
- I. Ismantono SJ. Kuliah Agama Katolik di Perguruan Tinggi Umum, Jakarta: Obor 1993.

Module number MKU6203	Module name Protestant Christian Education	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Questions and Answers	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Presence (5%) - Participation and group discussions (15%). - Assignments and case studies (30%). 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (20%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Weekly student workload: 5.66 hours/week	
Additional teacher involved: MKU UNY TEAM		

Syllabus

Equipping students to understand in order to develop themselves into the image of God who reveals himself in the Lord Jesus Christ. Furthermore, this course can also equip students to develop themselves into an Indonesian Christian person who has high scientific integrity as a member of the academic community who is willing to devote themselves to a life worthy of the natural environment and its contents, insightful, and a nation and state society.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students can explain the contents of the scriptures: Genesis 2:1-7
- Students can explain the meaning of human dignity according to Scripture (Gen. 2:7) and (Matt. 5:1-12)
- Students understand their responsibility to social issues.
- Students can express actual problems about interreligious relations.
- Students get to know and understand the life and works of Jesus Christ as written in the Bible.
- Students can explain the meaning of God's Kingdom.
- Students will be able to explain the meaning of suffering, death, and the resurrection of Jesus Christ.
- Students can understand the meaning of the life of Jesus Christ for people.
- Students can outline the sanctifying duties of the Church.
- Students who know the face of the Indonesian Church.
- Students can describe the origins of the Church as the gift of the Spirit of God, the Spirit of Christ Himself.
- Students can outline the sanctifying duties of the Church.
- Students understand the current situation of people's lives with all their problems and responsibilities as believers.
- Students understand their responsibility to social issues.
- Students will understand the meaning of marriage.
- Students can express the main issues in society.
- Students understand the meaning of baptism.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Students can explain the contents of the Scriptures (Gen. 2:1-7).
 - Students can explain the meaning of human dignity according to Scripture (Gen. 2:7) and (Matt. 5:1-12).
 - Students can explain the meaning of God's Kingdom.
 - Students can explain the meaning of the Passion, Death, and Resurrection of Jesus Christ.
 - Students can explain the meaning of the life of Jesus Christ to people.

- Students could explain the meaning of baptism.
- Understanding:
 - Students get to know and understand the life and works of Jesus Christ as written in the Bible.
 - Students can describe the origins of the Church as the gift of the Spirit of God, the Spirit of Christ Himself.
 - Students know the face of the Indonesian Church.
 - Students can outline the sanctifying duties of the Church.
 - Students will understand the meaning of marriage.
- Application:
 - Students understand their responsibility to social issues.
 - Students understand the current situation of people's lives with all their problems and responsibilities as believers.
- Analysis:
 - Students can express actual problems about the relationship between religious people.
 - Students can express the main issues in society.
- Synthesis: Students are able to integrate gospel values in personal, social, and Church life as a form of witness of faith in society.
- Evaluation: Students are able to assess the relevance of the teachings of Jesus Christ, human dignity, and the role of the Church in facing actual socio-religious problems in Indonesia.

Core readings:

- Sinain, dkk. Pendidikan Agama Islam. 2000
- Harun Hadiwijono. Iman Kristen. 1979

Module number MDK6201	Module name Education	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Questions and Answers, Quizzes/Evaluations, Assignments/Independent Work	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Presence (3%) - Quizzes (2%) - Assignments (10%). - Mid-term Exam (15%). - Final Exam (20%). 2. Examinations: <ul style="list-style-type: none"> - <i>Case Study</i> (30%). - Final Exam (20%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Weekly student workload: 5.66 hours/week	
Additional teacher involved: Dr. Shely Cathrin, M.Phil.		

Syllabus

This course is mandatory for all students of the education study program within UNY. As a provision for prospective educators to become professional teachers, with various studies on the basic principles of education and basic concepts of education and their application in educational praxis which includes: educational phenomena, the essence of education and educational science, foundations of education, principles of education, education as a science and system, educational issues and problems, learning theory, and lifelong education

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Have a commitment between lecturers and students about 1 semester lecture
- Students have a positive attitude and perception of Education lectures
- Students have the ability to understand the meaning, essence, basis, function, purpose and principles of education
- Through reading, listening, and discussing activities, students understand the foundations of the foundation of Education
- Students are able to understand education as the National Education System.
- Able to understand the role, responsibilities, and professionalism of teachers
- Able to understand the development of students
- Students understand the educational environment
- Students can identify the thoughts of educational figures
- Students are able to identify the thoughts of the characters
- Students are able to identify Montessori thinking
- Students are able to identify the thoughts of educational figures

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Students have the ability to understand the meaning, essence, basis, function, purpose, and principles of education.
 - Through reading, listening, and discussing activities, students understand the foundations of education.
 - Students are able to understand education as the National Education System.
 - Students are able to understand the role, responsibilities, and professionalism of teachers.
 - Students are able to understand the development of students.
 - Students understand the educational environment.
- Understanding:
 - Students can identify the thoughts of educational figures.
 - Students are able to identify Montessori thinking.
- Application: Students can apply an understanding of educational figures into contemporary educational practice or thinking.

- Analysis: Students are able to analyze the relevance of the thoughts of educational figures to the current educational context.
- Synthesis: Students are able to integrate the thoughts of various educational figures to form a comprehensive conceptual framework of education.
- Evaluation:
 - Students have a positive attitude and perception of Education lectures.
 - Have a commitment between lecturers and students about 1-semester lectures.

Core readings:

- Arif Rohman. 2009. Memahami Pendidikan dan Ilmu Pendidikan. Yogyakarta: LaksBang Mediatama.
- Siswoyo, Dwi dkk. 2013. Ilmu Pendidikan. Yogyakarta : UNY Press.
- Hasbullah H.M. (2016). Kebijakan Pendidikan: Dalam perspektif Teori, Aplikasi, dan kondisi objektif Pendidikan di Indonesia. Jakarta: Rajawali press.
- Tilaar H.A.R. 2002. Pendidikan dan Perubahan Sosial : Pengantar Pedagogik Transformatif untuk Indonesia . Jakarta : Penerbit Grasindo
- Tilaar H.A.R. dan Nugroho, Riant. 2008. Kebijakan Pendidikan: Pengantar untuk memahami kebijakan pendidikan dan kebijakan pendidikan sebagai kebijakan publik. Yogyakarta: Pustaka Pelajar.
- Redja Mudyaharjo. 2002. Pengantar Pendidikan. Jakarta: Rajawali.
- Sugihartono dkk. 2007. Psikologi Pendidikan. Yogyakarta: UNY Press.
- UU No. 20 Tahun 2003. Tentang Sistem Pendidikan Nasional.
- UU No. 14 Tahun 2005. Tentang Guru dan Dosen

Module number FIP6205	Module name Educational Innovation	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Questions and Answers, Quizzes/Evaluations, Assignments/Independent Work	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: - Assignments (25%). 2. Examinations: - Mid-term Exam (35%). - Final Exam (30%).		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Weekly student workload: 5.66 hours/week	
Additional teacher involved: Priadi Surya, S.Pd., M.Pd., MPhil.		

Syllabus

This course examines the concept of educational innovation, the educational process, the goals and characteristics of educational innovation, as well as educational innovation strategies and their diffusion. In addition, this course also reviews the forms of educational innovation that exist both domestically and abroad, both at the micro, meso and macro levels, so that students can comprehensively understand the process, supporting factors and inhibitions of educational innovation.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understanding the learning contract and RPS overview
- Able to analyze concepts from educational innovations
- Able to understand the goals and characteristics of educational innovation.
- Able to analyze educational innovation strategies
- Knowing the concept of innovation diffusion
- Understanding the concept of curriculum innovation
- Understanding an innovative learning and innovative work behavior
- Understanding Innovations in Educational Human Resources Development
- Understand the concept of organizational/institutional innovation
- Able to understand the supporting and inhibiting factors of educational innovation.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Know the concept of innovation diffusion.
- Understanding:
 - Understand the learning contract and RPS overview.
 - Able to understand the goals and characteristics of educational innovation.
 - Understand the concept of curriculum innovation.
 - Understand an innovative learning and innovative work behavior.
 - Understand innovations in educational human resource development.
 - Understand the concept of organizational/institutional innovation.
 - Able to understand the supporting and inhibiting factors of educational innovation.
- Application: Able to apply an understanding of educational innovation into learning practices, curriculum, and institutions.
- Analysis:
 - Able to analyze concepts of educational innovation.
 - Able to analyze educational innovation strategies.
- Synthesis: Able to integrate various innovation concepts (curriculum, learning, human resources, institutions) to design a comprehensive educational innovation model.
- Evaluation: Able to assess the effectiveness of supporting and inhibiting factors of educational innovation in improving the quality of education.

Core readings:

- Anda, R. & Amiruddin. 2017. Inovasi Pendidikan: Melejitkan Potensi Teknologi dan Inovasi Pendidikan. Medan: Widya Puspita
- Sedyukov, P. Innovation in education: what works, what doesn't, and what to do about it?. Journal of Research in Innovative Teaching & Learning Vol. 10 No. 1, 2017 pp. 4-33. Emerald Publishing Limited 2397-7604 DOI 10.1108/JRIT-10-2016-0007
- Vincent-Lancrin, S., et al. (2019), Measuring Innovation in Education 2019: What Has Changed in the Classroom?, Educational Research and Innovation, OECD Publishing, Paris. <https://doi.org/10.1787/9789264311671-en>
- Kirkland, K. & Sutch, D. 2009. Overcoming the barriers to educational innovation; A literature review. Futurelab

Module number PAP6203	Module name Writing Scientific Papers	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Q&A, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: - Assignments (45%). 2. Examination: - Mid-term Exam (20%). - Final Exam (35%).		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Rahmania Utari , M.Pd.		

Syllabus

This course examines the concept of educational innovation, the educational process, the goals and characteristics of educational innovation, as well as educational innovation strategies and their diffusion. In addition, this course also reviews the forms of educational innovation that exist both domestically and abroad, both at the micro, meso and macro levels, so that students can comprehensively understand the process, supporting factors and inhibitions of educational innovation.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understanding scientific papers
- Reasoning in scientific papers
- Able to compose sentences in various language styles
- Able to develop paragraphs.
- Analyze the elements in scientific papers
- Able to analyze the use of internet-based libraries.
- Able to compile papers.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand scientific papers.
 - Understand reasoning in scientific writing.
- Understanding:
 - Able to compose sentences in various language styles.
 - Able to develop paragraphs.
- Application: Able to compile papers.
- Analysis:
 - Analyze the elements in scientific papers.
 - Able to analyze the use of internet-based libraries.
- Synthesis: Able to integrate ideas, data, and library sources to produce coherent and systematic scientific papers.
- Evaluation: Able to assess the quality of scientific papers based on the rules of academic writing.

Core readings:

- Alek & H.Achmad H.P. 2010. Bahasa Indonesia untuk Perguruan Tinggi.
- Asul Wiyanto. 2004. Terampil Menulis Paragraf. Jakarta: Grasindo.
- ETTY Indriati. 2006. Menulis Karya Ilmiah; Artikel, Skripsi, Tesis, dan Disertasi. Jakarta: Gramedia.
- Gorys Keraf. 2006. Diksi dan Gaya Bahasa. Jakarta: Gramedia
- Totok Djuroto & Bambang Suprijadi. Menulis Artikel dan Karya Ilmiah. Bandung: Rosda.
- Pranowo, dkk. 2001. Teknik Menulis Makalah Seminar. Yogyakarta: Pustaka Pelajar.
- Panduan penulisan tugas akhir UNY
- Sumber online relevan

Module number PAP6308	Module name Educational Organizations	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Q&A, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Individual Assignments (25%). - Group Assignments (25%). 2. Examination: <ul style="list-style-type: none"> - Mid-term Exam (20%). - Final Exam (35%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Rahmania Utari , M.Pd.		

Syllabus

This course is a compulsory course that examines the basics of organizational science so that students can apply it in the scope of educational organizations. The study of this course covers the definition of organization, organizational forms, organizational principles, technology and organizational capabilities. Organizational technology includes organizational structure and organizational bureaucratic theory, while organizational capabilities consist of organizational behavior and its aspects by *stressing* organizational communication. This course also discusses the application of organizational capability theory and technology in the development of educational organizations. Lectures and assessments are held online. The assessment is carried out through individual and group assignments, mid-semester exams and end-of-semester exams and paying attention to student activity.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understand the elements of an organization and its principles
- Understand the elements contained in the capabilities of an Education organization
- Able to apply approaches in organizational behavior to solve organizational problems
- Understand and apply communication theory in organizational life
- Able to apply the theory of organizational change & development to improve the organization of Education

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the elements in the organization and its principles.
 - Understand the elements contained in the capabilities of educational organizations.
- Comprehension: Explain the relationship between organizational principles and educational organizational capabilities.
- Application:
 - Apply approaches in organizational behavior to solve organizational problems.
 - Apply communication theory in organizational life.
 - Apply the theory of organizational change and development to improve educational organizations.
- Analysis: Analyze the supporting and inhibiting factors in the capabilities of educational organizations.
- Synthesis: Designing educational organizational development strategies based on organizational behavior, communication, and organizational change approaches.
- Evaluation: Evaluate the effectiveness of the application of communication theory, organizational behavior, and organizational change in improving the quality of educational organizations.

Core readings:

- Sutarto. (.2015) Dasar.-Dasar Organisasi. Yogyakarta: UGM Press
- Thoha, M. (2007). Perilaku Organisasi; Konsep Dasar dan Aplikasinya. Jakarta: Raja Grafindo Persada.
- Wursanto, I. Dasar-Dasar Ilmu Organisasi. Yogyakarta: Andi.
- Gibson dkk. 11 ed. (2004). Organizations; Behavior, Structure, Processes. New York: McGrawhill
- Peraturan perundang-perundangan yang berkait dengan Pendidikan
- Relevant online sources.

Module number FIP6201	Module name Philosophy of Education	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Q&A, Project Based Learning, Case Study	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Individual Assignments (25%). - Group Assignments (25%). 2. Examination: <ul style="list-style-type: none"> - Mid-term Exam (25%). - Final Exam (25%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Prof. Dr. Achmad Dardiri, M.Hum		

Syllabus

This course selectively discusses the importance and role of philosophy in education policy with the scope of material: the meaning and branches of philosophy, the sources of truth in education policy, the position of philosophy in empirical sciences including education policy science, the philosophical foundations of education policy, and reflection with an eclectic and comparative approach to answer various kinds of actual education policy issues from a philosophical perspective.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students master the general concepts of philosophy
- Students can master the sources of truth in education policy science
- Mastering the sources of truth in education policy science
- Students can master scientific requirements in education policy science
- Mastering the three philosophical foundations in education policy
- Reflecting on one of the appropriate education policies in the context of current and or future Indonesian education in the perspective of philosophy

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Students master the general concepts of philosophy.
 - Students master the sources of truth in education policy science.
 - Students master the scientific requirements in education policy science.
 - Students master three philosophical foundations in education policy.
- Comprehension: Students are able to understand the relationship between philosophy and educational policy in a theoretical and practical context.
- Application: Students can apply the sources of truth and philosophical foundations in the analysis of education policy.
- Analysis: Students are able to dissect and criticize various educational policies based on philosophical concepts and scientific requirements.
- Synthesis: Students are able to formulate educational policy ideas that are relevant to Indonesia's needs through the integration of philosophical values.
- Evaluation: Students are able to reflect on one of the appropriate educational policies in the context of current or future Indonesian education from a philosophical perspective.

Core readings:

- Ahmad Tafsir, 2012. Filsafat Ilmu: Mengurai Ontologi, Epistemologi dan aksiologi Pengetahuan. Bandung: Remaja Rosdakarya.
- Endang Komara.2011. Filsafat Ilmu dan Metodologi Penelitian. Bandung: Refika Aditama.
- Ewing, A.C. 2008. Persoalan-persoalan Mendasar Filsafat. Yogyakarta: Pustaka Pelajar.
- Ravertz, Jerome R. 2009. Filsafat Ilmu: Sejarah & Ruang Lingkup Bahasan. Yogyakarta: Pustaka Pelajar.
- Tim Dosen Filsafat Ilmu Fakultas Filsafat UGM. 2010. Filsafat Ilmu sebagai Dasar Pengembangan Ilmu Pengetahuan. Yogyakarta: Liberty.
- Yuyun Suriasumantri. 2007. Filsafat Ilmu – Sebuah Pengantar Populer. Jakarta: Pustaka Sinar Harapan.
- Fearn, Nicholas. 2003. Cara Mudah Berfilsafat (Ringkas dan Menghibur). Jogjakarta: Bentang Budaya.
- Aihua Hu & Richard R. Verdugo. 2015. An Analysis of Teacher Education Policies in China. International Journal of Educational Reform.
- Barbara L. Bales. 2007. Teacher Education Reform in the United States and the Theoretical Constructs of Stakeholder Mediation. International Journal of Education Policy & Leadership, August 13, 2007. Volume 2, Number 6
<https://www.researchgate.net/publication/26636170>
<https://www.researchgate.net/publication/284511646>
- Education Policy Outlook. <http://www.oecd.org>.
- Iwan Syahril. 2015. Indonesia's Teacher Certification Policy: An Analysis using the World Culture Theory and the Systems Theory. Michigan State University. Presented at the 59th Annual Conference of the Comparative International Education Society. March 9th, 2015, Washington, DC, USA
- Moran, M. et.al. 2015. Handbook Kebijakan Publik. Bandung: Nusa Media.

Module number UNU 207	Module name Citizenship Education	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Q&A, Project Based Learning, Case Study	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Presence (10%) - Participation and group discussions (20%). - Assignments and case studies (20%). 2. Examination: <ul style="list-style-type: none"> - Mid-term Exam (20%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: TEAM of Civic Education lecturers (UPT MKU)		

Syllabus

The Civic Education (Entrepreneurship) course is mandatory for all students of the S1 and D3 programs, weighted with 2 credits. This course equips students with basic knowledge and abilities regarding the relationship between citizens and states, as well as preliminary education in defending the country in order to become a reliable state champion for the nation and its state. This course examines: (1) . Rights and obligations of citizens (2) Preliminary education in national defense (3) Indonesian Democracy (4) Human Rights (5) Insight into the archipelago as an Indonesian Geopolitical Point (6) National Resilience as Indonesian Geostrategy (7) National Politics and Strategy as the Implementation of Indonesian Geostrategy

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Have knowledge about the importance of Civic Education for students, in order to become visionary citizens
- Have attitudes and behaviors in accordance with human rights that are honest, responsible and tolerant
- Have an awareness of Rights and Obligations as a responsible citizen of the Republic of Indonesia
- Having responsibility and awareness of defending the country as a form of love for the homeland
- Having a sense of responsible and fair democracy
- Understanding the concept of Nusantara Insight as Indonesian Geopolitics in realizing love for the homeland
- Have the motivation to participate in realizing Indonesia's National Resilience as a form of citizen responsibility
- Have the motivation to participate in realizing Polstranas as Indonesia's vision

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Have knowledge of the importance of Civic Education for students to become visionary citizens.
 - Understanding the concept of Nusantara Insight as Indonesian Geopolitics in realizing love for the homeland.
- Understanding:
 - Have awareness of the rights and obligations as a responsible citizen of the Republic of Indonesia.
 - Have a sense of responsible and fair democracy.
- Application:
 - Having responsibility and awareness of defending the country as a form of love for the homeland.

- Implementing attitudes and behaviors in accordance with human rights that are fair, responsible, and tolerant.
- Analysis: Analyzing the role of citizens in realizing Indonesia's National Resilience as a form of national responsibility.
- Synthesis: Formulating a form of active participation in nation building through the understanding of Polstranas as Indonesia's vision.
- Evaluation: Evaluate attitudes, behaviors, and self-participation as citizens in maintaining justice, democracy, and national resilience.

Core readings:

- Sunarso, dkk. Pendidikan Kewarganegaraan untuk Mahasiswa. UNY. 2007.
- UU. No. 17 2003 tentang Politik
- UU. No. 12 2003 tentang Pemilu
- UU No. 1. 1988 tentang Ketentuan-Ketentuan Pokok HANKAMNEG
- UU No. 22. 1999 tentang Pemerintahan Daerah
- UU No. 39. 1999 tentang HAM
- UU NO. 12 Tahun 2006 tentang Kewarganegaraan

Module number FIP6206	Module name Systems Theory and Approach	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Q&A, Case Studies	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment and Examinations: <ul style="list-style-type: none"> - Value weight per subcompact (60%) - Final Exam (0%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Priadi Surya, S.Pd., M.Pd., MPhil.		

Syllabus

This course examines systems theory as a foundation for applying systems thinking and systems approaches in the implementation of education and education management, including research and development of education science and educational management, as well as the practice of education implementation and education management (educational planning, educational decision-making and policy, project management and evaluation of educational programs, and so on).

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students can formulate a system definition of the phenomenon of systemic entities (forms) along with their characteristics and properties
- Students can identify open and closed systems as well as their characteristics and functionality
- Students can identify complex systems in the context of their environment.
- Students can understand and apply systems thinking.
- Students understand the meaning of the system approach and its application
- Students are able to apply a system approach in various educational management activities
- Students can concoct the importance of theory and system approaches in education management.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Formulate the definition of systems from the phenomenon of systemic entities (forms) and their characteristics and properties.
 - Understand the meaning of the system approach and its application.
- Understanding:
 - Identify open and closed systems and their characteristics and functionality.
 - Identify complex (complex) systems in the context of their environment.
- Application:
 - Understand and apply systems *thinking*.
 - Apply a systems approach in various educational management activities.
- Analysis: Analyzing the role of citizens in realizing Indonesia's National Resilience as a form of national responsibility.
- Synthesis: Concoct the importance of theory and systems approaches in education management by integrating various concepts.
- Evaluation: Evaluate the effectiveness of the use of the system approach in solving education management problems and assess its contribution to improving the quality of education.

Core readings:

- Amirin, Tatang M. 2009. *Pokok-pokok Teori Sistem*. Jakarta: RajaGrafindo Persada.
- Laszlo, Alexander, & Krippner, Stanley. 1998. "Systems Theories: Their Origins, Foundations, and Development" dalam Jordan, J.S. (Ed). 1998. *Systems Theories and A Priori Aspects of Perception*. Amsterdam: ElsevierScience. 3. Kast, Fremont E., & Rosenzweig, James E. 1972. "General Systems Theory: Application for Organization and Management. *Academy of Management Journal*. December.
- Dettmer, William. "An Introduction to the Systems Approach". 2006. 1st of a series of 12 series systems thinking. Port Angeles: Goal Systems International.
- Bett, Frank. 1992. "How Systems Thinking Applies to Education." *Improving School Quality*. Volume 50, Number 3, November 1992.
- Richmond, Barry. 1994. "Systems Dynamic/Systems Thinking: Let's Just Get On With It. Sterling: International System Dynamic Conference.
- Thwink.org. "Systems Thinking."
<http://thwink.org/sustain/glossary/SystemsThinking.htm>
- *Freetutes.com*. Systems Analysis and Design.
- Aronson, Daniel. 1998. "Overview of Systems Thinking." Thinking Page (<http://www.thinking.net>)

Module number PAP6405	Module name ICT Education Management	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Project Based Learning, Case Study, Demonstrations	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Individual Assignments (20%). - Group Assignments (25%). 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (25%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Slamet Lestari, M.Pd. Widia Murni Wijaya, S.S.T., B.Tech., M.Pd.		

Syllabus

The ICT course in education management is a compulsory course for students majoring in educational administration with a weight of 2 (two) credits. This course discusses the concept of information and communication technology and computer applications in the field of education management. Lecture activities include online/offline lectures, practicums, and the use of computer applications in the field of education management. Students carry out practicum activities under the guidance of lecturers using software tools and practicum guidelines. Evaluation is carried out through written and non-test tests.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to understand the lecture contract
- Students are able to explain the concept of information and communication technology and are able to explain the usefulness of computer applications in the field of education management
- Students master word processing applications
- Students master data and number processing applications
- Students master presentation processing applications
- Students master *e-learning applications*
- Students master graphic design applications
- Students master video editing applications

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the tuition contract.
 - Explain the concept of information and communication technology and the use of computer applications in the field of education management.
- Comprehension: Identify the role of ICT applications in supporting the effectiveness of education management.
- Application:
 - Using a word processing application to compile educational documents.
 - Using data and numbers processing applications for education management analysis.
 - Using a presentation processing application to deliver educational materials.
 - Operate e-learning applications in learning.
 - Using graphic design applications for learning media needs.
 - Using video editing applications for learning content creation.
- Analysis: Analyze the advantages and limitations of various ICT applications in supporting education management.
- Synthesis: Integrating various ICT applications in developing learning innovation strategies and education management.
- Evaluation: Evaluating the effectiveness of the use of ICT in improving the quality of learning and education management.

Core readings:

- Darmawanto, E. (2019). Desain Komunikasi Visual II: Perancangan Identitas Visual. Jepara: UNISNU Press.
- Kementerian Komunikasi dan Informatika Republik Indonesia. (2018). Kiat Bikin Infografis Keren dan Berkualitas Baik. Jakarta: Direktorat Pengolahan dan Penyediaan Informatika.
- Wempen, F. (2016). Office 2016 for Seniors for Dummies. Hoboken: John Wiley & Sons, Inc.
- Frye, C. (2015). Microsoft Excel 2016 Step by Step. Washington: Microsoft Press.
- Brown, C. V., DeHayes, D. W., Hoffer, J. A., Martin, E. W., & Perkins, W. C. (2012). Managing Information Technology, 7th Edition. New Jersey: Pearson.
- O'Brien, J. A., & Marakas, G. M. (2011). Management Information Systems, 10th Edition. New York: McGraw-Hill.
- Lantip, D. P., & Riyanto. (2011). Teknologi Informasi Pendidikan. Yogyakarta: Gava Media.
- Lestari, S. (2010). TIK Manajemen Pendidikan (Teori). Yogyakarta: AP FIP UNY.
- Lestari, S. (2010). TIK Manajemen Pendidikan (Praktik). Yogyakarta: AP FIP UNY.
- Holmes, B., & Gardner. (2006). E-Learning: Concepts and Practice. London: Sage Publications Ltd.

2nd Semester
Winter Term 2024/2025

Module number MKU6209	Module name Indonesian Language	
Type of course: Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 40 students
Teaching methods: Inquiry learning, small group discussion, Discovery Learning (DL), online learning (besmart.uny.ac.id)	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: - Participation (10%). - Assignments (20%). 2. Examinations: - Mid-term Exam (30%). - Final Exam (30%).		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Pd	Semester week hours: 5.66 Hours	
Additional teacher involved: TEAM		

Syllabus

This course discusses theories about linguistics and trains scientific writing skills. The topics discussed include: the history of the Indonesian language and the function of the language, varieties and barrels of the language, spelling and punctuation, effective sentences, paragraphs and their types, citations and reference systems, organization of essays: themes, topics, titles, and frameworks of scientific papers, types of scientific essays (research proposals, research reports, articles: scientific and popular).

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to understand the history of language development and various functions of language in its use.
- Able to distinguish the various varieties and language barrels that exist in society and how they are used (scientific barrels are the focus of this section).
- Able to write using spelling and punctuation according to EYD rules.
- Able to convey ideas, thoughts, and desires in a coherent manner with correct spelling and punctuation in the form of effective sentences.
- Able to create cohesive and coherent paragraphs and understand the types of paragraphs.
- Able to quote sentences from various sources and able to write bibliographies
- Able to organize essays: determination of themes, topics, titles, and frameworks of scientific essays
- Able to understand the types of scientific essays, able to make research proposals, research reports, scientific and popular articles.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Know the rules of EYD, paragraph types, and types of scientific essays.
- Comprehension: Understand the history of language development, language functions, paragraph types, and types of scientific essays.
- Application: Write with correct spelling, convey summary ideas, create cohesive paragraphs, cite sources and write bibliographies.
- Analysis: Distinguish between the variety and variety of languages and their use.
- Synthesis: Creating an organization of scientific essays, proposals, reports, and articles.
- Evaluation: Assessing the value and impact of programs and strategies.

Core readings:

- Buku ilmiah, majalah ilmiah, jurnal ilmiah, skripsi, dan lain-lain.
- Tim. 2009. *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan*. Jakarta. Kemendiknas.
- Maslakhah, Siti, dkk. 2011. *Bahasa Indonesia Panduan Menulis Karya Ilmiah*. Yogyakarta. Kanwa Publisher.
- Ekosusilo, Madyo.1995. *Pedoman Penulisan Karya Ilmiah*. Semarang. Dahara Prize.
- Efran, Vicosta. 2011. *EYD dan Tata Bahasa Indonesia*. Jakarta: JAL Publishing.
- Hariwijaya, M. 2006. *Pedoman Teknis Penulisan Karya Ilmiah*. Citra Pustaka.Yogyakarta
- Kuntarto, M. Niknik. 2007. *Cermat dalam Berbahasa Teliti dalam Berpikir*. Jakarta: Mitra Wacana Media.
- Rahardi, R. Kuncana. 2010. *Bahasa Indonesia untuk Perguruan Tinggi*. Jakarta: Erlangga.
- Rivai, Mien A. *Pegangan Gaya Penulisan Penyuntingan dan Penerbitan*. Gajah Mada Press. Yogyakarta.
- UNY Press. 2005. *Rekontruksi Pembelajaran Menulis di Perguruan Tinggi*. Diklat. Universitas Negeri Yogyakarta.

Module number PAP6214	Module name Economics of Education	
Type of course: Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 40 students
Teaching methods: Contextual instruction (CI), Problem Based Learning/Inquiry (PBL/I), Discovery Learning (DL), Collaborative Learning (CbL)	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Participation and group discussions (10%). - Assignments (20%). 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (30%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Pd	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Udik Budi Wibowo, M.Pd		

Syllabus

Lectures are carried out with material presentations, discussions/questions and answers, assignments to make and present reports on the study of articles/books/chapters, and/or compile and present papers relevant to the study of educational economics. Lectures are conducted online (online) using the zoom platform, google meet, WhatsApp, besmart.uny.ac.id, and the Turnitin program. The lecture assessment includes the components of attendance and active participation in lectures, assignments, midterm exams, and final semester exams.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

Explain economic theories that are useful for analyzing the decisions of individuals, societies and countries in choosing formal education (schooling)

At the same time, in the field of education

Distinguishing the types of efficiency in the field of education

Explain the relationship between the education system and economic development

Analyze educational problems in the context of economic theory

Classification of cognitive skills following Bloom (1956):

- Knowledge: Remembering the basic concept of educational economics.
- Comprehension: Explain economic theory and the relationship between education and development.
- Application: Assess the rate of *return* of education.
- Analysis: Distinguishing the types of efficiency and analyzing educational problems.
- Synthesis: Designing a model of education cost efficiency.
- Evaluation: Evaluating education policies with economic criteria.

Core readings:

- Psacharopoulos, G. (2004). Economics of Education: From Theory to Practice. Brussels Economic Review - Cahiers Economiques de Bruxelles. Vol 47 No. 3/4 Autumn - Winter 2004, pp.341-357.
- Johnes, G. & Johnes, J. (2004). International Handbook on the Economics of Education. Cheltenham UK - Northampton USA: Edward Elgar Publishing Ltd.
- Checchi, D. (2006). The Economics of Education: Human Capital, Family Background and Inequality. Cambridge: Cambridge University Press.
- Psacharopoulos, G. (1987). Economics of Education: Research and Studies. New York: Pergamon Press.
- Cohn, E. (1979). The Economics of Education. Cambridge-Massachusetts.: Ballinger Publishing Company.
- Johnes, G. (1993). The Economics of Education. London: The MacMillan Press Ltd.
- Vaizey, J. (1962). The Economics of Education. London: Faber and Faber.

- Hanushek, Eric A. (2005). Economic outcome and school quality. Paris-Brussels: UNESCO, The International Institute for Educational Planning (IEP) and The International Academy of Education (IAE).
- Sukirno, S. (2000). Pengantar Teori Mikroekonomi. (Edisi Kedua). Jakarta: PT. Raja Grafindo Persada.

Additional References:

- Psacharopoulos, G. & Patrinos. H. A. (2018). Returns to Investment in Education: A Decennial Review of the Global Literature. Washington: The World Bank, Education Global Practice.
- Hanushek. E.A. (2007). Education Production Functions. Hoover Institution, Stanford University
- Hallak, J. (1985). Analisis Biaya dan Pengeluaran untuk Pendidikan. A.b. Drs. Harso. Jakarta - Paris: Bhratara Karya Aksara - UNESCO.
- Fattah, N. (2000). Ekonomi dan Pembiayaan Pendidikan. Bandung: Remaja Rosdakarya.
- Simanjutak, P.J. (1985). Pengantar Ekonomi Sumberdaya Manusia. Jakarta: LPFE-UL.
- Sumarsono, S. (2003). Ekonomi Manajemen Sumberdaya Manusia dan Ketenagakerjaan. Yogyakarta: Graha Ilmu.
- Artikel jurnal nasional terakreditasi dan jurnal internasional bereputasi terkait ekonomi pendidikan, terbitan tiga tahun terakhir.

Module number P AP6218	Module name Education Public Relations	
Type of course: Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 40 students
Teaching methods Lectures, discussions, questions and answers, practice, peer evaluation, e- learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition)		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours)
1. Continuous Assessment: <ul style="list-style-type: none"> - Individual Tasks (15%). - 3 Group Assignments x @15 (45%). 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (20%). - Final Exam (20%). 		ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mata Sutapa, M.Pd		Semester week hours: 5.66 Hours
Additional teacher involved: Rahmania Utari, M.Pd.		

Syllabus

This course equips students with the concepts of partnership between educational institutions and the public, both internal and external, along with technical skills in terms of fostering communication and good relations with the community and the implementation of public relations programs of educational institutions. The understanding of public relations in this course is emphasized on the management of public relations activities so that it is relevant to efforts to improve the quality of education through community involvement. The strategies developed in *lectures prioritize student-centered* and stimulate students to become communicative, confident, open, able to work together and creative. In terms of cognition, students are required to be able to apply public relations theory to analyze and solve problems related to the relationship between educational institutions and the community.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students understand the theory and concept of public relations in educational institutions.
- Students have basic public relations skills at educational institutions.
- Students are able to analyze problems around the relationship between educational institutions and the public and their solutions.
- Students are able to apply public relations techniques in their main educational institutions in order to increase community participation in the world of education.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand the basic terms and concepts of public relations.
- Comprehension: Understand the theory and concept of public relations in educational institutions.
- Application: Have basic public relations skills and apply public relations techniques to increase community participation.
- Analysis: Analyze the problem of the relationship between educational institutions and the public and their solutions.
- Synthesis: Designing public relations strategies for school programs.
- Evaluation: Evaluating the effectiveness of public relations activities in educational institutions.

Core readings:

- Anonim. (2012). Effective Communications and Public Relations for Boards of Education.
http://www.sakschoolboards.ca/educationservices/modules/Module_14_Effective_Communications.pdf. (Online).
- Kasali, Reinald. (1994). Manajemen Public Relations, Konsep dan Aplikasinya di Indonesia. Jakarta: Grafitti.
- Nasution, Zulkarnain. (2008). Manajemen Humas di Lembaga Pendidikan: Konsep, Fenomena dan Aplikasinya. Malang: UMM Press.
- Oemi Abdurrahman. (1995), Dasar-dasar Public Relations. Bandung: Alumni.
- Ruslan, Rosady. (2006). Manajemen Public Relations dan Media Komunikasi: Konsepsi dan Aplikasi. Jakarta: RajaGrafindo Persada.
- Suryosubroto, B. (1998). Humas dalam Dunia Pendidikan. Yogyakarta: Mitra Gama Widya.
- Thomas, Colin Coulson. (2002). Public Relations; Pedoman Praktis untuk PR. Jakarta: Bumi Aksara.
- Utari, Rahmania dan Nurtanio, Agus. (2017) BPK Manajemen Humas Pendidikan. Yogyakarta: Tidak diterbitkan.
- Wisesa, Silih Agung. (2006). Strategi Public Relations. Jakarta: Gramedia Pustaka Utama.
- UU no 40 tahun 1999 tentang pers.

Module number MDK6203	Module name Educational Management	
Type of course: Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 40 students
Teaching methods Lectures, discussions, individual assignments, questions and answers.	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment and Examinations - Weight of value per subcomp (60%). - Final Exam (30%).		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self- study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mata Sutapa, M.Pd	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Slamet Lestari, M.Pd		

Syllabus

The Educational Management Course is a university course and is mandatory for students of the education program with a weight of 2 credits. This course discusses the basic concepts, roles, and scope of education management, followed by an in-depth study of the management of the field of education management, which includes: students, curriculum, education personnel, educational facilities, education financing, the administration of educational institutions and the relationship between educational institutions and the community, as well as educational leadership and educational supervision. Lectures are given through face-to-face, discussion, and assignments. Evaluations include Final Semester Exams (UAS), weekly exams, assignments, and competitions, as well as class activities.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Can outline the basic concepts of education management.
- Can formulate indicators of the success of educational organizations.
- Can manage the school curriculum.
- Can manage the school curriculum.
- Can manage learners
- Able to Encourage Students
- Can manage education personnel
- Can manage education personnel
- Can manage educational facilities
- Can manage educational facilities
- Can manage tuition fees
- Can manage the relationship between the school institution and the community
- Can manage the administration of educational institutions
- Be able to understand leadership and supervise education

Classification of cognitive skills following Bloom (1956):

- Knowledge: Describe the basic concepts of education management.
- Comprehension: Understanding educational leadership and supervision.
- Application: Managing school curriculum, managing students, managing education personnel, managing educational facilities, managing education costs, managing school relations with the community, managing the administration of educational institutions.
- Analysis: Formulate indicators of the success of educational organizations.
- Synthesis: Develop a strategic plan for education management.
- Evaluation: Evaluating the effectiveness of school management in various fields.

Core readings:

- B. Suryosubroto. 2004. Manajemen pendidikan di Sekolah. Jakarta: Rineka Cipta.
- Hadari Nawawi. 1981. Administrasi pendidikan. Jakarta: Gunung Agung.
- Hartati Sukirman dkk. 1998. Administrasi dan supervisi pendidikan. Yogyakarta: UPP IKIP Yogyakarta.
- Oteng Sutisna. 1989. Administrasi pendidikan : Dasar Teoritis untuk praktek profesional. Bandung: Angkasa.
- Made Pidarta. 1989. Pemikiran tentang supervisi pendidikan. Surabaya: Sarana Press.
- Soekarto Indrafachrudi. 1994. Mengantar bagaimana memimpin sekolah baik. Jakarta: Ghalia Indonesia.
- Soewadji Lazaruth. 1988. Kepala sekolah dan tanggungjawabnya. Yogyakarta: kanisius.
- Wayne K. Hoy & Cecil G. Miskel. 2013. Educational Administration: Theory, Research and Practice. 4th Ed. New York: McGraw Hill, Inc
- Jon Wiles & Joseph Bondi. 1986. Supervision: A Guide to Practice. 2nd. Columbus: Charles E. Merrill Publishing Company.
- Stephen Murgatroyd and Colin Morgan. 1993. Total Quality Management and the School. Buckingham- Philadelphia: Open University Press.
- Thomas J. Sergiovani. 1988. Supervision of 'Teaching. USA: ASCD

Module number PAP6204	Module name Curriculum and Learning	
Type of course: Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 40 students
Teaching methods Lectures, discussions, individual assignments, small group discussions, problem-based learning/inquiry, questions and answers.	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition)		SKS (+Workload in hrs)
1. Continuous Assessment: <ul style="list-style-type: none"> - Individual Tasks (25%). - Group Assignments (20%). 		2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours)
2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (25%). - Final Exam (30%). 		
Module coordinator Dr. Mata Sutapa, M.Pd		Semester week hours: 5.66 Hours
Additional teacher involved: Baiquni Rahmat		

Syllabus

This course is a compulsory course that examines: curriculum concepts and development, curriculum development foundations, curriculum design, curriculum development principles and models, learning theories, learning concepts, learning principles, learning approaches. Curriculum and learning studies provide scientific contributions to the discipline of education management. This course has several benefits, namely: (1) providing a scientific foundation for prospective education managers to be able to design a curriculum in school or outside school (diklat), where the core of education is curriculum and learning; (2) Provide a basic scientific foundation for prospective education supervisors, who must provide professional assistance related to curriculum and learning for teachers in school or outside school (diklat). This lecture is carried out through face-to-face and independent assignments as well as group assignments. Assessments are carried out through assignments, mid-semester exams and end-of-semester exams.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to understand the concept of curriculum and learning.
- Students are able to analyze the curriculum.
- Students are able to understand the contribution of curriculum and learning studies to the discipline of education management.
- Students are able to implement curriculum development and curriculum implementation through learning.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Remembering the basic terms of curriculum and learning.
- Comprehension: Understand curriculum concepts, learning, and their contribution to education management.
- Application: Implementing curriculum development and implementation in learning.
- Analysis: Critically analyze the curriculum.
- Synthesis: Designing curriculum development models as needed.
- Evaluation: Evaluate the implementation of the curriculum in learning practice.

Core readings:

- Nana Syaodih Sukmadinata. (2007). Kurikulum dan Pembelajaran. Dalam Mohammad Ali, dkk. (Penyunting). Ilmu dan Aplikasi Pendidikan: Bagian 2 – Ilmu Pendidikan Praktis. Bandung: Imperial Bhakti Utama
- Nana Syaodih Sukmadinata & R. Ibrahim. (2007). Teori Kurikulum. Dalam Mohammad Ali, dkk. (Penyunting). Ilmu dan Aplikasi Pendidikan: Bagian 1 – Ilmu Pendidikan Teoritis. Bandung: Imperial Bhakti Utama
- Oemar Hamalik. (2014). Kurikulum dan Pembelajaran. Jakarta: Remaja Rosdakarya
- S. Nasution. (1999). Kurikulum dan Pengajaran. Jakarta: Bumi Aksara
- Wina Sanjaya. (2008). Kurikulum dan Pembelajaran. Jakarta: Kencana.
- Ratna Wilis Dahar. (2011). Teori-Teori Belajar dan Pembelajaran. Jakarta: Erlangga
- Oemar Hamalik. (2008). Manajemen Pengembangan Kurikulum. Bandung: Remaja Rosdakarya
- Lias Hasibuan. (2010). Kurikulum dan Pemikiran Pendidikan. Jakarta: Gaung Persada Pers
- M. Thobroni. (2015). Belajar & Pembelajaran: Teori dan Praktik. Yogyakarta: Ar Ruzz Media
- Baharuddin & Esa Nur Wahyuni. (2015). Teori Belajar & Pembelajaran. Yogyakarta: Ar Ruzz Media

Module number PAP6215	Module name Management of Educational Facilities	
Type of course: Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 40 students
Teaching methods Discussions, questions and answers, small group discussions, quizzes, problem-based learning.	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition)		SKS (+Workload in hrs)
1. Continuous Assessment: <ul style="list-style-type: none"> - Participation (10%). - Assignments (15%). - Presence (10%) 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (25%). - Final Exam (30%). 		2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours)
		ECTS (+Workload in hrs)
		2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mata Sutapa, M.Pd		Semester week hours: 5.66 Hours
Additional teacher involved: Lecturer Team		

Syllabus

The educational facility management course is a compulsory course with a weight of 2 credits. This course examines various educational facilities and manages them, including activities of procurement, storage, distribution, inventory and maintenance of educational facilities. Lectures are conducted with literature review, brainstorming, discussions, and assignments. Evaluation is carried out in writing and observational discussions.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understand the concepts of facility management (equipment) within educational institutions.
- Understand the role and meaning of facilities in the teaching and learning process.
- Able to make planning educational facilities.
- Able to store educational facilities.
- Able to distribute educational facilities
- Able to manage and use facilities
- Mampu Mampu analyzed the implementation of the elimination of educational facilities.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Recognize the basic terms and concepts of educational facilities.
- Comprehension: Understand the role, meaning, and concept of facility management in educational institutions.
- Application: Plan, store, distribute, and use educational facilities.
- Analysis: Analyze the process of eliminating educational facilities.
- Synthesis: Designing an integrated educational facility management system.
- Evaluation: Evaluate the implementation of the curriculum in learning practice.

Core readings:

- Depdikbud 1997 Pengelolaan Sarana Prasarana . Jakarta: Depdikbud
- Depdiknas. 2001. Manajemen Perawatan Preventif Sarana dan Prasarana Pendidikan . Jakarta: Depdiknas
- Depdikbud. 1996. Pengelolaan Sekolah. Jakarta: Depdikbud
- Suharsimi Arikunto. 1987. Pengelolaan Materiil. Jakarta: Prima Karya
- Depdikbud, 1999. Panduan Manajemen SD. Jakarta: Depdikbud
- Ibrahim Bafadal. 2003. Manajemen Perlengkapan Sekolah, Teori dan Aplikasinya. Jakarta: PT. Bumi Aksara
- Piet Sahertian. 1994. Dimensi-Dimensi Administrasi Pendidikan di Sekolah. Surabaya: Usaha Nasional.
- Wahyuningrum. (2000). Buku Ajar Manajemen Fasilitas Pendidikan. Yogyakarta: FIP UNY.

Module number MDU6208	Module name Pancasila Education	
Type of course: Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 40 students
Teaching methods Online	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment and Examination <ul style="list-style-type: none"> - Weight per subcom (60%) - Final Exam (20%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self- study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mata Sutapa, M.Pd	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Rukiyati, et al		

Syllabus

This lecture discusses the foundation and goals of Pancasila, Pancasila as the result of scientific thinking, Pancasila in the context of the history of the struggle of the Indonesian nation, Pancasila as a system of national values and ideology, the Constitution and its Amendments, and Pancasila as a paradigm of social, national and state life.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to show a positive attitude towards Pancasila as the basis of the state and the nation's outlook on life
- Able to interpret the scientific-philosophical truths contained in Pancasila based on the values of cooperation and responsibility.
- Able to interpret historical events and nationalist values and national culture to rally Indonesian unity and have a visionary view of the nation's life.
- Able to negotiate the comparison of Pancasila ideology and other ideologies (religious ideology, liberalism, communism)
- Able to analyze the dynamics of the implementation of the Constitution in Indonesia and amendments to the 1945 Constitution
- Able to think integrally comprehensive and solutive about problems in the life of the nation and the state based on the values of honesty, tolerance, responsibility and care.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Mentioning and explaining the basic values of Pancasila, the 1945 Constitution, and historical events that shape the nation's identity.
- Comprehension: Interpreting the scientific-philosophical truth in Pancasila, as well as the historical values, nationalism, and culture of the nation.
- Application: Showing a positive attitude, cooperation, responsibility, honesty, tolerance, and concern in the life of the nation.
- Analysis: Analyze the comparison of Pancasila with other ideologies (religion, liberalism, communism), as well as the dynamics of the implementation and amendment of the 1945 Constitution.
- Synthesis: Formulate comprehensive and visionary solutions to the nation's problems based on Pancasila, the 1945 Constitution, and the nation's culture.
- Evaluation: Evaluating national issues based on Pancasila values and constitutional principles.

Core readings:

- Jimly Asshiddiqie. 2004. Format Kelembagaan Negara dan Pergesera Kekuasaan dalam UUD 1945. Yogyakarta: FH UII Press.
- Rukiyati, dkk. 2014. Pendidikan Pancasila. Yogyakarta: UNY Press.
- Syafrudin Bahar, (ed.). 1995. Risalah Sidang-Sidang BPUPKI dan PPKI. Jakarta: Sekretariat Negara RI.
- Undang-Undang Dasar 1945 dan Amandemennya

Module number PAP6413	Module name Management of Educational Institution Office	
Type of course: Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 40 students
Teaching methods Lectures, discussions, case methods, problem-based learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition)		SKS (+Workload in hrs)
1. Continuous Assessment: <ul style="list-style-type: none"> - Participation (10%). - Teamwork (25%) - Assignments (10%). 2. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (15%). - Final Exam (20%). 		2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self- study = 90.6 hours)
		ECTS (+Workload in hrs)
		2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mata Sutapa, M.Pd	Semester week hours: 5.66 Hours	
Additional teacher involved: Pandit Isbianti, M.Pd		

Syllabus

The Educational Institution Office Management course is a theoretical course with a weight of 2 credits which is mandatory. This course equips students with various office theories which include: basic concepts and scope of office management of educational institutions, office ethics, office environment, office equipment and equipment, Mail Handling, Archive Handling, meeting management, office form composition and preparation of managerial reports. This course is held through lectures, case studies, observation assignments and critical analysis of MKLP practices and team-based projects.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to apply professional ethics and be responsible in lectures on the Management of the Office of Educational Institutions.
- Students agree on things that support the success of lectures.
- Able to describe the basic concept of office management of educational institutions and mention the scope of office management.
- Able to describe the definition of an educational institution office.
- Able to describe the definition of office management of educational institutions, the scope of office management of educational institutions, analyze office ethics, limits of office ethics, identify office ethics, analyze ethical and unethical behavior in the office of educational institutions
- Able to analyze the office environment, describe the physical environment, describe the non-physical environment, analyze the ideal office space layout
- Able to analyze factors that affect the effectiveness and efficiency of office work,
- Able to analyze office equipment, mention the types of office machines and their uses, mention the types of administrative supplies and their uses, mention the types of office furniture and their uses, analyze the needs of machinery, supplies, and furniture based on the purpose and type of work
- Able to handle letters well, mention the types of official letters, compile good official letters, mention the flow of letter handling,
- Able to manage archives, describe the meaning of archives, and mention types of archives, manage archives conventionally, manage archives digitally
- Able to design conventional-based meeting management and involve the use of ICT, describe the meaning of meetings, mention the types of meetings, analyze activities at the meeting preparation stage, analyze activities at the meeting implementation stage, analyze activities at the stage after the meeting, analyze the needs of facilities and infrastructure at each stage of the meeting, make an offline and online meeting management plan.
- Able to design office forms, describe the meaning of office forms, describe various office form formats, design office forms
- Able to produce managerial reports, describe the meaning of reports, describe various reports, describe forms of reports, prepare case-based managerial reports.

- Able to present ideas in writing, orally and make presentations, make office project reports, present the results of project implementation completely and responsibly.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand the definition, scope, and types of letters, archives, meetings, forms, reports, and office supplies.
- Comprehension: Understand the concept of office management, professional ethics, the role of the work environment, and the meaning of archives, letters, meetings, and reports.
- Application: Apply professional ethics, handle correspondence, manage archives, and compile managerial reports.
- Analysis: Analyze office ethics, spatial planning, efficiency factors, as well as equipment and meeting needs.
- Synthesis: Designing meeting management (offline/online), office forms, and managerial reports.
- Evaluation: Evaluate the effectiveness of office governance and present project results.

Core readings:

- Komaruddin. 1985. Manajemen Kantor : Teori dan Praktek. Bandung: CV.Sinar Baru
- Prajudi A. 1987. Kesekretarisan dan administrasi Perkantoran. Jakarta: Ghalia
- E. Martono. 1987. Etika Komunikasi Kantor : sebagai landasan Tenaga Kerja. Jakarta, Karya Utama.
- Moekijat. 1997. Adminstrasi Perkantoran. Bandung : Mandar Maju.
- The Liang Gie. 2000. Administrasi Perkantoran Modern. Yogyakarta: Liberty
- Zulkifli Alamsyah. 2001. Manajemen Kearsipan. Jakarta : Gramedia Pustaka Utama.
- Sulistyio-Basuki. 2003. Manajemen Arsip Dinamis-Pengantar Memahami dan Mengelola Informasi dan Dokumen. Jakarta : Gramedia Pustaka Utama.
- Setiawan Djuharie, dkk. 2004. Surat menyurat serbaguna–Panduan korespondensi bahasa indonesia. Bandung: Yrama widya
- Wiwik Wijayanti & Tina Rahmawati. 2005. Manajemen Kantor Lembaga Pendidikan. Yogyakarta: FIP UNY.
- Odgers, P. 2005. Administrative Office Management. Edisi Ketigabelas. Thomson : South-Western.
- Agus Sugiarto dan Teguh Wahyono. 2005. Manajemen Kearsipan Modern-dari Konvensional ke Basis Komputer. Jogjakarta : Gava Media.
- Basir Barthos. 2007. Manajemen Kearsipan untuk Lembaga Negara, Swasta dan Perguruan Tinggi. Jakarta : Bumi Aksara.
- Badri Munir Sukoco. 2007. Manajemen Administrasi Perkantoran Modern. Jakarta : Erlangga.
- Afra Tien Sotyaningrum.2008. Korespondensi Bahasa Indonesia-Dasar, teori, dan aplikasi.Yogyakarta: Amara books
- Depdiknas. 2009. Manajemen Perkantoran modern-bahan pembelajaran prajabatan golongan III. Depok:
- Pusdiklat Pegawai. 2009. Diklat Kearsipan Perguruan Tinggi. Jakarta : Pusdiklat Pegawai, Depdiknas.
- Pusdiklat Pegawai. 2009. Manajemen Perkantoran Modern. Jakarta : Pusdiklat Pegawai, Depdiknas.
- Dikmenum. 2010. Program Administrasi Sekolah. Jakarta: Dikmenum.
- Sedianingsih, dkk. 2010. Teori dan Praktik Administrasi dan Kesekretariatan. Jakarta : Kencana.
- Irra chrisyanti Dewi. 2011. Manajemen kesekretariatan untuk SMK, Perguruan tinggi dan praktisi. Jakarta : prestasi pustaka.

- Abdul Jalaluddin Sayuti. 2013. *Manajemen Kantor Praktis*. Bandung: Alfabeta.
- Sutirman. 2019. *Administrasi Kearsipan di Era Teknologi Informasi*. Yogyakarta: UNY Press.
- Undang-undang Nomor 7 Tahun 1971 tentang Ketentuan-ketentuan Pokok Kearsipan Nasional.
- Undang-undang Nomor 43 Tahun 2009 tentang Kearsipan.
- Sutarto. 1997, *sekretaris dan tata warkat*. Yogyakarta, Gajah Mada University Press.
- Sondang P Siagian. 2000. *Fungsi-Fungsi Manajerial*. Jakarta: Bumi Aksara.
- Thomas Wiyasa. 2003. *Tugas Sekretaris dalam Mengelola Surat dan Arsip Dinamis*. Jakarta : PT. Pradnya Paramita.
- Muckian, Michaels & Woods, Jihn. 2006. *Buku Pintar Surat-surat Bisnis-Panduan lengkap, praktis dan terkini*. Yogyakarta: Think
- Aleka A. & Ahmad H.P. 2010. *Bahasa Indonesia untuk Perguruan Tinggi*. Jakarta: Kencana

Module number MKU6210	Module name Comparative Management	
Type of course: Core Module	Semester / Rotation Semester 2 / Winter Term	Student capacity: 40 students
Teaching methods Lectures, brainstorming, questions and answers, discussions	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition)		SKS (+Workload in hrs)
1. Continuous Assessment: <ul style="list-style-type: none"> - Participation (10%). - Mini research (20%) - Assignments (50%). 		2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours)
2. Examinations: <ul style="list-style-type: none"> - Final Exam (20%). 		
ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours		
Module coordinator Dr. Mata Sutapa, M.Pd		Semester week hours: 5.66 Hours
Additional teacher involved: Monika Sidabutar, S.Si., M.Pd		

Syllabus

This course is a faculty course that must be taken by every FIP UNY student in order to equip them in the form of the ability to understand issues, theories, and methods of comparative education practice between nations, which can be beneficial for the improvement of education, so that they will graduate to become reliable, highly tolerant and insightful education scholars.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- The paradigm of educational technology includes positivistic/behavioristic, constructivistic, and critical pedagogy in education/learning
- Research methodology in the field of educational technology, both quantitative and qualitative.
- Apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and/or technology that pays attention to and applies humanities values in accordance with their field of expertise
- Strategic decisions based on analysis, information and data, provide guidance in choosing various alternative solutions independently and in groups in the field of knowledge-based educational technology
- Applying educational technology paradigms including positivistic/behavioristic, constructivistic, and critical pedagogy in Comparative Education learning.
- Applying Comparative Education in quantitative research methodologies in the field of educational technology.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand the paradigm of educational technology (positivistic/behavioristic, constructivistic, critical pedagogy).
- Comprehension: Explain the methodology of educational technology research (quantitative and qualitative).
- Application: Applying logical, critical, systematic, innovative thinking and humanities values in the development/implementation of educational technology.
- Analysis: Analyze data and information to make strategic decisions and compare various alternative solutions in the field of educational technology.
- Synthesis: Designing a quantitative research methodology based on Comparative Education in the field of educational technology.
- Evaluation: Evaluating the application of educational technology paradigms in the context of Comparative Education learning

Core readings:

- Boediono & Wayan Koster. (2008) Teori dan Aplikasi Pendidikan Komparatif dan Probabilitas. Bandung: PT Remaja Rosdakarya.
- Sudijonop, Anas. (2018). Pengantar Pendidikan Komparatif Pendidikan. Depok: PT Rajagrafindo Persada.

Module number MDK6204	Module name Sociology and Anthropology of Education	
Type of course: Core Module	Semester / Rotation Semester 2 / Winter Summer Term	Student capacity: 40 students
Teaching methods Online, lectures, discussions, assignments	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 3. Continuous Assessment: <ul style="list-style-type: none"> - Case Studies (50%). - Quiz (5%) - Assignments (5%). - Presence (5%) 4. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (15%) - Final Exam (20%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self- study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mata Sutapa, M.Pd	Semester week hours: 5.66 Hours	
Additional teacher involved: Arif Wijayanto		

Syllabus

This course discusses education as a socio-cultural process. This course provides foundational knowledge about the importance of climate, approaches, and socio-cultural influences, both from school and outside school (family, peer groups, communities, and mass media) in a multicultural society (pluralistic) and education that is most suitable for Indonesian people (anthropos) in realizing the goals of Indonesia's national education now and in the future.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Mastering the concepts and theories of sociology and anthropology of education
- Understand and use socio-cultural methodologies in education
- Ampu analyzes various educational problems from the perspective of sociology and anthropology

Classification of cognitive skills following Bloom (1956):

- Knowledge: Mastering the concepts and theories of sociology and educational anthropology.
- Comprehension: Understand socio-cultural methodologies in education.
- Application: Using socio-cultural methodologies in educational practice.
- Analysis: Analyze educational problems from the perspective of sociology and anthropology.
- Synthesis: Analyzing educational problems from the perspective of sociology and anthropology.
- Evaluation: Evaluate the relevance of sociological and anthropological theories in answering educational problems.

Core readings:

- Ballantine, Jeanne H. 1985. *Schools and Society: A Reader in Education and Sociology*. London: Mayfield Publishing Company.
- Deal, Terrence E. & Peterson, Kent D. 2011. *Shaping School Culture: Pitfalls, Paradoxes, & Promises*. San Fransisco: Jossey-Bass.
- Farida Hanum. 2011. *Sosiologi Pendidikan*. Yogyakarta: Kanwa Publisher.
- Harrison, L. E. & Huntington, S. P. (ed). 2000. *Culture Matters, How Values Shape Human Progress*. New York : Basic Books
- Imran Manan. 1989. *Anthropologi Pendidikan, Suatu Pengantar (Terj. George F. Kneller)*. Jakarta P2LPTK Dirjen Dikti.
- Sunyoto Usman. 2015. *Sosiologi: Sejarah, Teori, dan Metodologi*. Yogyakarta: Pustaka Pelajar
- Sunyoto Usman. 2018. *Modal Sosial*. Yogyakarta: Pustaka Pelajar.
- Suyata, dkk. 2000. *Modul Sosio-Antropologi Pendidikan*. Semi-Que
- Tilaar, H.A.R. 1999. *Pendidikan, Kebudayaan, dan Masyarakat Madani Indonesia*. Bandung : Remaja Rosdakarya.
- Tilaar, H.A.R. 2004. *Multikulturalisme : Tantangan-tantangan Global Masa Depan dalam Transformasi Pendidikan*. Jakarta : Grasindo.
- Tilaar, H.A.R. 2012. *Perubahan Sosial dan Pendidikan: Pengantar Pedagogik Transformatif untuk Indonesia*. Jakarta: Rineka Cipta
- Young Pai. 1990. *Cultural Fondations of Education*. Columbus : Merrill Publishing Company

- Tilaar, H.A.R. 2012. Social Change and Education: An Introduction to Transformative Pedagogics for Indonesia. Jakarta: Rineka Cipta
- Young Pai.1990. Cultural Foundations of Education. Columbus : Merrill Publishing Company

3rd Semester
Summer Term 2024/2025

Module number PAP6223	Module name Curriculum Management	
Type of course: Core Module	Semester / Rotation Semester 3 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 3. Continuous Assessment: - Participation and group discussions (10%). - Assignments and case studies (30%). 4. Examinations: - Mid-term Exam (30%). - Final Exam (30%).		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Slamet Lestari, M.Pd.,		

Syllabus

The Curriculum Management course is a compulsory course with a weight of 2 (two) theoretical credits. This course conceptually discusses various aspects of curriculum management along with practical examples in the field, which include the concept of curriculum management, the scope of curriculum management, and the implementation of various curriculum models in Indonesia. Lectures are carried out by providing information (face-to-face lectures), discussions, independent/group assignments, field reviews, and report making. To find out the understanding and mastery of lecture material, evaluation is carried out by means of written tests, assignment assessments, and observation of lecture activities.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understand the concept and scope of curriculum management
- Understand the definition, characteristics, principles, and stages of curriculum planning
- Understand the definition, model, procedures, and implementation of curriculum development
- Understand the definition, administration, stages, and supervision of curriculum implementation
- Understand the definition, function, purpose, and design of curriculum evaluation
- Understanding curriculum models in Indonesia

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the concept and scope of curriculum management.
 - Understand the definition, characteristics, principles, and stages of curriculum planning.
 - Understand the definition, model, procedures, and implementation of curriculum development.
 - Understand the definition, administration, stages, and supervision of curriculum implementation.
 - Understand the definition, function, purpose, and design of curriculum evaluation.
 - Understand the curriculum models in Indonesia.
- Comprehension: Explain the relationship between curriculum planning, development, implementation, and evaluation.
- Application: Applying the concept of curriculum management in the analysis of education policy.
- Analysis: Analyze the differences in curriculum models used in Indonesia.
- Synthesis: Designing curriculum development strategies that are relevant to educational needs in Indonesia.
- Evaluation: Evaluating the effectiveness of curriculum planning, development, implementation, and evaluation in improving the quality of education.

Core readings:

- Depdiknas. (1998). Buku Panduan Kurikulum Muatan Lokal. Jakarta: Depdiknas.
- Depdiknas. (1999). Buku Panduan Manajemen Sekolah. Jakarta: Depdiknas.
- Depdiknas. (2003). Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Jakarta: Depdiknas.
- Depdiknas. (2007). Buku Panduan Kurikulum Tingkat Satuan Pendidikan. Jakarta: Depdiknas.
- Depdiknas. (2008). Buku Panduan Kurikulum Berbasis Kompetensi. Jakarta: Depdiknas.
- Slamet Lestari. (2006). Manajemen Kurikulum. Yogyakarta: AP FIP UNY.
- 6. Suharsimi Arikunto. (2000). Manajemen Kurikulum. Yogyakarta: AP FIP UNY
- Lunenberg, Fred C, & Orstein, Alan C. (2000). *Educational Administration: Concepts & Practices (2nd Ed.)*. California: Wadsworth.
- Nana Syaodih Sukmadinata. (2005). *Pengembangan Kurikulum*. Bandung: Remaja Rosdakarya.
- McNeil, John D. (1995). *Curriculum a Comprehensive Introduction*. Los Angeles: University of California
- Oemar Hamalik. (2007). *Manajemen Pengembangan Kurikulum*. Bandung: Remaja Rosda Karya.
- Suryosubroto, B. (1990). *Tatalaksana Kurikulum*. Jakarta: Rineka Cipta.

Module number PAP6209	Module name Library Management	
Type of course: Core Module	Semester / Rotation Semester 3 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Observations, Questions and Answers, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 3. Continuous Assessment & Examinations: <ul style="list-style-type: none"> - Individual Task of Processing Library Materials (15%) - Group Projects (50%). - Products and Presentations (UAS) (35%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Meilina Bustari, M.Pd., Rahmat Fadhli, M. A.		

Syllabus

This Library Management course is mandatory in odd semesters for students of the Educational Management study program which is weighted with 2 credits. This course aims to provide students with basic competencies in managing school libraries. The material in this course discusses the basic concepts of libraries, library administration and organization, school library management which includes collection development, library material processing for library services, library programs and the application of information technology in libraries. The implementation of lectures uses a *Team Based Project* approach, where students are expected to be actively involved and contribute to discussions, working on projects and presentations in groups. Competency achievement is known by using written, practical and non-test test assessments. Assessments are carried out continuously from the learning process, structured assignments and tests in the form of the implementation of the Final Semester Exam (UAS). Meanwhile, the non-test assessment is in the form of an assignment in the form of an ideal school library management design project with several sub-projects in it about the processing of library collections (inventory, cataloging, classification, and collection completion), designing library programs, observation reports, and group presentations at the end of the meeting.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to explain the basic concept of the library
- Students are able to identify the concept of organization and administration of the school library
- Students are able to understand library management activities
- Students are able to analyze school library management activities
- Students are able to make a design design for school library management
- Students are able to display the results of the school library management design

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Explain the basic concepts of libraries.
 - Identify the concept of organization and administration of the school library.
- Comprehension: Understand library management activities.
- Application: Apply the basic concepts of school library management in simple practice.
- Analysis: Analyze school library management activities based on organizational and administrative principles.
- Synthesis: Creating a design for the school library management.
- Evaluation: Display and evaluate the results of the school library management design to assess its effectiveness and feasibility.

Core readings:

- Bafadal, Ibrahim. 2009. Pengelolaan Perpustakaan Sekolah. Jakarta: Bumi Aksara.
- Darmono. 2004. Manajemen dan Tata Kerja Perpustakaan Sekolah. Jakarta: Grasindo
- Hartono. 2017. Manajemen Perpustakaan Sekolah. Jakarta: Ar-ruz Media.
- Lasa, H.S. 2013. Manajemen Perpustakaan Sekolah/Madrasah. Yogyakarta: Ombak.
- Lasa HS. 2005. Manajemen Perpustakaan. Yogyakarta: Gama Media.
- Rahayu, Lisda. Dkk. 2014. Layanan Perpustakaan. Tangerang Selatan: Universitas Terbuka.
- Sudarsana, Undang. 2019. Preservasi & Konservasi Media Informasi. Tangerang Selatan: Universitas Terbuka.
- Sulistyoy, Basuki. 1993. Pengantar Ilmu Perpustakaan. Jakarta: Gramedia Pustaka Utama.
- Sulistyoy, Basuki. 2014. Pengantar Ilmu Perpustakaan. Tangerang Selatan: Universitas Terbuka.
- Wiji Suwarno. 2007. Dasar-dasar Ilmu Perpustakaan: Sebuah Pendekatan Praktis. Yogyakarta: Ar-Ruz Media.

Module number PAP6312	Module name Education Human Resource Management	
Type of course: Core Module	Semester / Rotation Semester 3 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Case Studies, Q&A, Project Based Learning, Tests, Portfolios	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 3. Continuous Assessment & Examinations: <ul style="list-style-type: none"> - Sub-Competency Assessment (60%) - Final Exam (30%). 		SKS (+Workload in hrs) 3 Credits × 16 meetings × 170/60 = 135.9 hours/Semester (75 hours of contact in class + 90 hours of structured assignments + 90 hours of self-study = 135.9 hours) ECTS (+Workload in hrs) 3 Credits × 1.6 = 4.8 ECTS Workload equivalent = 135.9 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 8.49 Hours	
Additional teacher involved: Priadi Surya, M.Pd., M.Phil.		

Syllabus

The educational HR management course is a compulsory course with a weight of 3 credits. This course discusses the concepts of educational human resources and educational human resource management. This includes procurement planning (needs), recruitment, appointment and placement, coaching and development, and dismissal. Lectures are carried out face-to-face, discussions, and assignments. Evaluation is carried out with active participation, assignments, midterm exams, and final semester exams.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students conceptualize Education HR
- Students explain the profile of Education HR
- Students describe the HR planning process
- Students outline the HR Management recruitment process
- Students describe the placement and assignment techniques of Education HR
- Students describe techniques for coaching and developing educational human resources
- Students describe the techniques of maintaining educational human resources
- Students describe the technique of dismissing Education HR

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Conceptualizing Educational Human Resources.
 - Explain the profile of Education HR.
- Understanding:
 - Outline the HR planning process.
 - Describe the HR management recruitment process.
 - Describe the placement and assignment techniques of educational human resources.
 - Describe techniques for coaching and developing educational human resources.
 - Describe the techniques for maintaining educational human resources.
 - Describe the technique of dismissing educational human resources.
- Application: Applying the concept of human resource management in a case study of educator management.
- Analysis: Analyze the advantages and disadvantages of the planning, recruitment, placement, and dismissal process of educational human resources.
- Synthesis: Designing an educational HR management strategy that includes planning to development.
- Evaluation: Evaluating the effectiveness of educational human resource management practices in improving the quality of educational organizations.

Core readings:

- Ulfatin, N. & Triwiyanto, T. (2018). Manajemen Sumber Daya Manusia Bidang Pendidikan. Depok: RajaGrafindo Persada
- Prasajo, L.D., Mukminin, A. & Mahmudah, F.N. (2017). Manajemen Strategi Human Capital dalam Pendidikan. Yogyakarta: UNY Press
- Wiyani, N. A. (2015). Etika Profesi Keguruan. Yogyakarta: Gava Media.
- Daryanto & Arisandi, Y. (2015). Program Induksi untuk Guru Pemula. Yogyakarta: Gava Media.
- Siswoyo, D. (2017). Sekolah dan Guru dalam Tantangan Zaman. Yogyakarta: UNY Press.
- Norlander-Case, K.A., Reagan, T.G. & Case, C.W. (1999). The Professional Teacher: The Preparation and Nurturance of the Reflective Practitioner. Terjemahan oleh Suci Rohmadona. (2009). Guru Profesional: Penyiapan dan Pembimbingan Praktisi Pemikir. Jakarta: Indeks.
- Depdiknas. (2008). Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal. Jakarta: Depdiknas.
- Brewster, C., Sparrow, P. & Vermon, G. (2008). International Human Resource Management. London: Chartered Institute of Personnel and Development.
- Usmara, A. (ed.). (2007). Paradigma Baru Manajemen Sumber Daya Manusia. Yogyakarta: Amara Books.
- Sirait, J.T. (2007). Memahami Aspek-aspek Pengelolaan Sumber Daya Manusia dalam Organisasi. Jakarta: Grasindo.
- Thoha, M. (2007). Manajemen Kepegawaian Sipil di Indonesia. Jakarta: Kencana
- Roberts, G. (2007). Recruitment and Selection. London: Chartered Institute of Personnel and Development.
- Djohar, MS. (2006). Guru, Pendidikan dan Pembinaannya, Yogyakarta. CV. Grafika Indah.
- Harrison, R. (2006). Learning and Development. London: Chartered Institute of Personnel and Development.
- Bramley, P. (2006). Evaluating Training. London: Chartered Institute of Personnel and Development.
- Mangkunegara, A.A.A. (2005). Evaluasi Kinerja SDM. Bandung: Refika Aditama.
- Castetter, W.A. (1996). The Human Resource Function in Educational Administration. Englewoods Cliffs, NJ: Prentice-Hall.

Module number PAP6230	Module name Education Financing	
Type of course: Core Module	Semester / Rotation Semester 3 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Project Based Learning, Quizzes	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 3. Continuous Assessment: <ul style="list-style-type: none"> - Participation and group discussions (10%). - Assignments and case studies (20%). 4. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (30%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Udik Budi Wibowo, M.Pd.		

Syllabus

This course examines the role of cost in the implementation of education, the history of education financing, types of education costs, models of education funding, analysis of educational financing kinenga, research dm in education financing.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- The role of financing in the implementation of education
- The role of financing in the implementation of education
- History of education financing.
- Types of education financing.
- Sources of education financing.
- Models of Educational Funding.
- Accountability of Education Financing.
- Adequacy and fairness in Education funding
- Decentralization and privatization in education financing.
- Education Financing Reform.
- Research in the field of education financing

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Explain the role of financing in the implementation of education.
 - Describe the history of education financing.
 - Identify the types of education financing.
 - Explain the sources of education financing.
 - Explain the models of education funding.
- Understanding:
 - Understand the principles of accountability in education financing.
 - Explain the concept of sufficiency and justice in education financing.
 - Understand decentralization and privatization in education financing.
- Application: Apply the principles of accountability in the case analysis of education financing.
- Analysis:
 - Analyze education financing reforms in Indonesia and other countries.
 - Analyze the impact of decentralization and privatization on the effectiveness of education funding.
- Synthesis: Designing a fair, accountable, and sustainable education financing model.
- Evaluation:
 - Evaluate the adequacy, fairness, and effectiveness of the education financing system through scientific studies.
 - Conducting research in the field of education financing to assess best practices.

Core readings:

- Jones, T.H. (1985). School finance: Technique and social policy. New York: McMillan Publishing Company.
- Ladd, H. F. & Goertz, M.E. (2015). Handbook of research in education finance and policy. New York: Routledge.
- OECD. (2012). Equity and quality in education: Supporting disadvantaged student and schools. Paris: OECD Publishing.
- . (2017). The funding of school education: Connecting resources and learning. Paris: OECD Publishing.
- UNESCO - Institute for Statistics (UIS). (2002). Financing education - investment and returns: Analysis of the world education indicators. Montreal Canada: UNESCO-UIS/OECD.
- Varghese, N.V. & Buchert, L. (2011). Financing education: Re-designing investment strategies and the global aid architecture. Paris: International Institute for Educational Planning
- UNICEF. (2015). The investment case for education and equity. New York: UNICEF's Education section
- Artikel jurnal nasional terakreditasi dan jurnal internasional bereputasi terkait ekonomi pendidikan, terbitan lima tahun terakhir. Laporan hasil penelitian dan pengabdian kepada masyarakat yang relevan dan mutakhir (terbitan lima tahun terakhir).
- Hallak, J. (1985). Analisis biaya dan pengelirint untuk pendidikan. A.b. Drs. Harso. Jakarta - Paris: Bhratara Karya Aksara - UNESCO.
- Paulsen, M.B. & Smart, J.C. (Eds.). (2001). The future of higher education: Theory, research, policy, and practice. New York: Agathon Press.
- Psacharopoulos, G. & Patrinos, H. A. (2018). Returns to investment in education: A recentral review of the global literature. Washington: The World Bank, Education Global Practice.
- Steer, L. & Smith, K. (2015). Financing education: Opportunities for global impact. Washington DC: Centre for Universal Education at the Brookings Institution.
- UNESCO. (2004). Implementing an financing education for all. Paris: UNESCO.

Module number MKU6218	Module name Inclusive Education	
Type of course: Core Module	Semester / Rotation Semester 3 / Summer Term	Student capacity: 40 students
Teaching methods: Inquiry learning, Small group discussion, Discovery Learning, Problem-Based Learning, Case Study	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment & Examinations: <ul style="list-style-type: none"> - Sub-Competency Assessment (60%) - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Sari Rudiwati, M.Pd.		

Syllabus

1. This course is to achieve the competence of theoretical and practical understanding of the basic concepts of inclusive education; inclusive education component; Getting to know children with special needs, the characteristics of inclusive school teacher competencies; identification and assessment as an effort to identify ABK and design their education programs (IEPs); learning approaches and strategies, classroom management and learning environment for children with children in inclusive classes, in collaboration with parents/families of children and related parties.
2. To achieve this competence, the scope of study includes: the basic concept of inclusive education; inclusive education component; Getting to know children with special needs, the characteristics of inclusive school teacher competencies; identification, assessment and IEP of crew members; learning approaches and strategies, classroom management and learning environment of ABK in inclusive classrooms including the development of adaptive curriculum, accommodative and collaborative learning and evaluation of accommodative learning; in collaboration with parents/families of ABK and related parties.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Explain the basic concepts of inclusive education
- Able to explain the definition, causes and characteristics of children with special needs
- Categorize children with different types of barriers and explain the characteristics of barriers in each category based on the results of the assessment and design an IEP according to their learning conditions and needs
- Explain the components of inclusive education
- Explain learning strategies, classroom management and learning environments for children in inclusive classrooms including the development of adaptive curriculum, accommodative and collaborative learning and the evaluation of accommodative learning
- Describe the need for cooperation development with parents and/or families of ABK and related parties

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Explain the basic concept of inclusive education.
 - Explain the definition, causes, and characteristics of children with special needs (ABK).
 - Explain the components of inclusive education.
- Understanding:
 - Explain learning strategies, classroom management, and learning environments for children with disabilities in inclusive classrooms, including adaptive curriculum, accommodative, collaborative learning, and adaptive learning evaluation.

- Describe the need for the development of cooperation with parents/families of ABK and related parties.
- Application: Categorize children with different types of barriers and explain the characteristics of each category based on the results of the assessment.
- Analysis: Analyze the learning barriers faced by ABK in the context of inclusive learning.
- Synthesis: Designing an Individualized Education Program (IEP) according to the learning conditions and needs of children with special needs.
- Evaluation: Evaluate the effectiveness of inclusive learning strategies and IEP implementation in supporting the development of ABK.

Core readings:

- Cole, P.G. & Chan, L.K.S. (1990). *Methods And Strategies For Special Education*. Australia: Prentice Hall of Australia Ltd.
- Departemen Pendidikan . (2009). *Modul Training of Trainer Pendidikan Inklusif*. Jakarta: Managing Contractor Program Management Australia-Indonesia Basic Education Program.
- Foreman, P.(2005). *Integration and inclusion in action*. Sydney: Hrcoourt Brace & Company.
- Hallahan. D. P. & Kauffman. J. M. (2003). *Exceptional learners: Introduction to special education*. 9th. Boston: Allyn and Bacon.
- Keefe, M., & Carrington, S. (2007) *School and diversity (2nd)* NSW: Pearson Education Australia.
- Lorenman, T, Deppeler, J., & Harvey, D. (2005). *Inclusive Education: a practical guide to supporting diversity in the classroom*. Crows Nest: Allen & Unwin.
- Popovich. Dorothy & Laham. Sandra L. (1981). *The adaptive behavior curriculum; volume 1*. Baltimore-London: Paul H. Brookes Publishing.Co.
- Smith, J. David. (2006). *Inklusi sekolah ramah untuk semua (terjemahan Denis & Ny. Enrica)*. Bandung: Nuansa.
- Wood, Judy W. (1984).*Adapting Instruction for the mainstream*.Columbus, Ohio: Charles E. Merrill Publishing Company and A Bell & Howell Company.
- Wehman, P. & Lauglin, P.J. (1981). *Program Development in Special Education*. New York: Mc. Graw Hill.

Module number PAP6207	Module name Student Management	
Type of course: Core Module	Semester / Rotation Semester 3 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Assignments	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment & Examinations: <ul style="list-style-type: none"> - Sub-Competency Assessment (60%) - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Tina Rahmawati, M.Pd.		
Syllabus The student management course is a compulsory course with a weight of 2 credits. This course examines the basic concepts and procedures of student management including the management of recruitment, placement, and coaching, including special services, lectures are conducted with literature review, discussions and structured and unstructured tasks. Evaluations are carried out in writing, observations, discussions, and portfolios/assessments of tasks		

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Tuition Contract and Introduction to Student Management
- Able to identify the meaning, types of students and characteristics of students
- Understanding student admission planning
- Understanding the development of students
- Understand the process of recording student data
- Understand the form and coaching of services for students
- Understand the concept and process of student mutation
- Understanding the evaluation of student activities

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Explain the tuition contract and introduce student management.
 - Identify the definition, types of students, and characteristics of students.
- Understanding:
 - Understand student admission planning.
 - Understand the coaching of students.
 - Understand the process of recording student data.
 - Understand the form and coaching of services for students.
 - Understand the concept and process of student mutation.
 - Understand the evaluation of student activities.
- Application: Applying the concept of recording student data in school administration simulations.
- Analysis: Analyze the service needs of students based on different characteristics and backgrounds.
- Synthesis: Designing student development programs that are integrated with school services and activities.
- Evaluation: Evaluating the effectiveness of planning, coaching, and student services in improving the quality of schools.

Core readings:

- David Megginson, et al. 1993. Human Resource Development. Jakarta: PT Elex Media Komputindo
- Depdiknas. 2007. Manajemen Kesiswaan (Peserta Didik). Modul Diklat Manajerial Kepala Sekolah Pendidikan Menengah. Jakarta: Direktorat Tenaga Kependidikan Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Departemen Pendidikan Nasional bekerja sama dengan Australia Indonesia Partnership
- Meilina Bustari & Tina Rahmawati. (2005) Manajemen Peserta Didik. Buku Pegangan Kuliah. Jurusan Administrasi Pendidikan FIP UNY.
- Moekijat. 1989. Perencanaan Sumberdaya Manusia. Bandung: Mandar Maju

- Soetjipto & Raflis Kosasi. 1994. Profesi Keguruan. Jakarta: Proyek Pembinaan & Peningkatan Mutu Tenaga Kependidikan, Dirjen Pendidikan Tinggi, Depdikbud
- Sudiyono. 1988. Beberapa Hal Mengenai Administrasi Siswa. Klaten: Yayasan Aktivitas
- Supandi. 1986. Administrasi Dan Supervisi Pendidikan. Universitas Terbuka

Module number MDK6202	Module name Educational Psychology	
Type of course: Core Module	Semester / Rotation Semester 3 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Questions and Answers	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 3. Continuous Assessment & Examinations: <ul style="list-style-type: none"> - Presence (10%) - Independence and Activeness (10%). - Quizzes and Assignments (30%) - Exam (30%) 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Educational Psychology Team		

Syllabus

This course presents the basic concepts of Educational Psychology which include the importance of educational psychology, individual development, individual differences, sociocultural diversity, learners with learning difficulties, various approaches to learning, complex cognitive processes, motivation, classroom management, and learning evaluation

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to understand the importance of educational psychology.
- Students are able to understand cognitive and language development as well as its implications in the learning process
- Students are able to understand the emotional-social-moral development of adolescents and their implications for the learning process
- Students are able to explain individual differences based on aspects of intelligence, learning style, and personality and their implications in the learning process.
- Students are able to explain the aspects of cultural differences that affect learning consisting of culture, religion, socioeconomic status, and gender
- Students are able to explain the concept of learning difficulties
- Students are able to explain the concept of behavioristic approaches and their implications in learning
- Students are able to explain the concept of Albert Bandura's social-cognitive learning theory.
- Students are able to explain the social-constructivist approach in learning.
- Students are able to explain the humanistic approach in learning
- Students are able to explain complex cognitive processes.
- Students are able to describe the concept of motivation in learning.
- Students are able to explain about classroom management
- Students are able to understand various kinds of learning evaluations
- Able to present the results of the project implementation completely and responsibly

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the importance of educational psychology.
 - Understand cognitive and language development and its implications in the learning process.
 - Understand emotional, social, and moral development (children-adolescents) and their implications for the learning process.
 - Explain the concept of learning difficulties.
 - Explain the concept of behavioristic approaches and their implications in learning.
 - Explain the concept of Albert Bandura's social-cognitive learning theory.

- Explain the social-constructivist approach to learning.
- Explain the humanistic approach to learning.
- Explains complex cognitive processes.
- Describe the concept of motivation in learning.
- Explain about classroom management.
- Understand the wide range of learning evaluations.
- Understanding:
 - Explain individual differences based on aspects of intelligence, learning style, and personality and their implications in the learning process.
 - Explain the aspects of cultural differences that affect learning (culture, religion, socio-economic status, and gender).
- Application: Applying educational psychology theories and approaches to design learning that suits the characteristics of students.
- Analysis: Analyzes the psychological factors that affect the learning success of students.
- Synthesis: Developing adaptive learning strategies based on theories of educational psychology.
- Evaluation:
 - Evaluate the effectiveness of the application of educational psychology theory in learning.
 - Present the results of the project implementation in a complete and responsible manner.

Core readings:

- Depdiknas.(1998). Buku Panduan Kurikulum Muatan Lokal. Jakarta: Depdiknas. 2.
- Depdiknas.(1999). Buku Panduan Manajemen Sekolah. Jakarta: Depdiknas.
- Depdiknas.(2003). Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Jakarta: Depdiknas.
- Depdiknas.(2007). Buku Panduan Kurikulum Tingkat Satuan Pendidikan. Jakarta: Depdiknas.
- Depdiknas.(2008). Buku Panduan Kurikulum Berbasis Kompetensi. Jakarta: Depdiknas.
- Slamet Lestari. (2006). Manajemen Kurikulum. Yogyakarta: AP FIP UNY. 6.
- Suharsimi Arikunto. (2000). Manajemen Kurikulum. Yogyakarta: AP FIP UNY
- Lunenberg, Fred C, & Orstein, Alan C. (2000). Educational Administration: Concepts & Practices (2nd Ed.). California: Wadsworth.
- Nana Syaodih Sukmadinata. (2005). Pengembangan Kurikulum. Bandung: Remaja Rosdakarya.
- McNeil, John D. (1995). Curriculum a Comprehensive Introduction. Los Angeles: University of California
- Oemar Hamalik. (2007). Manajemen Pengembangan Kurikulum. Bandung: Remaja Rosda Karya.
- Suryosubroto, B. (1990). Tatalaksana Kurikulum. Jakarta: Rineka Cipta.

Module number PAP6202	Module name Education Database Management System	
Type of course: Core Module	Semester / Rotation Semester 3 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Questions and Answers, Quizzes/Evaluations, Assignments/Independent Work	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 3. Continuous Assessment: - Presence (10%) - Participation and group discussions (20%). - Assignments and case studies (20%). 4. Examination: - Mid-term Exam (20%). - Final Exam (30%).		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Prof. Dr. Lantip Diat Prasajo, S.T., M.Pd. Widia Murni Wijaya, S.S.T., B.Tech., M.Pd.		

Syllabus

The education database management system course is a mandatory course for students majoring in educational administration with a weight of 2 (two) credits. This course discusses the concept of database management systems (DBMS), data modeling, structured query language (SQL), the use of DBMS software, and VBA programming. Lecture activities include online/offline lectures, practicums, and application development in the field of education. Students carry out practicum activities under the guidance of lecturers using software tools and practicum guidelines. Evaluation is carried out through written and non-test tests.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Database *Management Systems*: 1) Database; 2) DBMS; 3) History; 4) Advantages of DBMS; 5) DBMS components; 6) Data abstraction; 7) Database language.
- Data Modeling: 1) Data Model; 2) *Entity Relationship Diagram* (ERD); 3) Cardinality.
- *Structured Query Language* (SQL): 1) Text Function; 2) Date/Time Function; 3) Aggregate & Group By function; 4) Order By Function; 5) Serving function; 6) Where; 7) Union function.
- Utilization of DBMS Software: 1) Creation of tables; 2) Creation of table relations; 3) Form Making ; 4) Report Making ; 5) VBA Programming.
- Data on infrastructure activities: 1) Identification of data sets on infrastructure activities; 2) Identify shortcomings in the ongoing data collection system; 3) Identify system needs; 4) Identify user needs.
- Data on public relations activities: 1) Identification of data sets on public relations activities; 2) Identify shortcomings in the ongoing data collection system; 3) Identify system needs; 4) Identify user needs
- Data on administrative activities: 1) Identification of data sets on administrative activities; 2) Identify shortcomings in the ongoing data collection system; 3) Identify system needs; 4) Identify user needs.
- Data on financing activities: 1) Identification of data sets on financing activities; 2) Identify shortcomings in the ongoing data collection system; 3) Identify system needs; 4) Identify user needs
- Database design in education management activities: 1) Identify the interaction between databases and educational management activities; 2) ERD Design
- Development of database applications in education management activities

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Students have the ability to understand the meaning, essence, basis, function, purpose, and principles of education.
 - Through reading, listening, and discussing activities, students understand the foundations of education.
 - Students are able to understand education as the National Education System.

- Students are able to understand the role, responsibilities, and professionalism of teachers.
- Students are able to understand the development of students.
- Students understand the educational environment.
- Understanding:
 - Students can identify the thoughts of educational figures.
 - Students are able to identify Montessori thinking.
- Application: Students can apply an understanding of educational figures into contemporary educational practice or thinking.
- Analysis: Students are able to analyze the relevance of the thoughts of educational figures to the current educational context.
- Synthesis: Students are able to integrate the thoughts of various educational figures to form a comprehensive conceptual framework of education.
- Evaluation:
 - Students have a positive attitude and perception of Education lectures.
 - Have a commitment between lecturers and students about 1-semester lectures.

Core readings:

- Mansfield, R. (2016). Mastering VBA for Microsoft Office 2016. Indianapolis: Wiley
- Stair, R. M., & Reynolds. G. W. (2016). Fundamentals of Information Systems, 8th Edition. Boston: Cengage Learning
- Heijden. H. V. D. (2009). Designing Management Information Systems. New York: Oxford University Press Inc
- Sumathi, S., & Esakkirajan, S. (2007). Fundamentals of Relational Database Management Systems. Berlin: Springer
- Ramakrishnan, R., & Gehrke, J. (2003). Database Management Systems 3rd Edition. New York: McGraw-Hill

Module number MKU6212	Module name Digital Transformation	
Type of course: Core Module	Semester / Rotation Semester 3 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Quizzes/Evaluations, Assignments/Independent Work, Demonstrations	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: - Attendance + Quiz + Assignment + Mid-term Exam + Final Exam (50%) 2. Examination: - Case Study + Team Based Project (50%).		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Deni Hardianto		

Syllabus

Digital transformation involves using digital technology to restructure a process to be more efficient or effective. Scope of discussion. Digital Transformation includes: 1. The meaning of digital transformation 2. The role of technology in transforming all fields 3. Technology-enabled Disruptions and their mechanisms 4. Digital Business Transformation Area 5. Information Ability for Competitive Advantage 6. Social Networks and Enterprise 2.0 7. Digital Trends Past and Future 8. Digital Ethics and Privacy 9. Cloud Technology & Big Data 10. Introduction to Programming 11. Blockchain 12. Introduction to Artificial Intelligence 13. Internet of Things.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to express their opinions on Digital Transformation
- Able to describe the role of technology in transforming all fields
- Able to describe the concept of Technology-enabled Disruptions and its mechanisms
- Able to describe the Digital Business Transformation Area
- Able to describe Information capabilities for Competitive Advantage
- Able to describe Social Networks and Enterprise 2.0
- Able to describe Digital Trends Past and Future
- Able to describe Digital Ethics and Privacy
- Explain concepts, Cloud Technology and process information
- Explain the concept of big data
- Processing information in Big Data with simple tools
- Determining programming algorithms to solve simple problems
- Explain the concept, types, and how blockchain works
- Able to describe Artificial Intelligence
- Able to describe the Internet of Things

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Voice your opinion on *Digital Transformation*.
 - Describe the role of technology in transforming various areas of life.
 - Describe the concept of *Technology-enabled Disruptions* and its mechanisms.
 - Describe areas of digital business transformation.
 - Describe information capabilities for competitive advantage.
 - Describe *Social Networks and Enterprise 2.0*.
 - Describe *Digital Trends Past and Future*.
 - Describe *Digital Ethics and Privacy*.
 - Explain the concept of *Cloud Technology* and how to process information.
 - Explain the concept of *Big Data*.
 - Explain the concept, types, and how *Blockchain works*.
 - Describe *Artificial Intelligence (AI)*.

- Describe *the Internet of Things (IoT)*.
- Comprehension: Explain the relationship between the development of digital technology and social, economic, and educational changes.
- Application:
 - Processing information in *Big Data* using simple *tools*.
 - Define programming algorithms to solve simple problems.
- Analysis: Analyze the opportunities and challenges of various past, present, and future digital trends.
- Synthesis: Designing ideas for the use of digital technologies (AI, IoT, Blockchain) to support transformation in the field of education or business.
- Evaluation: Evaluate the ethical and privacy implications in the use of digital technology.

Core readings:

- OECD, Key Issues For Digital Transformation In The G20. 2017
- Gerhard Oswald, Michael Kleinemeier (eds.). Shaping the Digital Enterprise: Trends and Use Cases in Digital Innovation and Transformation, Publisher: Springer International Publishing, Year: 2017. ISBN: 978-3-319-40966-5, 978-3-319-40967-2

Module number PAP6237	Module name Educational Supervision	
Type of course: Core Module	Semester / Rotation Semester 3 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Problem Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: - Presence (10%) - Participation and group discussions (20%). - Assignments and case studies (20%). 2. Examination: - Mid-term Exam (20%). - Final Exam (30%).		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Prof. Dr. Lia Yuliana, M.Pd.		

Syllabus

This course discusses the basic concepts of educational supervision, Development of Educational Supervision, Functions, Roles, Principles of Educational Supervision, Objects, Competencies and Indicators of Educational Supervision Development, Educational Supervision Approaches and Techniques, Educational Supervision and Clinical Supervision Skills, Educational Supervision Development Programs, Educational Supervision Development Processes and Procedures, Problems of Educational Supervision Development and Being Able to Provide solutions to problems in both theory, real practice in the field.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students understand the Basic Concepts of Educational Supervision
- Students understand the Development of Educational Supervision,
- Students understand the Functions, Roles, Principles of Educational Supervision
- Students understand Objects, Competencies and Supervision Indicators
- Students understand various Educational Supervision Approaches and Techniques
- Students understand the meaning of educational supervisory skills and skills in Clinical Supervision
- Students understand the basic concepts and programs of Educational Supervision Development
- Students understand the Process and Procedure for Educational Supervision Development
- Students understand the Problems of Educational Supervision Development and are able to provide solutions to problems both in theory and in real practice in the field

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the basic concepts of educational supervision.
 - Understand the development of educational supervision.
 - Understand the functions, roles, and principles of educational supervision.
 - Understand the objects, components, and supervisory indicators.
 - Understand various approaches and techniques of educational supervision.
 - Understand the meaning of educational supervision skills and skills in clinical supervision.
 - Understand the basic concepts of educational supervision development programs.
 - Understand the process and procedure of developing educational supervision.
- Comprehension: Explain the relationship between the concepts of supervision, principles, and approaches used in the practice of educational supervision.
- Application: Apply various educational supervision techniques and approaches in case studies or field practice.
- Analysis: Analyze components, indicators, and problems in the development of educational supervision.

- Synthesis: Designing alternative educational supervision development programs based on relevant theories and practices.
- Evaluation: Evaluate the problem of educational supervision development and provide solutions both theoretically and in real practice in the field.

Core readings:

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4th Semester
Winter Term 2024/2025

Module number PAP6338	Module name Education Policy	
Type of course: Core Module	Semester / Rotation Semester 4 / Winter Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Assignments	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 5. Continuous Assessment: - Participation and group discussions (10%). - Assignments and case studies (35%). 6. Examinations: - Mid-term Exam (25%). - Final Exam (30%).		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Wiwik Wijayanti, M.Pd.		

Syllabus

This course discusses the basic concepts of policy, formulation, implementation, evaluation, and analysis of education policies.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Basic Concepts of Education Policy
- Factors, models and benefits of policy formulation
- Policy Formulation Process
- Able to explain about understanding the concept and practice of implementing the Policy
- Able to understand the concept and application of Policy Evaluation
- Policy analysis.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the basic concepts of education policy.
 - Understand the factors, models, and benefits of policy formulation.
 - Understand the policy formulation process.
- Understanding:
 - Explain the concept and practice of policy implementation.
 - Understand the concept and application of policy evaluation.
- Application: Apply the concepts of policy formulation, implementation, and evaluation in educational case studies.
- Analysis: Analyze education policies to identify problems, opportunities, and impacts on the education system.
- Synthesis: Designing alternative education policies that are relevant to the context of educational needs and challenges in Indonesia.
- Evaluation: Evaluate the effectiveness of existing education policies by considering aspects of justice, sustainability, and relevance.

Core readings:

- Dun William. 1981. Public Policy Analysis; An Introduction, New York:Prentice-Hall,Inc
- Dye, N., Thomas. 1976. Policy Analysis, What Government Do,Why Do They It, and What Difference it Makes. Alabama: The Univ of Alabama
- ----.1984.Understanding Public Policy.New York:Prentice-Hall
- Guthrie, James, W. Reed, Roney, J. 1986. Educational Administration and Policy, Effective Leadership for american Education. New Jersey: Prentice-Hall.
- Holzer, Marc and Callahan, Kathe. Government at Work: Best Practices and Model Programs. Sage Publications. London.1998.
- Houg. 1985. Educational Policy. New York: Mc Graw-Hill

- Hogwood, Brian, W. 1984. *Policy Analysis for The Real World*. London:Oxford Univ Hadari Nawawi.1999. *Kebijakan pendidikan di Indonesia ditinjau dari sudut hokum*, Jogjakarta: Gajahmada University Press
- Jones, O. Charles. *Pengantar Kebijakan Publik*. Jakarta: Rajawali
- Kerr, Donna H.1976 *Educational Policy, Analysis, Structure, and Justification*.New York: David McKay Company.
- Mann, Dale. 1975. *Policy Decision Makinbg in Education*.New York: Teacher College Press. Majchrzak, Ann.1984. *Method for Policy Research*. Beverly Hills:Sage
- M.Irfan Islami.1997. *Prinsip-prinsip perumusan kebijakan Negara*. Jakarta: Bumi Aksara. Pal, Leslie.1996.*Public Policy Analysis; An Introduction*. Canada: Nelson Patton, Carl., Sawicki., Davis S. 1986. *Basic Methods of Policy Analysis and Planning*. New Jersey: Engliwood
- Parsons, Wayne. 2000. *Public Policy*. New Jersey: Engliwood
- Ledivina V. Carino "Administrative Accountability." *A Riview of a Key Concept in Public Administration.*"
- Supandi & Sanusi. 1988. *Kebijakan & Keputusan Pendidikan*.Depdikbud: Proyek Pengembangan Lembaga Pendidikan Tenaga kependidikan
- Solihin Abdul Wahab.1997., *Analisis Kebijakan, dari formulasi ke implementasi kebijakan negara*. Jakarta : Bumi Aksara

Module number PAP6328	Module name Educational Leadership	
Type of course: Core Module	Semester / Rotation Semester 4 / Winter Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Observations, Questions and Answers, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 4. Continuous Assessment & Examinations: <ul style="list-style-type: none"> - Lecture Process (20%) - Coursework (20%) - Mid-term Exam (20%). - Final Exam (30%) 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Dwi Esti A, M.Pd., MEdSt., Ed.D.		

Syllabus

The Educational Leadership course is a study program course and is compulsory with a weight of 3 credits. This lecture aims to equip students with 21st century leadership knowledge and skills for the success of educational organizations in various contexts. This learning objective is achieved through the activity of understanding, analyzing, and evaluating various concepts, theories, and models of educational leadership in the 21st century, the context of leadership, and their interrelatedness. The lectures are conducted online with an emphasis on mastery of theory rather than practice. Learning assessments are carried out through assignments and also mid-term and end-of-semester exams in the form of papers. The weight of the UAS paper assessment is 2x the UTS score.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to explain the concept of leadership and leaders of Education
- Students are able to explain the context of 21st century leadership and its implications for educational leadership practice
- Students are able to explain the contribution of leadership to improving the quality and effectiveness of 21st century schools
- Students are able to explain the development of theories, models and concepts of educational leadership
- Students are able to explain the development of various theories, concepts, and models of educational leadership
- Students are able to choose leadership models, theories or practices that are considered appropriate for educational organizations in various contexts
- Students are able to evaluate the effectiveness of leadership practices for educational organizations in a variety of contexts
- Students are able to explain the concept of preparing and developing school leadership

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Explain the concepts of leadership and educational leaders.
 - Explain the context of 21st century leadership and its implications for educational leadership practice.
 - Explain the contribution of leadership to improving the quality and effectiveness of 21st century schools.
 - Explain the development of theories, models, and concepts of educational leadership.
 - Explain the concept of school leadership preparation and development.
- Comprehension: Understand the various theories, concepts, and models of educational leadership and their relevance in various organizational contexts.
- Application: Apply leadership theories, models, or practices that fit the needs of educational organizations in a variety of situations.
- Analysis: Analyze the relevance and implications of 21st century leadership in the context of improving the quality of education.

- Synthesis: Designing leadership strategies that are appropriate to the context of existing theory-based educational organizations and leadership models.
- Evaluation: Evaluating the effectiveness of leadership practices for educational organizations in diverse contexts.

Core readings:

- Billington, M, & Ellersgaard, B. 2017. Unleashing Disruptive Leadership – Teaching Carpe Diem! *Business Education Innovation Journal*, 9 (1), 133-138
- Bush, T. (2009). Leadership development and school improvement: contemporary issues in leadership development. *Educational Review*, 61(4), 375-389.
- 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. & Glover, D. (2003). *School leadership: concepts and evidence*. Nottingham: National College for School Leadership
- Davis, H. D., & Hammond, L. D., (2012). Innovative principal preparation programs: what works and how we know. *Planning and Changing*, 43(1), 25-45.
- Fenwick W. 2006. *Encyclopedia of Educational Leadership and Administration*. Vol. 1. Thousand Oaks: Sage Publications. Pp. 586-587
- Grissom, J. A. Egalite, A. J. Lindsay, C. A. (2021). How principals affect students and schools. A systematic synthesis of two decades of research. New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>.
- Hallinger, P., & Heck, H. R. (1998). Exploring the principals' contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 9(2), 157-191
- Hallinger, P. & Heck, R. H. (1998) Exploring the principal's contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 9(2), 157-191,

- Hallinger, P. (2003). School Leadership Preparation and Development in Global Perspective: Future Challenges and Opportunities. In P. Hallinger (Ed.), *Reshaping the Landscape of School Leadership Development : A Global Perspective*. (1st ed). (pp.289-300), London: Taylor & Francis Group.
- Hallinger, P., Leithwood, K., Heck, R. H. (2010). *Leadership: Instructional*. Elsevier
- Harris, A. 2013. Distributive Leadership Friend or Foe? *Educational Management Administration & Leadership* 41(5), 545–554
- Haris, A. (2020). COVID-19 – school leadership in crisis?. *Journal of Capital and Community*, 2056-9548 DOI 10.1108/JPCC-06-2020-0045
- Leithwood, K. 2010. *Transformational Leadership*. Elsevier.
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership & Management: Formerly School Organization*, 28(1), 22-42.
- Kugelmas J & Ainscow M. 2004. Leadership for inclusion: a comparison of international practices, *Journal of Research in Special Educational Needs*, 4 (3). 133-141. 10.1111/J.1471-3802.2004.00028.x
- Netolicky, D. M. 2020. School leadership during a pandemic: navigating tensions. *Journal of Capital and Community*, 2056-9548. DOI 10.1108/JPCC-05-2020-0017
- Schleicher, A. (ed) (2012). *Preparing Teachers and Developing School Leader for the 21st Century: Lessons from around the World*. OECD PublishinWalker, A., Bryant, D., & Lee, M., (2013). International Patterns in Principal Preparation: Commonalities and Variations in Pre-service Programmes. *Educational Management Administration & Leadership* 41(4), 405–434
- Yukl, G. (2010). *Leadership in Organisation* (7th Ed). New York, Pearson
- Zhong, L (2017). Indicators of Digital Leadership in the Context of K-12 Education. *Journal o Educational Technoloy Development and Exchange (JETDE)*, 10 (3), 27-40. DOI: 10.18785/jetde.1001.03

Module number PAP6220	Module name Educational Financial Management	
Type of course: Core Module	Semester / Rotation Semester 4 / Winter Term	Student capacity: 40 students
Teaching methods: Lectures, Case Studies, Q&A, Project Based Learning, Tests, Portfolios	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition)		SKS (+Workload in hrs)
4. Continuous Assessment & Examinations:		2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
- Sub-Competency Assessment (60%)		(50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours)
- Final Exam (30%).		ECTS (+Workload in hrs)
		2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Maria Dominika Niron, M. Pd		

Syllabus

This course discusses the concept and scope of financial management in the implementation of education, including planning and budgeting, accountability for implementation and control or supervision of the implementation of the education budget. This lecture activity includes face-to-face lecture activities, assignments, and presentation of assignment results. College assessments include attendance and activeness, assignment assessments, midterm exams, and end-of-semester exams.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students master the concept of financial management in educational institutions
- Understanding of basic concepts of educational financial management.
- Understanding of education funding
- Understanding of the mechanism of planning/preparing an education budget.
- Basic skills in preparing an education budget.
- Basic skills of education financing analysis.
- Understanding of the control/supervision of education costs.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Mastering the concept of financial management in educational institutions.
 - Understand the basic concepts of education financial management.
 - Understand the concept of education funding.
- Understanding:
 - Understand the mechanism of planning and preparing an education budget.
 - Understand the concept of controlling and supervising education costs.
- Application: Have basic skills in preparing an education budget.
- Analysis: Analyze education financing through basic cost analysis skills.
- Synthesis: Designing an effective education budget management strategy based on financial management principles.
- Evaluation: Evaluate the effectiveness of planning, implementing, and supervising education costs in educational institutions.

Core readings:

- Anwar, Moch. Idochi. (2004). *Administrasi Pendidikan dan Manajemen Biaya Pendidikan: Teori, Konsep dan Isu*. Bandung: CV. Alfabeta
- Bratakusumah, D.S. dan Solihin, D. (2004). *Otonomi Penyelenggaraan Pemerintahan Daerah*. Jakarta: Gramedia.
- Fiske, E.B. (1998). *Desentralisasi Pengajaran: Politik dan Konsensus*. Alih bahasa oleh Basilius Bengoteku. Jakarta: Grasindo.
- Hough, J.R. (1981). *A Study of School Costs*. New Jersey: NFER Nelson Publishing Company.
- Jones, H. Thomas. (1985). *Introduction to School Finance: Technique and Social Policy*. New York: McMillan Publishing Company.
- McGinn, N. dan Welsh, T. (2003). *Desentralisasi Pendidikan*. Alih bahasa oleh Achmad Syahid. Jakarta: PT. Logos Wacana Ilmu.
- Undang-undang Nomor: 32 dan 33 Tahun 2004.
- 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.
- (1993). *Efisiensi Pendidikan*. Yogyakarta: Diktat Kuliah.
- Republik Indonesia. (2008). *Peraturan Pemerintah Nomor: 48 Tahun 2008 tentang Pendanaan Pendidikan*. Jakarta: MenkumHAM.
- Supriadi, Dedi. (2003). *Satuan Biaya Pendidikan Dasar dan Menengah*. Bandung: PT. Remaja Rosdakarya.
- The World Bank. (2007). *Investing in Indonesia's Education: Allocation, Equity, and Efficiency of Public Expenditures*. Jakarta: The World Bank Office Jakarta.

Module number PAP6336	Module name Training Management	
Type of course: Core Module	Semester / Rotation Semester 4 / Winter Term	Student capacity: 40 students
Teaching methods: Discovery Learning, Demonstration, Observation, Discussion, Problem Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 5. Continuous Assessment: - Class Participation (Quiz) (5%) - Teamwork (10%). - Group Assignments (20%). 6. Examinations: - Mid-term Exam (30%). - Products and Presentations (Final Exam) (35%).		SKS (+Workload in hrs) 3 Credits × 16 meetings × 170/60 = 136 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 136 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 8.49 Hours
Additional teacher involved: Prof. Dr. Lia Yuliana, M.Pd MM.Wahyuningrum, MM		

Syllabus

The training management course is a compulsory course. This course presents the basic concepts, objectives and functions of training, identification of training needs (need assessment), training models and curriculum development, training, training resources, implementation of training administration, monitoring and evaluation and follow-up. Lectures are carried out by expository methods, simulations, training and assignments, and field observations. The evaluation includes assignments to prepare training plans, observation results reports at training institutions, mid-semester exams and final semester exams.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students understand and describe the basic concepts of Training Management
- Students are able to understand and describe the classification of types of training
- Students understand and are able to practice aspects of preparation for the implementation of training in terms of administrative activities
- Students are able to understand and be able to practice preparing for the implementation of training in an educational perspective
- Students Understand and be able to practice the steps and how to organize at the stage of implementing training
- Students understand and have technical skills to carry out Training evaluations.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand and describe basic concepts of training management.
 - Understand and describe the classification of types of education and training (diklat).
- Understanding:
 - Understand the aspects of preparation for the implementation of training in terms of administrative activities.
 - Understand the aspects of preparing for the implementation of training in an educational perspective.
- Application:
 - Practice preparation for the implementation of training from an administrative and educational perspective.
 - Practice the steps and how to manage at the stage of training implementation.
- Analysis: Analyze the effectiveness of training implementation measures based on administrative and educational aspects.
- Synthesis: Designing a systematic training implementation strategy from planning to implementation.
- Evaluation: Evaluate the technical implementation and results of the training using appropriate evaluation instruments.

Core readings:

- Irianto Jusuf. 2001. Prinsip-prinsip Dasar Manajemen Pelatihan (Dari Analisis Kebutuhan Sampai Evaluasi Program Pelatihan). Jakarta: Insani Cendekia
- Keputusan Kepala Lembaga Administrasi Negara Nomor 193/ XIII/ 10/ 6/ 2001 Tentang Pedoman Umum Pendidikan dan Pelatihan Jabatan Pegawai Negeri Sipil
- Nana Sudjana, Ibrahim. (2004). Penelitian dan Penilaian Pendidikan. Bandung: Sinar Baru Algesindo.
- Oemar Hamalik. (2005). Pengembangan Sumber Daya Manusia Manajemen Pelatihan Ketenagakerjaan Pendekatan Terpadu. Jakarta: Bumi Aksara.
- Peraturan Kepala Lembaga Administrasi Negara Nomor 13 Tahun 2011 Tentang Pedoman Umum Pembinaan Penyelenggaraan Pendidikan dan Pelatihan Teknis.
- Peraturan Kepala Lembaga Administrasi Negara Nomor 15 Tahun 2011 Tentang Pedoman Umum Pembinaan Penyelenggaraan Pendidikan dan Pelatihan Fungsional
- Purwanto, Atwi Suparman. (1999). Evaluasi Program Diklat. Jakarta : Sekolah Tinggi Ilmu Administrasi, Lembaga Administrasi
- Soebagio Atmodiwirjo, 1993, Manajemen Training, Jakarta, Balai Pustaka.
- Surat Edaran Ketua Lembaga Administrasi Negara No. 26/Seklan/1/1978 tanggal 14 Januari 1978, tentang Tata Cara Pembuatan Laporan.
- Suryosubroto. 2004. Manajemen Training. Yogyakarta: UNY.

Module number PAP6219	Module name Educational Planning	
Type of course: Core Module	Semester / Rotation Semester 4 / Winter Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions and Q&A, Document Studies, Independent Assignments, Group Work, Presentations	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment & Examinations: <ul style="list-style-type: none"> - Individual Tasks (30%) - Group Tasks (15%). - Mid-term Exam (25%) - Final Exam (30%) 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Dra. Maria Dominika Niron, M.Pd		

Syllabus

The Educational Planning course is a study program course and is mandatory for students of the 4th semester Educational Management study program with a weight of 2 credits. This course discusses the basic concepts and implementation of educational planning which includes: types of educational planning, educational planning approaches, various basic data for educational planning, issues useful for educational planning, cohort analysis for educational planning, management analysis tools for educational planning (*Force field analysis, Brainstorming, problem tree diagram, fishbone diagram, causal map model, matrix model, check sheet, stratification, value scale model, ultrasound matrix, pareto diagram, problem priority model, comparative technique, cost benefit, SWOT analysis*), Strategy Plan (RENSTRA) and School Work Plan (RKS).

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students understand the basic concept and implementation of Educational Planning which includes the realm of a) types of educational planning, b) educational planning approaches.
- Students are able to get to know various basic data for educational planning.
- Students have basic skills to analyze various issues and problems in educational planning.
- Students have the basic skills to conduct cohort analysis for educational planning,
- Students have the basic skills to conduct management analysis for educational planning
- Students have basic skills to prepare a Strategy Plan (RENSTRA) and School Work Plan (RKS)

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the basic concepts of educational planning.
 - Understand the implementation of educational planning which includes: a) types of educational planning, b) educational planning approaches.
- Comprehension: Getting to know and explain the various basic data used in educational planning.
- Application:
 - Apply basic skills to analyze issues and problems in educational planning.
 - Apply basic skills to conduct cohort analysis in educational planning.
 - Apply basic skills to conduct management analysis in educational planning.
- Analysis: Analyze strategic issues in educational planning based on basic data and relevant analysis methods.
- Synthesis: Prepare educational planning plans in the form of **Strategic Plans (RENSTRA)** and **School Work Plans (RKS)** systematically.
- Evaluation: Evaluate the effectiveness of the education plan that has been prepared, both RENSTRA and RKS, taking into account relevance, efficiency, and sustainability.

Core readings:

- Cipi Safruddin dkk. (2016). Manajemen Pendidikan. Yogyakarta: UNY Press
- Hoy & Miskel. Ed 9. (2012). Educational Administration; Theory Research and Practice. New York: McGrawhill
- Bilal Tahir (2021). Educational Planning Need based and value based An Indian Perspective
- Karantaka (2012). Planning Organization & Classroom Process A Position paper: Bengaluru Directorate of State Education Research and Training
- LaMoine L Motz et al (2007).NSTA Guide to Planning School Science facilities 2nd Edition. NSTA Press
- Melissa A. Reeves et al (2010). Comprehensive Planning to safe Learning Environmente
- Kemendikbud: Lembaga Pengembangan dan PemberdayaanKepala Sekolah (LPPKS) (2017). BahanPembelajaran Diklat Calon Kepala Sekolah/ Madrasah; Penyusunan Rencana Kerja Sekolah/Madrasah.
- Universitas Negeri Yogyakarta (2017). Rencana Strategis 2020 - 2025

Module number PAP6229	Module name Library Practice	
Type of course: Core Module	Semester / Rotation Semester 4 / Winter Term	Student capacity: 40 students
Teaching methods: Practical Work, Discovery Learning, Case Study, Performance Test & Written Test	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 2. Continuous Assessment & Examinations: <ul style="list-style-type: none"> - Sub-Competency Assessment (60%) - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Meilinda Chrisdian Pertiwi, M.Pd. Pandit Isbianti, M.Pd.		

Syllabus

The student management course is a compulsory course with a weight of 2 credits. This course examines the basic concepts and procedures of student management including the management of recruitment, placement, and coaching, including special services, lectures are conducted with literature review, discussions and structured and unstructured tasks. Evaluations are carried out in writing, observations, discussions, and portfolios/assessments of tasks

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Skilled students inventory library collections manually
- Skilled students inventory library collections automatically
- Students perform classification using DDC guidelines
- Students catalog manually and automate
- Students make attributes to complete the collection of Library materials
- Student Student Filing and Shelving
- Students carry out circulation services manually and apply circulation programs (borrowing and returning) of the collection of Library materials
- Students process periodicals manually and automatically and carry out periodical publication services
- Students carry out digital collection access services, digitize collections of library materials and research report results, and upload digital collections

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the basic concepts of library collection inventory both manually and automatically.
 - Understand the basic principles of classification based on **the DDC (Dewey Decimal Classification)** guidelines.
 - Understand the concept of cataloging library collections manually or automatically.
- Understanding:
 - Explain the functions and procedures for processing library material collections, including periodicals, manually and automatically.
 - Explain the basic principles of circulation services, access to digital collections, and digitization of library materials.
- Application:
 - Inventory library collections manually and automatically.
 - Perform collection classification with **DDC guidelines**.
 - Catalog collections manually and with automation systems.
 - Create a library material collection completion attribute.
 - Filing and shelving collections.

- Carry out circulation services (borrowing & returns) manually or through circulation software.
- Processing periodic publications (manual & automation) and providing access services.
- Carry out digital collection access services, digitize collections of library materials, research reports, and upload digital collections.
- Analysis: Analyze the effectiveness of the use of manual and automation systems in inventory, cataloging, classification, and collection circulation activities.
- Synthesis: Designing an integrated library management model that combines manual, automation, and digital services.
- Evaluation: Evaluate the quality of library services (manual, automation, and digital) based on the aspects of speed, accuracy, and user satisfaction.

Core readings:

- Muljani A. Nurhadi. 1983. Adminstrasi Perpustakaan Sekolah. Yogyakarta : Kartka Willis.
- Larasati. 1985. Membina Perpustakaan Sekolah. Yogyakarta: Kanisius.
- Soejono Trimo. 1985. Pedoman Pelaksanaan Perpustakaan. Bandung: Remaja Karya.
- _____. 1988. Pengelolaan Perpustakaan Jilid II. Bandung : Alumni
- Soeatminah dan Srimarnodi. 1991. Pedoman Penyelenggaraan Perpustakaan Sekolah. Yogyakarta: UPP IKIP Yogyakarta.
- Darmono. 2004. Manajemen dan Tata Kerja Perpustakaan Sekolah. Jakarta : Grasindo
- Ibrahim Bafadal. 2001. Pengelolaan Perpustakaan Sekolah. Jakarta: Bumi Aksara.
- M.T. Sumantri. 2006. Panduan Penyelenggaraan Perpustakaan Sekolah. Bandung : Rosdakarya
- Wiji Suwarno. 2007. Dasar-dasar Ilmu Perpustakaan:Sebuah Pendekatan Praktis. Yogyakarta : Ar-Ruz Media

Module number PAP6210	Module name Education Management Information System	
Type of course: Core Module	Semester / Rotation Semester 4 / Winter Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Problem Based Learning, Q&A, Demonstrations	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 4. Continuous Assessment & Examinations: <ul style="list-style-type: none"> - Class Participation (Quiz) (5%) - Teamwork (10%). - Group Monuments (20%) - Mid-term Exam (30%). - Products and Presentations (Final Exam) (35%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Dr. Slamet Lestari, M.Pd. Widia Murni Wiyaja, S.S.T., B.Tech., M.Pd.		

Syllabus

The Education Management Information System course is a mandatory course for students majoring in educational administration with a weight of 2 (two) credits. This course discusses the concept of information systems, information system categories, system development life cycle, and the use of web-based applications in the field of education. Lecture activities include offline/online lectures, practicums, and web-based application development in the field of education. Students carry out practicum activities under the guidance of lecturers using software tools and practicum guidelines. Evaluation is carried out through written and non-test tests.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students agree on things that support the success of lectures
- Able to explain the meaning of information systems
- Able to explain the function of information systems
- Able to explain and differentiate between manual systems and CBIS
- Able to explain the components and application of CBIS
- Able to explain the categories of information systems in the form of Transaction processing systems (TPS), Management information systems (MIS)/Management information systems (SIM), Decision support systems (DSS), and Executive information systems (EIS).
- Able to explain the planning stages to the maintenance stage of the Education management information system
- Able to install supporting software and create new projects
- Capable of creating web-based applications

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Agree on things that support the success of lectures.
 - Explain the meaning of information systems.
 - Explain the functions of information systems.
 - Explain the difference between manual systems and **CBIS (Computer-Based Information System)**.
 - Explain the components and implementation of **CBIS**.
 - Describe the categories of information systems: Transaction Processing Systems (TPS), Management Information Systems (MIS) / Management Information Systems (SIM), Decision Support Systems (DSS), Executive Information Systems (EIS).
 - Explain the stages of planning, implementation, and maintenance of the education management information system.
- Understanding:
 - Describe the different functions and roles of each category of information systems in supporting education management.

- Understand the workflows of manual systems, CBIS, and education management information systems.
- Application:
 - Install information system supporting software.
 - Perform the creation of new projects by utilizing relevant software.
- Analysis:
 - Analyze the advantages and disadvantages of manual systems compared to computer-based systems (CBIS).
 - Analyze the role of various categories of information systems (TPS, MIS, DSS, EIS) in educational decision-making.
- Synthesis: Designing and developing simple web-based applications to support education management information systems.
- Evaluation: Evaluate the effectiveness of education management information systems based on aspects of efficiency, accuracy, and sustainability of use.

Core readings:

- Laudon, K. C., & Laudon, J. P. (2019). Management Information Systems: Managing the Digital Firm, 16th Edition. London: Pearson
- Baltzan, P. (2018). Information Systems. New York: McGraw-Hill
- Stair, R. M., & Reynolds, G. W. (2016). Fundamentals of Information Systems, 8th Edition. Boston: Cengage Learning
- Alcamí, R. L., & Carañana, C. D. (2012). Introduction to Management Information Systems. Castelló de la Plana: Servei de Comunicació i Publicacions
- O'Brien, J. A., & Marakas, G. M. (2011). Management Information Systems, 10th Edition. New York: McGraw-Hill
- Heijden, H. V. D. (2009). Designing Management Information Systems. New York: Oxford University Press Inc
- Oz, E. (2009). Management Information Systems, Sixth Edition. Boston: Thomson
- Lerdorf, R., Tatro, K., Kaehms, B., & McGredy, R. (2002). Programming PHP. Sebastopol: O'Reilly

Module number PAP6234	Module name Strategic Management	
Type of course: Core Module	Semester / Rotation Semester 4 / Winter Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Expository Presentations, Simulations, Assignments/Independent Work	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 5. Continuous Assessment: - Presence (10%) - Assignments (30%). 6. Examination: - Mid-term Exam (20%). - Final Exam (30%).		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Cepi Safruddin Abdul Jabar, M.Pd. Aris Suharyadi, M. Pd.		

Syllabus

This course describes and explains the theory and practice of using theoretical concepts of strategic management in the context of education. This course aims to equip students with the strategic management cycle, including determining vision, mission, objectives, identifying organizational strengths and weaknesses. Assessment of opportunities and threats with various analysis methods (SWOT, six sigma, fishbone, etc.). The strategic role of leaders in implementing management functions is: planning, implementation, supervision, and evaluation in strategic management. The material that will be discussed in this course includes the basic concepts of strategic management, strategic management processes, vision, mission, goals, and objectives for educational institutions, SWOT analysis, internal and external environment analysis, strategizing, competition analysis and strategy implementation, strategy control, and strategic evaluation. In the implementation of lectures, students are expected to be actively involved in lecture activities and also contribute to making assignments, discussions, and group presentations. Competency achievement is known using test and non-test assessments. The assessment is carried out by test and non-test. Test assessments are carried out on initial materials that are more dominant in theory with quizzes, but there are also non-test assessments during discussions, presentations, and assignments. The Mid-Semester Exam (UTS) and Final Semester Exam (UAS) are carried out with a non-test in the form of assignments in the form of preparing educational institution strategies.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to understand the concept of strategic management (M1)
- Students are able to understand the strategic management process
- Students are able to develop visions, missions, goals, and goals for educational institutions.
- Students are able to understand SWOT analysis
- Students conduct an internal environmental analysis (ALI) of the Educational Institution
- Students are able to conduct ALE and analysis of the competitive environment
- Mid-Semester Evaluation: analyzing the internal, external, and competitive environment of educational institutions
- Students are able to understand the variety of strategies
- Students are able to understand the creation of strategies at the business unit level
- Students are able to understand the creation of strategies at the corporate level
- Students are able to understand competition analysis and strategy application
- Students are able to understand the control of strategies
- Students are able to master strategic implementation and evaluation
- End of Semester Evaluation: make a report on the implementation of strategic management in educational institutions

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the basic concepts of strategic management.
 - Understand strategic management processes.

- Understand SWOT analysis.
- Understand the variety of strategies in strategic management.
- Understand strategy creation at the business unit level.
- Understand strategy making at the corporate level.
- Understand competitive analysis and strategy implementation.
- Understand the control of strategy.
- Understanding:
 - Explain the stages of preparing visions, missions, goals, and goals for educational institutions.
 - Explain the implementation of the strategy in the context of educational institutions.
- Application:
 - Conduct an internal environmental analysis (ALI) of educational institutions.
 - Conduct external environmental analysis (ALE) and competitive environmental analysis.
- Analysis:
 - Analyze the strengths, weaknesses, opportunities, and threats of educational institutions through SWOT analysis.
 - Analyze the conditions of the internal, external, and competitive environments of educational institutions. (*Mid-Semester Evaluation*)
- Synthesis:
 - Develop strategies at the business unit and corporate level for educational institutions.
 - Develop strategic planning through the integration of vision, mission, objectives, environmental analysis, and alternative strategies.
- Evaluation:
 - Evaluate the effectiveness of strategic control in educational institutions.
 - Master strategic implementation and evaluation.
 - Make a report on the implementation of strategic management in educational institutions. (*End of Semester Evaluation*)

Core readings:

- Akdon, 2007. Strategic Management for Educational Management (Manajemen Strategik untuk Manajemen Pendidikan), Bandung: Alfabeta, cet. 2.
- Kholis, Nur (2014) Manajemen strategi pendidikan: formulasi, implementasi dan pengawasan. UIN SA Press, Surabaya. ISBN 978-602-1089-73-6
- Fidler, Brian. 2002. Strategic Management for School Development. London: Paul Chapman Publishing.
- Jurnal, dll

Module number PAP6325	Module name Educational Management Research Methodology	
Type of course: Core Module	Semester / Rotation Semester 4 / Winter Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment & Examinations: <ul style="list-style-type: none"> - Sub-Competency Assessment (60%) - Final Exam (30%). 		SKS (+Workload in hrs) 3 Credits × 16 meetings × 170/60 = 136 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 136 hours) ECTS (+Workload in hrs) 3 Credits × 1.59 = 4.77 ECTS (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 136 hours)
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 8.49 Hours	
Additional teacher involved: Prof. Dr. Nurtanio Agus Purwanto, M.Pd. Dr. Priadi Surya, M.Pd., MPhil.		

Syllabus

This course is a compulsory course with a weight of 3 credits, which covers topics: scientific approach and scientific research, research paradigm, research topics, problem identification, problem formulation, theories and studies, research variables, thinking framework and hypothesis formulation, types of research, population/sample/sampling techniques, instrumentation, data analysis, compiling research proposals, and compiling research reports, qualitative research, research research, research action, and research ethics. Lectures take place through face-to-face learning activities, questions and answers, discussions, assignments, and assignment presentations both individually and in groups. Learning evaluation includes active participation, assignments, discussions, presentations, writing research proposals, and written exams.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Distinguishing between scientific approaches and scientific research and their application
- Distinguishing the paradigm of quantitative research and Qualitative research
- Able to identify, select, and formulate research problems
- Understand the usefulness of theories in research, choose theories, and compile/construct theories
- Understand and be able to formulate research frameworks and hypotheses
- Differentiate research variables, define research variables, and formulate operational definitions
- Understand the types of research and choose the right type of research
- Understand population, sample, research subject, subject and population designation, sampling determination and techniques
- Understand data collection techniques, steps to prepare research instruments, reliability of instruments, determine research instruments and compile research instruments
- Understand data analysis procedures, choose quantitative and qualitative data analysis techniques
- Prepare research proposals and reports, as well as assess research proposals
- Understand research ethics in the aspects: citation of sources, use of instruments, data collection, reporting of research results, and publication of research results

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand scientific approaches and scientific research and their application.
 - Understand the paradigm of quantitative research and qualitative research.
 - Understand the usefulness of theories in research, choose theories, and compile or construct theories.
 - Understand the framework and hypothesis of the research.
 - Understand the types of research and the selection criteria.

- Understand the concepts of population, samples, research subjects, and sampling techniques.
- Understand data collection techniques and principles for the preparation of research instruments.
- Understand quantitative and qualitative data analysis procedures.
- Understand research ethics, including citing sources, using instruments, data collection, reporting, and publication of research results.
- Understanding:
 - Explain the difference between scientific approaches and scientific research.
 - Explain the differences in quantitative and qualitative research paradigms.
 - Explain the functions of theories, frameworks, and hypotheses in research.
 - Explain the reliability of the research instrument.
- Application:
 - Identify, select, and formulate research problems.
 - Determine the research variables and formulate their operational definitions.
 - Establish the population, sample, and research subjects according to the context.
 - Prepare research instruments in accordance with scientific procedures.
 - Applying quantitative and qualitative data analysis techniques.
- Analysis:
 - Distinguish the research variables and their relationships.
 - Analyze the suitability between the research problem, theory, and selected method.
 - Analyze the reliability and validity of research instruments.
- Synthesis:
 - Develop a logical and systematic research framework and hypothesis.
 - Prepare a comprehensive research proposal.
 - Integrate theories, methods, and instruments into the research design.
- Evaluation:
 - Evaluate research proposals based on scientific principles.
 - Evaluate the quality of research reports.
 - Assess compliance with research ethics at every stage.

Core readings:

- Ary, Donald., Jacob, Lucky Cheser, & Razavich. (2007). Pengantar penelitian pendidikan. (Penerjemah: Arief Furchan). Yogyakarta: Pustaka Pelajar.
- Creswell, W. Jhon., (2007). Quality inquiry & research design: Choosing among five approaches. Thousand Oaks: Sage Publications.
- Isaac, S., & Michael, W. B. (1981). Handbook in research and evaluation. San Diego: Robert R. Knapp.
- Kerlinger FN., (1995). Asas-asas penelitian behavioral. Yogyakarta: Gadjah Mada University Press.
- Mils, B. Matthew, and Huberman, A. Michael. (1992). Analisis data kualitatif. Jakarta: UI

5th Semester
Summer Term 2024/2025

Module number PAP6232	Module name Qualitative Data Analysis	
Type of course: Core Module	Semester / Rotation Semester 5 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Project Based Learning, Simulation	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition)		SKS (+Workload in hrs)
7. Continuous Assessment:		2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
- Assignments (50%).		(50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours)
8. Examinations:		ECTS (+Workload in hrs)
- Mid-term Exam (20%).		2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
- Final Exam (30%).		
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Rahmania Utari, M.Pd. Priadi Surya, M.Phil		

Syllabus

This course is a continuation of the Educational Management Research Methodology course. The material studied is the concept and characteristics of qualitative data and its analysis techniques using various methods. Learning is carried out through online face-to-face, individual and group independent learning, presentations, simulations and practice

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Can identify data types and characteristics of qualitative data
- Able to explain various qualitative data analysis techniques (narrative, content analysis, thematic, discourse analysis, grounded theory, heuristic phenomenology)
- Able to prepare qualitative data (transcripts, memos, field notes, anecdotes, numbering)
- Able to conduct qualitative data analysis: Students are able to do open coding; Students are able to interpret qualitative data; Students are able to deduce qualitative data
- Students are able to present qualitative research data
- Students are able to ensure the quality of qualitative research

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Identify the types of data and characteristics of qualitative data.
 - Know various qualitative data analysis techniques (narrative, content analysis, thematic, discourse analysis, grounded theory, heuristic phenomenology).
- Understanding:
 - Explain the procedures and principles of using various qualitative data analysis techniques.
 - Explain the basic concepts of qualitative data preparation (transcripts, memos, field notes, anecdotes, numbering).
- Application:
 - Systematically prepare qualitative data for analysis.
 - Apply open coding to qualitative data.
 - Interpret qualitative data according to the research context.
- Analysis:
 - Analyze qualitative data using the right approaches and techniques.
 - Compare the results of different analysis techniques to find deeper meaning.
- Synthesis:
 - Summarizing qualitative data into structured research findings.
 - Presenting qualitative research data systematically in the form of tables, graphs, or research narratives.

- Evaluation:
 - Ensure the quality of qualitative research through the application of the principles of validity, reliability, and credibility.
 - Evaluate the results of qualitative analysis to match research objectives and scientific standards.

Core readings:

- Jabar, S.A.J., Wibowo, U.B., Wijayanti, W., Rahmwati, T., Niron, M.D. (2022) Fasilitasi penguatan iklim etika organisasi melalui penelitian tindakan kelas. Laporan PPM Kelompok FIP UNY.
- Creswell, John W & Poth, Cheryl N. 2018. Qualitative Inquiry & Research Design.hal: 433-506
- Creswell, John W & Creswell, David J. Research Design; Qualitative, Quantitative and Mixed Methods Approaches. Hal: 274-276

Module number PAP6235	Module name Microleading	
Type of course: Core Module	Semester / Rotation Semester 5 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Demonstrations, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 5. Continuous Assessment: <ul style="list-style-type: none"> - Participation and group discussions (10%). - Assignments and case studies (20%). 6. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (25%). - Final Exam (25%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Suyud, M.Pd.		

Syllabus

The MicroLeading *course* is a mandatory for students of the Educational Management Study Program. Students who complete this course are required to have taken the Educational Leadership course. Learning activities in *the micro leading course* are in the form of educational leadership exercises (practices) with the aim of developing leadership attitudes and spirits, communication skills, decision-making, and creativity of students. The learning strategy of *the micro leading course* includes discussions, assignments, presentations, and educational leadership practices (simulations) which include giving briefings/remarks, socialization or program presentations, leading meetings, role *play* in various activities (*events*), and equipped with *outbound activities*. Evaluation of learning outcomes is carried out through assignment assessment, presentation, and performance in practice.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students understand the description of *micro leading lectures* for one semester which include: objectives, material coverage, strategies, methods, mechanisms, and evaluation of learning outcomes.
- Students receive refreshment and consolidation of essential educational leadership materials as a strengthening of knowledge and mentality for leadership practice
- Individually, students are able to plan and practice (simulate) various roles of education leaders in the form of remarks or briefings
- In groups (teams), students are able to practice (simulate) various educational leadership roles in the form of meetings or FGDs
- Individually, students are able to plan and practice (simulate) the role of education leaders in the form of socialization or presentation (narsum) of a topic
- Individually and spontaneously, students are able to practice (simulate) the role of education leaders in the form of remarks or directions on a theme and setting that is drawn.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
Students are able to explain the religions that exist in the world.
 - Understand the description of micro leading lectures for one semester which includes: objectives, material coverage, strategies, methods, mechanisms, and evaluation of learning outcomes.
 - Understand the essential educational leadership materials as a knowledge and mental reinforcement for leadership practice.
- Understanding:
 - Re-explain the basic concepts and essence of educational leadership in the context of micro leading practices.
 - Demonstrate an understanding of the roles, responsibilities, and basic skills of educational leaders.

- Application:
 - Plan and practice (simulate) individually various roles of educational leaders in the form of remarks or briefings.
 - Plan and practice (simulation) individually the role of educational leaders in the form of socialization or presentation (resource persons) of a topic.
- Analysis:
 - Analyze the effectiveness of educational leadership practices in simulations carried out individually and in groups.
 - Identify the strengths and weaknesses of leadership roles carried out in various micro leading settings.
- Synthesis:
 - Practicing (simulating) in groups (teams) various roles of educational leadership in the form of meetings or FGDs.
 - Integrate leadership theory and practice into educational leadership simulation scenarios.
- Evaluation:
 - Practice (simulate) individually and spontaneously the role of education leaders in the form of remarks or briefings on the theme and setting drawn.
 - Evaluate the leadership performance of oneself and peers in various forms of micro leading practices.

Core readings:

- Nahavandi, Afsaneh. 2000. *The Art and Science of Leadership*. London: Prentice-Hall International (UK).
- Sadler, Philip. 1997. *Leadership*. London: Cooper & Lybrand.
- Reinhartz, Judhy dan Beach, Don M. *Educational Leadership: Changing Schools, Changing Roles*. New York: Pearson Education, Inc.
- Burhanuddin. 1994. *Analisis Administrasi Manajemen dan Kepemimpinan Pendidikan*. Jakarta: Bumi Aksara.
- Pidarta, Made. 1995. *Peranan Kepala Sekolah Pada Pendidikan Dasar*. Jakarta: Grasindo.
- Usman, Husaini. (2013). *Manajemen, Teori, Praktik, dan Riset Pendidikan*. Edisi 4. Jakarta: Bumi Aksara.

Module number PEN6201	Module name Educational Management Field Observation	
Type of course: Core Module	Semester / Rotation Semester 5 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Problem Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 2. Continuous Assessment and Examinations: <ul style="list-style-type: none"> - Value weight per subcompact (60%) - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Aris Suharyadi, M.Pd.		

Syllabus

The Curriculum Management course is a compulsory course with a weight of 2 (two) theoretical credits. This course conceptually discusses various aspects of curriculum management along with practical examples in the field, which include the concept of curriculum management, the scope of curriculum management, and the implementation of various curriculum models in Indonesia. Lectures are carried out by providing information (face-to-face lectures), discussions, independent/group assignments, field reviews, and report making. To find out the understanding and mastery of lecture material, evaluation is carried out by means of written tests, assignment assessments, and observation of lecture activities.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Compile and develop observation instruments about job descriptions and work mechanisms in educational institutions or education managers.
- Conduct in-depth observations on the description and work mechanism in educational institutions or education managers, supported by other methods such as interviews and documentation studies.
- Identify real problems in education management in educational institutions or education managers based on the results of observations
- Determining strategic and urgent problems to be solved/solved in educational institutions
- Determining strategic and urgent problems to be solved/solved in educational institutions
- Present the results of observations and problem-solving designs in discussion/simulation activities
- Prepare the final report on the results of observations and the initial design of the PPL work program.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Compile and develop observation instruments about job descriptions and work mechanisms in educational institutions or education managers.
- Comprehension: Explain the results of observation of job descriptions and work mechanisms in educational institutions or education managers, with the support of other methods such as interviews and documentation studies.
 - Students appreciate the principles and patterns of Hindu religious development according to the discipline.
 - Students appreciate the concept of man, human nature, *awatara*, and saints according to Hindu teachings.
- Application: Conduct in-depth observations about the description and working mechanism in educational institutions or education managers.
- Analysis:

- Identify real problems in education management in educational institutions or education managers based on observation results.
- Determine strategic and urgent problems to be solved/solved in educational institutions.
- Synthesis:
 - Prepare an initial plan for solving problems in education management.
 - Prepare the final report on the results of observations and the initial design of the PPL work program.
- Evaluation: Present the results of observations and problem-solving designs in discussion/simulation activities.

Core readings:

- Jurusan Administrasi Pendidikan. (2015). Pedoman Praktek Pengalaman Lapangan (PPL) Jurusan Administrasi Pendidikan Yogyakarta: AP FIP UNY.
- Tim PPL-KKN UNY. (2015). Panduan PPL UNY. Yogyakarta: LPPMP UNY.
- Organisasi Pendidikan

Module number PAP6232	Module name Quantitative Data Analysis	
Type of course: Core Module	Semester / Rotation Semester 5 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Simulations, Assignments/Tests	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 7. Continuous Assessment: <ul style="list-style-type: none"> - Participation and group discussions (10%). - Assignments and case studies (35%). 8. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (25%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Slamet Lestari, M.Pd.		

Syllabus

The Quantitative Data Analysis course is mandatory for students of the Educational Management Study Program. This course discusses the concept, definition, how to operationalize and interpret the results of the analysis of various parametric and non-parametric statistical techniques as a tool for analyzing educator management data, both to support the ability to conduct educational research and for the benefit of education management. Learning activities include providing information, discussions, exercises, assigning assignments, and practicing data analysis with computer programs (SPSS). The evaluation of learning outcomes is carried out through tests! written, assignments, performance/practice tests, and classroom activities.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students pay attention to, and are able to explain about educational management and data analysis techniques
- Students are able to explain the basic concepts of inferential statistics
- Students are able to explain the basic concepts of estimation and confidence intervals
- Able to explain hypothesis testing
- Able to practice correlation analysis techniques with the SPSS program
- Able to practice correlation analysis techniques with the SPSS program
- Some non-parametric statistical analysis techniques

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Pay attention to and explain the basic concepts of education management and data analysis techniques.
 - Explain the basic concepts of inferential statistics.
 - Explain the basic concepts of estimation and confidence intervals.
 - Explain the basic principles of hypothesis testing.
- Comprehension: Demonstrates an understanding of various statistical analysis techniques, both parametric and non-parametric.
- Application:
 - Practice correlation analysis techniques using the SPSS program.
 - Apply non-parametric statistical analysis techniques in the context of educational research.
- Analysis:
 - Analyze the results of hypothesis testing using an inferential statistical approach.
 - Interpret the results of correlation analysis and non-parametric tests correctly.
- Synthesis: Compile a report on the results of data analysis that includes the selection of methods, analysis steps, and results obtained.
- Evaluation: Evaluating the accuracy of the use of statistical analysis techniques in educational research.

Core readings:

- Anas Sudijono. Pengantar Statistik Pendidikan. Jakarta: PT. RajaGrafindo Persada.
- Hinkle, Dennis E., William Wiersma, dan Stephen G. Jurs. Applied Statistics for Behavioral Sciences. Boston: Houghton Mifflin Company.
- Siegel, Sidney. Statistik Nonparametrik: Untuk IlmuGilmu Sosial. Jakarta: PT Gramedia.
- Sudjana. Teknik Analisis Regresi dan Korelasi. Bandung: Tarsito.
- Sutrisno Hadi. Analisis Regresi . Yogyakarta: Yasbit Fakultas Psikologi UGM.
- Sutrisno Hadi. Statistik: Psikologi dan Pendidikan Jilid II. Yogyakarta: Yasbit Fakulotas Psikologi UGM.
- Sutrisno Hadi. Statistik: Psikologi dan Pendidikan Jilid III. Yogyakarta: Yasbit Fakulotas Psikologi UGM.
- Syahri Alhusin. Aplikasi Statistik Praktis dengan SPSS 11 for Windows. Yogyakarta: J & J Learing Yogyakarta.
- Usman, Husaini. (2013). Manajemen, Teori, Praktik, dan Riset Pendidikan. Edisi 4. Jakarta: Bumi Aksara.

Module number MKU6212	Module name Creativity, Innovation, and Entrepreneurship	
Type of course: Core Module	Semester / Rotation Semester 5 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition)		SKS (+Workload in hrs)
1. Continuous Assessment and Examinations:		2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
- Tasks (30%)		(50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours)
- Activity (30%)		
- Final Exam (30%).		
		ECTS (+Workload in hrs)
		2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Pandit Isbianti, M.Pd.		

Syllabus

This course is a course that combines theory and practice, which aims to equip students so that students can have an entrepreneurial spirit, internalize entrepreneurial character and have the ability or skill to design and realize a business both in the field of education and non-education, which reflects creativity and innovation.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students master the Basic Concepts of Entrepreneurship
- Students have and internalize entrepreneurial character
- Students have and apply creativity and innovation in entrepreneurship
- Students can analyze and determine business opportunities
- Students can apply ethics in running a business and entrepreneurship
- Students can plan and determine strategies in entrepreneurship

Classification of cognitive skills following Bloom (1956):

- Knowledge: Mastering the basic concepts of entrepreneurship.
- Understanding:
 - Possess and internalize entrepreneurial character.
 - Understand the importance of creativity, innovation, and ethics in entrepreneurship.
- Application:
 - Apply creativity and innovation in entrepreneurial practices.
 - Applying ethics in running a business and business.
- Analysis: Conducting an analysis to determine the right business opportunity.
- Synthesis: Planning and determining entrepreneurial strategies that are in accordance with market conditions and available resources.
- Evaluation: Evaluate the effectiveness of entrepreneurial strategies applied in achieving business success.

Core readings:

- Alma, Buchari. (2016). Kewirausahaan untuk Mahasiswa dan Umum. Bandung: Alfabeta
- Ayodya, Wulan. (2011). Siswa juga bisa Jadi Pengusaha. Jakarta: Esensi.
- Ditjend Pendidikan Tinggi. (2013). Kewirausahaan-Modul Pembelajaran. Jakarta:Kemdikbud.
- Purwanto. (2006). Pengantar Kewirausahaan. Yogyakarta: FISE UNY
- Rusdiana. (2014). Kewirausahaan: Teori dan Praktik. Bandung: CV Pustaka Setia
- Supriyanto. (2014). How to Become a Successful Entrepreneur. Yogyakarta: Andi
- Wijaya, David. (2017). Pendidikan Kewirausahaan untuk Sekolah dan Perguruan Tinggi. Yogyakarta: Pustaka Pelajar

Module number PAP6239	Module name Development of Educational Libraries	
Type of course: Core Module	Semester / Rotation Semester 5 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Project Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 3. Continuous Assessment: <ul style="list-style-type: none"> - Presence, Participation and group discussions (10%). - Assignments (30%). 4. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (30%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Rahmat Fadhli, S.IIP, M.A.		

Syllabus

This course aims to provide provisions for students in the development of educational institution facilities, especially educational libraries. The material in this course discusses the concept of library development, analysis and development of library resources (collections, human resources, facilities & funding), development of library service programs, digital libraries and library automation systems, library promotion and library network development. The implementation of this lecture was carried out with face-to-face activities, discussions and presentations as well as assignments both individually and in groups using expository methods and Cooperative Learning in order to enrich the learning experience. To deepen the theory that has been obtained in lectures, students are also given field experience in the form of observations to existing educational libraries. The media used in this learning are teaching materials, presentation materials, library videos and library automation software. Assessments are carried out continuously in the learning process, structured assignments, mid-semester exams and end-of-semester exams.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understand library development concepts and procedures
- Able to identify problems and needs in library development
- Able to explain the library development model
- Able to analyze the overall availability of library resources
- Able to explain and analyze library development systems
- Able to explain and define library service programs
- Able to explain the meaning of digital libraries, digital library networks, and library automation
- Able to develop library promotion strategies and the use of social media
- Able to create a library promotion strategy using social media
- Able to develop a form of library cooperation network development

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the concepts and procedures of library development.
 - Describe the library development model.
 - Explain the meaning of digital library, digital library network, and library automation.
- Understanding:
 - Identify problems and needs in library development.
 - Explain and analyze the library development system.
 - Explain and define library service programs.
- Application:
 - Develop library promotion strategies and use of social media.
 - Create a library promotion strategy using social media.
- Analysis: Analyzes the overall availability of library resources.

- Synthesis: Developing a form of developing a library cooperation network.
- Evaluation: Evaluate the effectiveness of library promotion strategies, services, and cooperation networks in improving the utilization and quality of services.

Core readings:

- Andi Prastowo. (2012). Manajemen perpustakaan sekolah profesional. Yogyakarta: Diva press
- Darmono. (2001). Manajemen dan tata kerja perpustakaan sekolah. Jakarta: Grasindo.
- Hamakonda, T.P. dan Tairas, J.N.B. (1999). Pengantar klasifikasi persepuluhan dewey. Jakarta: BPK Gunung Mulia.
- Heiliger, Edward M. and Henderson, Paul B. (1971), Library Automation: experience, methodology, and technology of the library as an information system, New York: McGraw Hill.
- Ibrahim Bafadal. (2008). Pengelolaan perpustakaan sekolah. Jakarta: Bumi Aksara
- Journal of the American Society for Information Science and Technology, berbagai journal dari IEEE dan ACM
- Kochtanek, T.R. & Matthews, J.R. (2001), Library Information System: from library automation to distributed information access solutions, Westport, CT: Greenwood Publ. Co.
- Purwono (2009), Dasar-dasar Dokumentasi. Universitas Terbuka. Jakarta.
- Saffady, William (1999), Introduction to Automation fo Librarians, New York: ALA.
- Syihabuddin Qalyubi. (2007). Dasar-dasar Ilmu perpustakaan dan informasi. Yogyakarta: Jurusan ilmu perpustakaan dan informasi, Fakultas Ilmu Adab, Universitas Islam Negeri.
- Sulisty Basuki (2009), Kerjasama dan Jaringan Perpustakaan. Buku Materi Pokok. Universitas Terbuka. Jakarta.

Module number PAP6233	Module name Seminar Proposal	
Type of course: Core Module	Semester / Rotation Semester 5 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Q&A, Problem Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 5. Continuous Assessment: <ul style="list-style-type: none"> - Participation and group discussions (10%). - Assignments and case studies (35%). 6. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (25%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Prof. Dr. Lia Yuliana, M.Pd.		

Syllabus

This course is mandatory for education administration students with a weight of 2 credits. This course provides provisions for students in compiling scientific papers and presenting them in the form of seminars. In this lecture, students will be equipped with knowledge including title selection, problem background preparation, problem formulation, theoretical study, and research methods, so that students can produce thesis proposals. Meanwhile, the seminar process is assessed to include: 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:

- Students agree on things that support the success of lectures
- Able to determine the title and background of the thesis research proposal
- Able to determine the topic or theme that will be the basis for the research
- Able to identify problems in the realm of education management
- Able to make a thesis proposal according to the introduction
- Able to present the results of thesis proposals in accordance with topics in the realm of educational management Thematic Discussion
- Able to develop management information systems in the field of Education

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Students agree on things that support the success of lectures.
 - Able to determine the title and background of the thesis research proposal.
 - Able to determine the topic or theme that will be the basis of the research.
- Comprehension: Able to identify problems in the realm of education management.
- Application: Able to make a thesis proposal according to the introduction.
- Analysis: Able to present the results of thesis proposals in accordance with topics in the realm of education management through thematic discussions.
- Synthesis: Able to develop management information systems in the field of education.
- Evaluation: Able to evaluate the feasibility of research proposals and their contribution to the development of education management.

Core readings:

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Dwiloka, B., Riana, R. (2012). *Teknik Menulis Karya Ilmiah (Skripsi, Tesis, Disertasi, Artikel, Makalah, dan Laporan)*. Jakarta: Rineka Cipta.
- Indriati, E. (2002). *Menulis Karya Ilmiah*. Jakarta: Gramedia Pustaka Utama.
- Sarwono, J. (2010). *Pintar Menulis Karangan Ilmiah-Kunci Sukses dalam Menulis Ilmiah*. Yogyakarta: Penerbit Andi.
- Sugiyono. (2017). *Metode penelitian pendidikan: pendekatan kuantitatif, kualitatif, dan R & D*. Bandung: Alfabeta.
- Universitas Negeri Yogyakarta. (2016). *Pedoman Tugas Akhir*.

Module number FIP6204	Module name Statistical	
Type of course: Core Module	Semester / Rotation Semester 5 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Case Studies, Questions and Answers, Quizzes/Evaluations, Assignments/Independent Work	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition)		SKS (+Workload in hrs)
1. Continuous Assessment:		2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
- Participation and group discussions (15%).		(50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours)
- Assignments and case studies (15%).		
2. Examinations:		ECTS (+Workload in hrs)
- Mid-term Exam (30%).		2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours
- Final Exam (30%).		(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Dr. Suyud, M.Pd.		

Syllabus

Statistics courses are mandatory. This course provides knowledge about the concept, definition, and how to operationalize various statistical techniques, which include descriptive statistics and inferential statistics. Concentration (emphasis) on descriptive statistics; Inferential statistics is given the basic concept and some simple correlational and comparative analysis techniques as the basis to be able to learn more about inferential statistics

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to understand basic statistical concepts
- Students are able to understand various types of statistical analysis Population and sample
- Research Variables and Statistical Data
- Frequency Distribution and Different Ways of Presenting Data
- Central Value Measurement
- Location Measurement
- Variability Measurement
- Standard Normal Curve Numbers and Proportions
- Correlation Analysis Techniques
- Comparative analysis techniques

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Able to understand the basic concepts of statistics.
 - Students are able to understand various types of statistical analysis.
 - Understand the concepts of population and samples.
 - Understand research variables and statistical data.
 - Understand frequency distribution and different ways of presenting data.
 - Understand the measurement of central values.
 - Understand location measurements.
 - Understand variability measurement.
 - Understand the standard numbers and proportions of the standard normal curve.
- Understanding:
 - Able to explain the relationship between research variables, data, and statistical methods used.
 - Able to interpret data distribution through the presentation of tables, graphs, and diagrams.
- Application:
 - Able to apply correlational analysis techniques in the processing of research data.
 - Able to apply comparative analysis techniques in educational research.

- **Analysis:** Able to analyze the results of descriptive and inferential statistical calculations to answer research problems.
- **Synthesis:** Able to compile reports on the results of systematic quantitative data analysis based on statistical procedures.
- **Evaluation:** Able to evaluate the suitability of the use of statistical techniques with the purpose and design of the research.

Core readings:

- Anas Sudijono. 2000 Pengantar Statistik Pendidikan. Jakarta: RajaGrafindo Persada.
- Hinkle, Dennis E., William Wiersma, dan Stephen G. Jurs. 1979. Applied Statistics for Behavioral Sciences. Boston: Houghton Mifflin Company.
- Sudjana. 2001. Teknik Analisis Regresi dan Korelasi. Bandung: Tarsito.
- Sutrisno Hadi. 1990. Statistik: Psikologi dan Pendidikan Jilid I. Yogyakarta: Yasbit Fakultas Psikologi UGM.
- Sutrisno Hadi. 1990. Statistik: Psikologi dan Pendidikan Jilid II. Yogyakarta: Yasbit Fakultas Psikologi UGM

Module number PAP6243	Module name Evaluation of Education Programs	
Type of course: Core Module	Semester / Rotation Semester 5 / Summer Term	Student capacity: 40 students
Teaching methods: Expository, Discussion, Case Study, Project Based Learning, Simulation	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 3. Continuous Assessment: <ul style="list-style-type: none"> - Participation and group discussions (15%). - Assignments and case studies (30%). 4. Examinations: <ul style="list-style-type: none"> - Mid-term Exam (25%). - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Aris Suharyadi, M. Pd.		

Syllabus

The education program evaluation course is a compulsory course with a weight of 2 credits. This course aims to equip students to master various basic concepts about educational programs, identify components and indicators of educational programs, compile educational program evaluation grids and instruments, collect educational program evaluation data and process/analyze educational program evaluation data. Students are also required to prepare program evaluation proposals and understand ways to improve the performance and products of the program, starting from the results of evaluations carried out in a directed, systematic and continuous manner. The material that will be discussed in this course includes the basics of program evaluation, the development of criteria, program evaluation models, program evaluation planning, program evaluation steps, evaluation data analysis, preparation of conclusions and recommendations, and the preparation of educational program evaluation reports. Lectures are conducted face-to-face covering theory and practice. Evaluation is carried out in writing and assessment of the results of practice. The implementation of lectures is expected to be actively involved in lecture activities and also contribute to making assignments, discussions, and group presentations. Competency achievement is known using test and non-test assessments. The assessment is carried out by test and non-test. Test assessments are carried out on initial materials that are more dominant in theory with quizzes, but there are also non-test assessments during discussions, presentations, and assignments. The Mid-Semester Exam (UTS) and Final Semester Exam (UAS) are carried out with a non-test in the form of assignments in the form of making and developing criteria/instruments to making program evaluation proposals.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to analyze the basic concepts, objectives, characteristics, and benefits of the evaluation of the Education program
- Students are able to understand the relationship between educational policies, programs, and activities
- Students are able to understand 8 program evaluation models
- Students understand the criteria or benchmarks, where the sources come from, and how to apply them in evaluating the program.
- Students are able to create and develop program evaluation criteria
- Students are able to plan the evaluation of educational programs
- Creating observation reports, program evaluations/presentations
- Students are able to identify the steps
- Students are able to demonstrate an analysis of the evaluation data of the Education program
- Students are able to make conclusions and recommendations for the evaluation of the Education program
- Students are able to make reports on the results of the evaluation of educational programs

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Students are able to understand the basic concepts, objectives, characteristics, and benefits of evaluating educational programs.
 - Students are able to understand the relationship between educational policies, programs, and activities.
 - Students are able to understand 8 program evaluation models.
 - Students understand the criteria or benchmarks, their sources, and how to apply them in evaluating the program.
- Understanding:
 - Students are able to explain the importance of program evaluation criteria and how to develop them.
 - Students are able to identify the steps in the evaluation of educational programs.
- Application:
 - Students are able to create and develop program evaluation criteria.
 - Students are able to plan the evaluation of educational programs.
 - Students are able to demonstrate the analysis of educational program evaluation data.
- Analysis:
 - Students are able to analyze the results of the observation of the evaluation of the educational program.
 - Students are able to make conclusions based on the results of program evaluation.
- Synthesis:
 - Students are able to prepare observational reports for program evaluations or present them in the form of presentations.
 - Students are able to make reports on the results of systematic evaluation of educational programs.
- Evaluation: Students are able to provide relevant recommendations based on the results of the evaluation of the educational program.

Core readings:

- Suharsimi Arikunto dan Cepi Abdul Jabbar, 2010, Evaluasi Program Pendidikan, Jakarta: Penerbit Bumi Aksara
- Tatang M Amirin. 1992. Pokok-Pokok Teori Sistem. Jakarta: Rajawali
- Suharsimi Arikunto. 2000. Manajemen Penelitian. Jakarta: Penerbit Rineka. Cipta.
- Wirawan. Evaluasi

Module number PAP6203	Module name Project Management	
Type of course: Core Module	Semester / Rotation Semester 1 / Summer Term	Student capacity: 40 students
Teaching methods: Expository, Discussion, Case Study, Project Based Learning, Simulation	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment and Examinations: <ul style="list-style-type: none"> - Value weight per subcompact (60%) - Final Exam (30%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Maria Dominica Niron		

Syllabus

The Education Project Management course is compulsory with a weight of 2 credits. This course discusses the conceptual and operational basis of educational project planning, examines the feasibility and investment decisions of the project, examines the conceptual and operational basis of the implementation of educational projects and trains skills using techniques to evaluate project planning and implementation. Education. This lecture activity includes face-to-face lecture activities, practicums, and observations in the field. Evaluation is carried out through written tests, assignments, and exposure to observation reports.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students understand the Definition: Project management; Size, complexity and type of Education project.
- Students understand the techniques & methods of planning educational projects;
 - Project planning process and systematics
 - Techniques and methods Planning of educational projects: Time plan; (schedule), Cost plan (budget); Performance plan (HR)
- Students are able to Review the feasibility of educational projects Feasibility study techniques Eligibility selection criteria Educational project organization
- Students are able to discover and use techniques & methods of controlling educational projects:
 - Operating functions and processes
 - Project evaluation and review techniques (PERT & CPM)Schedule control Quality control of educational projects Project audit
- Students are able to review the roles and duties of project leaders Leadership consultant services and human resources project Education project information systems
- Students are able to prepare an implementation plan for educational projects: Project procurement Process of choosing contractors/partners (Contract documents and auction packages):
 - Direct appointment contracts
 - Auction of project supervision and control activities (inspection and acceptance committee)

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Students understand the meaning of project management, the size, complexity, and types of educational projects.
 - Students understand the process and systematics of educational project planning.
 - Students understand the techniques and methods of planning educational projects, including time plans (schedules), cost plans (budgets), and performance plans (HR).
- Understanding:
 - Students are able to explain the eligibility selection criteria and the organization of educational projects.

- Students are able to understand the function and process of controlling educational projects.
- Students are able to explain the roles and duties of project leaders, the role of consultant services, and educational project information systems.
- Application:
 - Students are able to assess the feasibility of educational projects using feasibility study techniques.
 - Students are able to apply project evaluation and review techniques (PERT & CPM).
 - Students are able to implement schedule control and quality of educational projects.
- Analysis:
 - Students are able to analyze the audit of educational projects.
 - Students are able to examine the role of leadership and human resource management in educational projects.
- Synthesis:
 - Students are able to prepare the implementation design of educational projects, starting from project procurement to the process of selecting contractors/partners.
 - Students are able to draft contract documents and auction packages, including direct appointment contracts and auctions.
- Evaluation: Students are able to evaluate project supervision and control activities through the inspection committee and receive the results of educational projects.

Core readings:

- Cleland DI., Garies, R. (1994) Global Project Management Handbook. New York: Mc.Graw-Hill
- Imam Soeharto (1997) Manajemen Proyek, dari Konseptual sampai Operasional. Jakarta: Erlangga.
- Jeffery L. Whitten, at all, 2004. Metode Desain & Analisis Sistem, edisi 6, Edisi Internasional, New York: Mc.Graw-Hill Education
- Sofwan Badri (1997) Dasar-dasar Network Planning. Jakarta: Rineka Cipta
- Rasdi Ekosiswoyo (1991), Ukuran Baku untuk Evaluasi Program, Proyek dan Materi Pendidikan (terjemahan), Semarang, IKIP Semarang Press,
- Cetakan pertama

Module number PAP6216	Module name Educational Information Technology Management	
Type of course: Core Module	Semester / Rotation Semester 5 / Summer Term	Student capacity: 40 students
Teaching methods: Lectures, Discussions, Q&A, Project Based Learning, Demonstrations	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 3. Continuous Assessment: <ul style="list-style-type: none"> - Individual Assignments (15%). - Group Assignments (20%). 4. Examination: <ul style="list-style-type: none"> - Mid-term Exam (30%). - Final Exam (35%). 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 5.66 Hours	
Additional teacher involved: Slamet Lestari, M.Pd. Widia Murni Wijaya, S.S.T., B.Tech., M.Pd.		

Syllabus

The Educational Information Technology Management course is a compulsory course for students majoring in educational administration with a weight of 2 (two) credits. This course discusses aspects in information technology management which include the use of information technology in organizations, information technology infrastructure, ethics and law in utilizing information technology, data resources, *cyber security* (*cybersecurity*), and the use of e-government in education. Lecture activities include offline/online lectures, practicums, and website development of educational institutions. Students carry out practicum activities under the guidance of lecturers using software tools and practicum guidelines. Evaluation is carried out through written and non-test tests.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to explain the use of information technology in organizations
- Able to explain information technology infrastructure
- Able to explain ethics and laws in utilizing information technology
- Able to explain data resources
- Able to explain the form of *cyber* attack and able to prevent data theft and privacy
- Able to explain the use of e-government in Education
- Able to develop the website of an educational institution
- Able to understand the Utilization of Learning *Management System* (LMS)
- Able to design *an educational* institution's website interface
Able to develop an educational institution's website

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Students are able to explain the use of information technology in organizations.
 - Students are able to explain information technology infrastructure.
 - Students are able to explain ethics and laws in utilizing information technology.
 - Students are able to explain data resources.
- Understanding:
 - Students were able to explain the form of cyber attacks as well as how to prevent data theft and privacy.
 - Students are able to explain the use of e-government in education.
 - Students are able to understand the use of the Learning Management System (LMS).
- Application:
 - Students are able to develop the website of educational institutions.
 - Students are able to design the website interface of educational institutions.
- Analysis:
 - Students are able to analyze cybersecurity threats that can affect educational institutions.

- Students are able to analyze the IT needs of educational institutions to support management information systems.
- Students are able to analyze the effectiveness of the use of LMS in learning.
- Synthesis:
 - Students are able to design the concept of integrating e-government, LMS, and educational institution websites in one integrated system.
 - Students are able to combine various digital media to support IT-based educational services.
- Evaluation:
 - Students are able to evaluate the effectiveness of the use of educational institutions' websites in improving information services.
 - Students are able to evaluate the application of ethics, law, and cybersecurity in the use of IT in educational institutions.
 - Students are able to provide recommendations for the development of a sustainable educational information system.

Core readings:

- Arsa, M. F. (2020). Buku Sakti Wordpress - Menjadi Pengembang Website Berbasis Wordpress Self Hosted. Sukabumi: CV Jejak.
- Adi, A. P. (2018). Wordpress untuk Segala Kebutuhan. Jakarta: PT Elek Media Komputindo.
- Stair, R. M., & Reynolds. G. W. (2016). Fundamentals of Information Systems, 8th Edition. Boston: Cengage Learning.
- Wahyudi, B. (2015). Membuat Theme Wordpress Responsive dari Awal hingga Finishing. Klaten: QMPC Network.
- Prasojo, L. D., & Riyanto. (2013). Teknologi Informasi Pendidikan. Yogyakarta: Gava Media.
- Brown, C. V., DeHayes, D. W., Hoffer, J. A., Martin, E. W., & Perkins, W. C. (2012). Managing Information Technology, 7th Edition. New Jersey: Pearson.
- Turban, E., & Volonino, L. (2011). Information Technology for Management: Improving Strategic and Operational Performance, 8th Edition. Hoboken: Wiley

6th Semester
Winter Term 2024/2025

Module number PAP6428	Module name Internship and Independent Study 1	
Type of course Practicum / Field Module	Semester / Rotation Semester 6 / Winter Term	Student capacity: 40 students
Teaching methods: Field Internship, Independent Project, Mentoring, Reflection Sessions, and Project-Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Internship / Project Proposal – 20% - Progress Report and Field Performance – 30% - Reflective Journal – 10% 2. Examination: <ul style="list-style-type: none"> - Final Report and Presentation – 30% 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Pandit Isbianti, M.Pd.		

Syllabus

The Internship and Independent Study 1 course is a practicum module that introduces students to real professional environments and independent project-based learning. This course bridges theoretical concepts with practical experiences in educational institutions, organizations, or community-based projects.

Students are guided to observe, participate, and reflect on workplace practices related to education management, administration, and policy implementation. Through structured mentoring and reflection sessions, students gain initial exposure to professional ethics, teamwork, and performance evaluation.

The course emphasizes experiential learning, reflective journaling, and the development of basic professional competencies. Evaluation is based on participation, progress reports, and final project presentations.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Identify the relationship between educational theory and professional practice.
- Demonstrate responsibility, ethics, and professionalism in field or independent study settings.
- Apply basic problem-solving, organizational, and communication skills.
- Produce structured progress reports and reflective journals summarizing experiences.
- Present internship or independent study results effectively in written and oral forms.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the purpose and procedures of internships and independent study.
 - Recognize the professional environment and institutional structure.
- Understanding:
 - Explain the relationship between theoretical knowledge and practical application.
 - Describe professional standards and ethical responsibilities.
- Application:
 - Apply learned knowledge to assigned tasks and projects.
 - Demonstrate professional communication and teamwork skills.
- Analysis:
 - Analyze issues, challenges, or improvements in workplace practices.
- Synthesis:
 - Students are able to integrate theory and field experience into reflective reports
- Evaluation:
 - Evaluate personal and professional growth through reflection and supervisor feedback

Core readings:

- Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development*. Pearson Education.
- Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.
- Furco, A., & Billig, S. H. (2002). *Service-Learning: The Essence of the Pedagogy*. Information Age Publishing.
- Knouse, S. B., Tanner, J. R., & Harris, E. W. (1999). The Relation of College Internships, College Performance, and Subsequent Job Opportunity. *Journal of Employment Counseling*, 36(1), 35–43.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Petunjuk teknis program studi independen bersertifikat angkatan 3*. Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi. <https://kampusmerdeka.kemdikbud.go.id/>

Module number PAP6440	Module name Internship and Independent Study 2	
Type of course Practicum / Field Module	Semester / Rotation Semester 6 / Winter Term	Student capacity: 40 students
Teaching methods: Field Internship, Independent Project, Mentoring, Reflection Sessions, and Project-Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Internship / Project Proposal – 20% - Progress Report and Field Performance – 30% - Reflective Journal – 10% 2. Examination: <ul style="list-style-type: none"> - Final Report and Presentation – 30% 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Pandit Isbianti, M.Pd.		

Syllabus

The Internship and Independent Study 2 course is a Practicum / Field Module designed to deepen students' understanding of professional work dynamics in educational institutions, public organizations, or community-based educational projects.

Building on their initial exposure in Internship and Independent Study 1, students now take on more complex responsibilities and analytical tasks. They are expected to participate actively in organizational programs, contribute to team-based projects, and propose practical improvements grounded in educational management principles.

This course strengthens professional competencies such as project coordination, data collection, communication, and report writing. Learning activities include on-site supervision, mentoring, and independent reflection. Students synthesize their field experiences into structured reports and oral presentations.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Apply theoretical and analytical skills to support organizational or project operations.
- Demonstrate independence and initiative in executing assigned responsibilities.
- Collaborate effectively in interdisciplinary and multicultural environments.
- Collect, interpret, and present data relevant to education management and policy.
- Formulate solutions or recommendations for improving organizational performance.
- Communicate findings through written reports and professional presentations.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Understand the purpose and procedures of internships and independent study.
 - Recognize the professional environment and institutional structure.
- Understanding:
 - Explain the relationship between theoretical knowledge and practical application.
 - Describe professional standards and ethical responsibilities.
- Application:
 - Apply learned knowledge to assigned tasks and projects.
 - Demonstrate professional communication and teamwork skills.
- Analysis:
 - Analyze issues, challenges, or improvements in workplace practices.
- Synthesis:
 - Students are able to integrate theory and field experience into reflective reports
- Evaluation:
 - Evaluate personal and professional growth through reflection and supervisor feedback

Core readings:

- Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development*. Pearson Education.
- Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.
- Furco, A., & Billig, S. H. (2002). *Service-Learning: The Essence of the Pedagogy*. Information Age Publishing.
- Knouse, S. B., Tanner, J. R., & Harris, E. W. (1999). The Relation of College Internships, College Performance, and Subsequent Job Opportunity. *Journal of Employment Counseling*, 36(1), 35–43.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Petunjuk teknis program studi independen bersertifikat angkatan 3*. Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi. <https://kampusmerdeka.kemdikbud.go.id/>

Module number PAP6441	Module name Internship and Independent Study 3	
Type of course Practicum / Field Module	Semester / Rotation Semester 6 / Winter Term	Student capacity: 40 students
Teaching methods: Field Internship, Independent Project, Mentoring, Reflection Sessions, and Project-Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Internship / Project Proposal – 20% - Progress Report and Field Performance – 30% - Reflective Journal – 10% 2. Examination: <ul style="list-style-type: none"> - Final Report and Presentation – 30% 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Pandit Isbianti, M.Pd.		

Syllabus

The Internship and Independent Study 3 course is a Practicum / Field Module that develops students' capacity to design and implement independent projects in educational, institutional, or community settings.

This course emphasizes the application of theoretical, managerial, and analytical knowledge to real-world problems through structured fieldwork and academic supervision. Students plan, execute, and evaluate small-scale projects or studies that contribute to organizational improvement or community development.

Through active collaboration and mentorship, students enhance their ability to manage projects, communicate results, and reflect on their professional growth. Learning activities include project proposal development, implementation, progress monitoring, and final presentation of results.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Design and implement an independent project aligned with professional and academic objectives.
- Apply managerial and analytical skills to solve educational or organizational problems.
- Demonstrate leadership and teamwork in field or research settings.
Utilize research-based methods for data collection and analysis.
- Prepare a project report integrating theory, data, and practical outcomes.
- Communicate project findings effectively through oral and written presentations.
- Communicate findings through written reports and professional presentations.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Identify theories and models applicable to project-based work in educational contexts.
 - Understand stages of project design, implementation, and evaluation.
- Understanding:
 - Explain the relationship between theoretical knowledge and practical application.
 - Describe professional standards and ethical responsibilities.
- Application:
 - Apply learned knowledge to assigned tasks and projects.
 - Demonstrate professional communication and teamwork skills.
- Analysis:
 - Analyze field conditions, stakeholder needs, and resource utilization.
 - Interpret quantitative or qualitative data to assess project progress.
- Synthesis:
 - Integrate academic research, institutional data, and field experience into project solutions.
 - Develop innovative strategies or models for organizational improvement.
- Evaluation:
 - Evaluate personal and professional growth through reflection and supervisor feedback

Core readings:

- Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development*. Pearson Education.
- Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.
- Furco, A., & Billig, S. H. (2002). *Service-Learning: The Essence of the Pedagogy*. Information Age Publishing.
- Knouse, S. B., Tanner, J. R., & Harris, E. W. (1999). The Relation of College Internships, College Performance, and Subsequent Job Opportunity. *Journal of Employment Counseling*, 36(1), 35–43.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Petunjuk teknis program studi independen bersertifikat angkatan 3*. Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi. <https://kampusmerdeka.kemdikbud.go.id/>

Module number PAP6442	Module name Internship and Independent Study 4	
Type of course Practicum / Field Module	Semester / Rotation Semester 6 / Winter Term	Student capacity: 40 students
Teaching methods: Field Internship, Independent Project, Mentoring, Reflection Sessions, and Project-Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Internship / Project Proposal – 20% - Progress Report and Field Performance – 30% - Reflective Journal – 10% 2. Examination: <ul style="list-style-type: none"> - Final Report and Presentation – 30% 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Pandit Isbianti, M.Pd.		

Syllabus

The Internship and Independent Study 4 course is a Practicum / Field Module that challenges students to design and manage applied projects or field studies addressing complex problems within educational, governmental, or community organizations.

Students are expected to demonstrate professional autonomy, critical inquiry, and research-informed decision-making while working under academic supervision.

Learning activities include independent project design, field implementation, monitoring and evaluation, and scholarly reporting.

Through this course, students refine their skills in managing resources, collaborating across sectors, and assessing outcomes using analytical frameworks.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Integrate research-based approaches into professional or institutional projects.
- Plan, execute, and evaluate field-based studies or applied innovations.
- Demonstrate professional ethics, leadership, and problem-solving in complex contexts.
- Analyze institutional challenges using data-driven and evidence-based reasoning.
- Formulate actionable strategies for improving organizational performance or policy outcomes.
- Communicate results effectively through reports, seminars, or publications.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Identify theories and models applicable to project-based work in educational contexts.
 - Understand stages of project design, implementation, and evaluation.
- Understanding:
 - Explain the relationship between theoretical knowledge and practical application.
 - Describe professional standards and ethical responsibilities.
- Application:
 - Apply learned knowledge to assigned tasks and projects.
 - Demonstrate professional communication and teamwork skills.
- Analysis:
 - Analyze field conditions, stakeholder needs, and resource utilization.
 - Interpret quantitative or qualitative data to assess project progress.
- Synthesis:
 - Integrate academic research, institutional data, and field experience into project solutions.
 - Develop innovative strategies or models for organizational improvement.
- Evaluation:
 - Evaluate personal and professional growth through reflection and supervisor feedback

Core readings:

- Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development*. Pearson Education.
- Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.
- Furco, A., & Billig, S. H. (2002). *Service-Learning: The Essence of the Pedagogy*. Information Age Publishing.
- Knouse, S. B., Tanner, J. R., & Harris, E. W. (1999). The Relation of College Internships, College Performance, and Subsequent Job Opportunity. *Journal of Employment Counseling*, 36(1), 35–43.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Petunjuk teknis program studi independen bersertifikat angkatan 3*. Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi. <https://kampusmerdeka.kemdikbud.go.id/>

Module number PAP6444	Module name Internship and Independent Study 5	
Type of course Practicum / Field Module	Semester / Rotation Semester 6 / Winter Term	Student capacity: 40 students
Teaching methods: Field Internship, Independent Project, Mentoring, Reflection Sessions, and Project-Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Internship / Project Proposal – 20% - Progress Report and Field Performance – 30% - Reflective Journal – 10% 2. Examination: <ul style="list-style-type: none"> - Final Report and Presentation – 30% 		SKS (+Workload in hrs) 2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 90.6 hours) ECTS (+Workload in hrs) 2 Credits × 1.6 = 3.2 ECTS Workload equivalent = 90.6 hours (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 5.66 Hours
Additional teacher involved: Pandit Isbianti, M.Pd.		

Syllabus

The Internship and Independent Study 3 course is a Practicum / Field Module that develops students' capacity to design and implement independent projects in educational, institutional, or community settings.

This course emphasizes the application of theoretical, managerial, and analytical knowledge to real-world problems through structured fieldwork and academic supervision. Students plan, execute, and evaluate small-scale projects or studies that contribute to organizational improvement or community development.

Through active collaboration and mentorship, students enhance their ability to manage projects, communicate results, and reflect on their professional growth. Learning activities include project proposal development, implementation, progress monitoring, and final presentation of results.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Design and implement an independent project aligned with professional and academic objectives.
- Apply managerial and analytical skills to solve educational or organizational problems.
- Demonstrate leadership and teamwork in field or research settings.
Utilize research-based methods for data collection and analysis.
- Prepare a project report integrating theory, data, and practical outcomes.
- Communicate project findings effectively through oral and written presentations.
- Communicate findings through written reports and professional presentations.

Classification of cognitive skills following Bloom (1956):

- Knowledge:
 - Identify theories and models applicable to project-based work in educational contexts.
 - Understand stages of project design, implementation, and evaluation.
- Understanding:
 - Explain the relationship between theoretical knowledge and practical application.
 - Describe professional standards and ethical responsibilities.
- Application:
 - Apply learned knowledge to assigned tasks and projects.
 - Demonstrate professional communication and teamwork skills.
- Analysis:
 - Analyse field conditions, stakeholder needs, and resource utilization.
 - Interpret quantitative or qualitative data to assess project progress.
- Synthesis:
 - Integrate academic research, institutional data, and field experience into project solutions.
 - Develop innovative strategies or models for organizational improvement.
- Evaluation:
 - Evaluate personal and professional growth through reflection and supervisor feedback

Core readings:

- Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development*. Pearson Education.
- Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.
- Furco, A., & Billig, S. H. (2002). *Service-Learning: The Essence of the Pedagogy*. Information Age Publishing.
- Knouse, S. B., Tanner, J. R., & Harris, E. W. (1999). The Relation of College Internships, College Performance, and Subsequent Job Opportunity. *Journal of Employment Counseling*, 36(1), 35–43.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Petunjuk teknis program studi independen bersertifikat angkatan 3*. Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi. <https://kampusmerdeka.kemdikbud.go.id/>

7th Semester
Summer Term 2024/2025

Module number PEN6601	Module name Educational Practice	
Type of course Practicum / Field Module	Semester / Rotation Semester 7 / Summer Term	Student capacity: 40 students
Teaching methods: School-based Teaching Practice, Classroom Observation, Lesson Planning, Mentoring, Reflection Sessions, and Project-Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Assisting Performance – 20% - Observation – 30% - Reflective Journal and Peer Discussion – 10% 2. Examination: <ul style="list-style-type: none"> - Final Report and Presentation – 30% 		SKS (+Workload in hrs) 6 Credits × 16 meetings × 170/60 = 272 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 272 hours) ECTS (+Workload in hrs) 6 Credits × 1.6 = 9.6 ECTS Workload equivalent = 272 hours (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 272 hours)
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 17 hours
Additional teacher involved: Dr. Setya Raharja, M.Pd.		

Syllabus

The Educational Practice course is a field-based practicum designed to provide students with direct experience in educational institutions. This course bridges theory with managerial practice, enabling students to develop managerial within authentic environments.

Students will undertake structured assignments under the supervision of both university lecturers and school mentors. The practicum includes observation, lesson planning, assessment of student learning, and participation in educational institution programs. Through reflective practice, students learn to evaluate their performance, identify areas for improvement, and apply evidence-based strategies to enhance learning outcomes.

This course emphasizes professional conduct, collaboration with the educational institution community, and the application of knowledge in real contexts. Evaluation is based on performance, action plans, reflective journals, and final reports.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Apply theories of educational management, administration, and leadership in institutional contexts.
- Analyze organizational structures, governance mechanisms, and administrative workflows in educational settings.
- Demonstrate professional ethics, communication, and teamwork in managerial environments.
- Participate in planning, implementation, and evaluation of institutional programs or activities.
- Identify issues and propose evidence-based solutions to improve organizational effectiveness.
- Reflect critically on managerial practices to enhance professional competence and leadership potential.
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Classification of cognitive skills following Bloom (1956):

- **Knowledge:**
 - Identify fundamental concepts and frameworks in educational management and leadership.
 - Recognize the components and functions of educational institutions and governance systems.
- **Comprehension:**
 - Explain the interrelationships between educational policies, institutional management, and stakeholder engagement.
 - Describe various leadership and administrative approaches used in educational settings.
- **Application:**
 - Apply managerial and administrative principles in planning and executing educational programs.
 - Demonstrate professionalism and accountability in assigned institutional roles.
- **Analysis:**

- Analyze organizational data, management systems, and institutional challenges.
- Evaluate the effectiveness of leadership and decision-making processes.
- **Synthesis:**
 - Integrate management theory, field observations, and data to formulate institutional improvement plans.
 - Develop collaborative strategies for enhancing operational efficiency and educational quality.
- **Evaluation:**
 - Evaluate the performance of institutional programs using measurable indicators.
 - Reflect on personal growth and professional readiness for leadership and management roles.

Core readings:

- Bush, T. (2020). *Theories of Educational Leadership and Management* (5th ed.). Sage Publications.
- Owens, R. G., & Valesky, T. C. (2015). *Organizational Behavior in Education: Leadership and School Reform*. Pearson.
- Hoy, W. K., & Miskel, C. G. (2013). *Educational Administration: Theory, Research, and Practice*. McGraw-Hill.
- Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational Administration: Concepts and Practices*. Cengage Learning.

Module number MKU6614	Module name Community Service Program	
Type of course Practicum / Field Module	Semester / Rotation Semester 7 / Summer Term	Student capacity: 40 students
Teaching methods: Community-Based Learning, Fieldwork, Participatory Observation, Mentoring, Reflection Sessions, and Project-Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Community Project Proposal and Planning – 20% - Field Implementation and Participation – 30% - Reflective Journal and Peer Discussion – 10% 2. Examination: <ul style="list-style-type: none"> - Final Report and Presentation – 30% 		SKS (+Workload in hrs) 6 Credits × 16 meetings × 170/60 = 272 hours/Semester (50 hours of contact in class + 60 hours of structured Assignment + 60 hours of self-study = 272 hours) ECTS (+Workload in hrs) 6 Credits × 1.6 = 9.6 ECTS Workload equivalent = 272 hours (26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 272 hours)
Module coordinator Dr. Mada Sutapa, M.Si.		Semester week hours: 17 hours
Additional teacher involved: Dr. Maya Novita Sari, M.Pd.		

Syllabus

The Community Service Program (MKU6614) is a field-based experiential course designed to integrate academic knowledge with community development and civic engagement activities. This course aims to cultivate students' social responsibility, leadership, and collaborative skills through direct participation in community-based projects.

Students are deployed individually or in teams to communities, institutions, or organizations to identify local needs, plan interventions, and implement service programs aligned with sustainable development goals (SDGs). Activities may include literacy programs, educational outreach, environmental initiatives, health campaigns, digital literacy, entrepreneurship training, and other community empowerment projects.

The course emphasizes participatory learning, teamwork, problem-solving, and reflection. Students are guided by both academic supervisors and community mentors. Through structured reflection and documentation, students learn to assess the social impact of their initiatives and propose sustainable solutions to community issues.

Evaluation is based on proposal quality, field performance, reflective documentation, and the final report or presentation that demonstrates the integration of knowledge and community impact.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Apply interdisciplinary academic knowledge to design and implement community development projects.
- Demonstrate leadership, teamwork, and communication skills in community engagement contexts.
- Identify social, cultural, and economic issues affecting local communities.
- Propose and execute evidence-based, participatory solutions for community empowerment.
- Evaluate the effectiveness and sustainability of community-based programs.
- Reflect critically on personal, civic, and professional growth gained through service experiences.

Classification of cognitive skills following Bloom (1956):

- **Knowledge:**
 - Identify key concepts of community development, empowerment, and social innovation.
 - Recognize community structures, local institutions, and stakeholder roles in development activities.
- **Comprehension:**
 - Explain the interconnection between education, social change, and community development.
 - Describe participatory and collaborative approaches in service-learning.
- **Application:**
 - Apply interdisciplinary methods and academic knowledge to solve community problems.
 - Demonstrate professional behavior and ethical standards in community engagement.

- **Analysis:**
 - Analyze local needs, challenges, and potentials of the community.
 - Assess social, economic, and environmental impacts of community programs.
- **Synthesis:**
 - Integrate findings and insights into sustainable project proposals.
 - Design innovative community-based programs involving local participation.
- **Evaluation:**
 - Evaluate program outcomes and the effectiveness of intervention strategies.
 - Reflect on the role of higher education in social transformation and nation-building.

Core readings:

- Bush, T. (2020). *Theories of Educational Leadership and Management* (5th ed.). Sage Publications.
- Bringle, R. G., & Hatcher, J. A. (1996). *Implementing Service Learning in Higher Education*. *Journal of Higher Education*, 67(2), 221–239.
- Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development*. Pearson Education.
- Furco, A., & Billig, S. H. (2002). *Service-Learning: The Essence of the Pedagogy*. Information Age Publishing.
- Kemendikbudristek. (2022). *Petunjuk Teknis Program Studi Independen Bersertifikat Angkatan 3*. Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi.
- UNESCO. (2017). *Education for Sustainable Development Goals: Learning Objectives*. Paris: UNESCO Publishing.

8th Semester
Winter Term 2024/2025

Module number PAP6845	Module name Final Project (Undergraduate Thesis)	
Type of course Practicum / Research Module	Semester / Rotation Semester 8 / Winter Term	Student capacity: 40 students
Teaching methods: Independent Research, Academic Supervision, Data Collection and Analysis, Mentoring, Reflection, and Project-Based Learning	Prerequisites for attendance None	Language Indonesian Language
Type of examination (Final Grade Composition) 1. Continuous Assessment: <ul style="list-style-type: none"> - Research Proposal Development – 20% - Data Collection, Analysis, and Progress Report – 30% - Reflective Journal and Consultation Participation – 10% 2. Examination: <ul style="list-style-type: none"> - Final Thesis, Presentation, and Oral Defense – 30% 		SKS (+Workload in hrs) 8 Credits × 16 meetings × 170/60 = 362.67 hours/Semester (50 hours of supervision + 112 hours of data collection and structured research + 110 hours of self-study and report writing = 272 hours) ECTS (+Workload in hrs) 6 Credits × 1.6 = 9.6 ECTS Workload equivalent = 272 hours
Module coordinator Dr. Mada Sutapa, M.Si.	Semester week hours: 17 Hours	
Additional teacher involved: Dr. Maya Novita Sari, M.Pd.		

Syllabus

The Final Project (Undergraduate Thesis) course is a research-based module that represents the culmination of the undergraduate program. This course provides students with the opportunity to apply theoretical, methodological, and analytical skills gained throughout their studies to investigate a specific problem in the field of educational management or policy. Under the guidance of academic supervisors, students design and conduct independent research involving data collection, analysis, interpretation, and reporting. The final output is a written thesis that demonstrates students' ability to synthesize knowledge, employ appropriate research methods, and contribute to academic and professional discourse in education. The course fosters critical thinking, problem-solving, research ethics, and scholarly communication, preparing students for postgraduate studies or professional practice.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Design and implement a research project that addresses relevant issues in educational management, administration, or policy.
- Apply appropriate research methodologies, data collection techniques, and analysis tools to examine educational problems.
- Demonstrate independent critical thinking, academic integrity, and professionalism in conducting research.
- Interpret data and formulate evidence-based conclusions and recommendations.
- Communicate research findings clearly through academic writing and oral presentation.
- Reflect critically on their research process and learning experience, recognizing limitations and implications of their study.

Classification of cognitive skills following Bloom (1956):

Knowledge:

- Identify research topics, key concepts, and theoretical frameworks relevant to education management and policy.
- Recognize principles of research ethics, academic writing, and scholarly integrity.

Comprehension:

- Explain relationships between research questions, theoretical perspectives, and methodology.
- Describe procedures for data collection, validation, and interpretation.

Application:

- Apply suitable research methods, instruments, and analytical techniques to address the research problem.
- Implement academic writing conventions and citation standards consistently.

Analysis:

- Analyze empirical findings to identify patterns, trends, or relationships in educational contexts.
- Evaluate the reliability and validity of data, tools, and interpretations.

Synthesis:

- Integrate theory and evidence to construct logical arguments and propose new insights.

- Develop structured thesis chapters that connect theoretical foundations with empirical results.

Evaluation:

- Critically assess the quality of research processes, findings, and implications.
- Defend the research outcomes in academic forums with coherence, rigor, and ethical responsibility.

Core readings:

- Bush, T. (2020). *Theories of Educational Leadership and Management* (5th ed.). Sage Publications.
- Bringle, R. G., & Hatcher, J. A. (1996). *Implementing Service Learning in Higher Education*. *Journal of Higher Education*, 67(2), 221–239.
- Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development*. Pearson Education.
- Furco, A., & Billig, S. H. (2002). *Service-Learning: The Essence of the Pedagogy*. Information Age Publishing.
- Kemendikbudristek. (2022). *Petunjuk Teknis Program Studi Independen Bersertifikat Angkatan 3*. Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi.
- UNESCO. (2017). *Education for Sustainable Development Goals: Learning Objectives*. Paris: UNESCO Publishing.
- **Creswell, J. W., & Creswell, J. D.** (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- **Cohen, L., Manion, L., & Morrison, K.** (2018). *Research Methods in Education* (8th ed.). Routledge.
- **Mertens, D. M.** (2020). *Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods* (5th ed.). SAGE Publications.
- **Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D.** (2019). *Introduction to Research in Education* (10th ed.). Cengage Learning.
- **Bogdan, R. C., & Biklen, S. K.** (2016). *Qualitative Research for Education: An Introduction to Theories and Methods* (6th ed.). Pearson.
- **Gay, L. R., Mills, G. E., & Airasian, P.** (2011). *Educational Research: Competencies for Analysis and Applications* (10th ed.). Pearson Education.
- **Fraenkel, J. R., Wallen, N. E., & Hyun, H. H.** (2019). *How to Design and Evaluate Research in Education* (10th ed.). McGraw-Hill Education.
- **Neuman, W. L.** (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Pearson Education.
- **Kothari, C. R., & Garg, G.** (2019). *Research Methodology: Methods and Techniques* (5th ed.). New Age International Publishers.
- **UNY** (2023). *Panduan Skripsi 2023*. Yogyakarta: Universitas Negeri Yogyakarta, Fakultas Ilmu Pendidikan.
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