

**DOCTORAL PROGRAMME IN EDUCATIONAL SCIENCES
UNIVERSITAS NEGERI YOGYAKARTA (UNY)
2025**

Programme Objectives

The programme objective of the Doctoral Programme in Educational Sciences, Graduate School of UNY is to create graduates who

1. Produce education scientists who are experts in identifying, analysing, deconstruct, and provide solutions to educational issues and learning based on the breadth and depth of their theoretical knowledge.
2. Produce researchers who are capable of managing, leading, and developing research in the field of educational science from philosophical, critical, and constructive thinking in a collaborative manner, and able to communicate research results at the international level.
3. Producing developers of educational and learning models that are relevant to the demands of advances in science, technology, and the arts.
4. Produce competent education consultants in problem analysis and educational solutions at the macro, meso, and micro levels, as well as having sensitivity to educational issues.
5. Producing educators for educational units who master scientific theory, educational theory and their implementation in contextual educational practices with a global perspective based on the nation's culture and philosophy.

Occupational Profile of Graduate

Occupational Profile	Description
Education Expert	Identify, examine, analyse, and provide solutions to issues in education and learning, based on the breadth and depth of their theoretical knowledge without neglecting the cultural roots and philosophy of the Indonesian nation
Education Researcher	Capable of managing, leading, and developing research in the field of education from philosophical, critical, and constructive thinking in a collaborative manner, and able to communicate research results at the international level
Education Consultant	Possesses sensitivity to educational issues and is competent in problem analysis and educational solutions at the micro, meso, and macro levels.
Learning Model Developer Learning and Education	Able to develop and discover learning and education models that are relevant to the demands of advances in science, technology, and the arts.
Educator	Mastering the philosophical, theoretical, and methodological foundations of learning within a practical framework of education that is sincere, honest, and open.

Programme Learning Outcomes

The programme objective is further specified into the following programme learning outcomes:

1. CPL-1 (Specialised knowledge and skills)
Able to analyse, integrate, and implement educational theories, approaches, and models in designing and implementing learning processes that are relevant to the local cultural context, national context, and global developments to solve educational problems scientifically.
2. CPL-2 (Specialised skills)
Able to design, implement, and manage basic and applied research in an interdisciplinary, multidisciplinary, and transdisciplinary manner, utilising information and communication technology to expand innovation and deepen educational science relevant to the needs of society and the academic world.
3. CPL-3 (Specialised Skills)
Able to produce scientific works and innovative products based on research results, in the form of models, designs, prototypes, or conceptual solutions that are value-added and original, as a tangible contribution to the development of science and the resolution of educational problems.
4. CPL-4 (General Skills and Attitudes)
Able to develop academic leadership and build professional networks at the national and international levels, by promoting cultural values, national philosophy, and global insights in the management and development of educational resources in a sustainable manner.
5. CPL-5 (Attitudes and Values)
Able to demonstrate religious, nationalistic, and inclusive attitudes, uphold human values, and actively participate in social and academic life based on scientific ethics and the principles of Pancasila.
6. CPL-6 (Attitude and General Skills)
Able to act professionally, ethically, independently, and responsibly, and possess an entrepreneurial spirit and concern for society and the environment in conducting education, research, and community service.
7. CPL-7 (Special Skills)
Able to compile and publish scientific works that meet ethical and academic standards in the form of dissertations, scientific articles in reputable international journals, or presentations in international scientific forums relevant to the field of education.

The Relation Between the Programme Objectives and Programme Learning Outcomes

PEO / PLO	PLO-1 Theory and practice of education	PLO-2 Interdisciplinary research and ICT	PLO-3 Innovative and original work	PLO-4 Leadership and global networking	PLO-5 Religious, nationalist, inclusive values	PLO-6 Ethics, independence, social contribution	PLO-7 Reputable scientific publications
PEO 1. Education scientists	V	V	V	V	V	V	V
PEO 2. Educational researcher	V	V	V	V	V	V	V
PEO 3. Model developer	V	V	V	V	V	V	V
PEO 4. Educational consultant	V	-	-	V	V	V	-
PEO 5. Contextual educators	V	-	-	-	V	V	-

The Distribution of Learning Outcomes over Competence Domains

Domain	Description	PLO
Attitude	Religious, nationalistic, inclusive values	PLO 5
	Ethics, independence, social contribution	PLO 6
Knowledge	Theory and practice of education	PLO 1
Skills	Interdisciplinary research and ICT	PLO 2
	Innovative and original work	PLO 3
	Leadership and global networking	PLO 4
	Reputable scientific publications	PLO 7

The Relationship between Programme Learning Outcomes and KKNi (9th)

Domain	Programme Learning Outcomes						
	1	2	3	4	5	6	7
Able to conduct in-depth and expanded research in science and technology, multidisciplinary research in their field of expertise, and master the scientific philosophy of their field of knowledge and skills.	√	√	√			√	√
Able to discover or develop scientific theories/concepts/ideas, and contribute to the development and application of science and/or technology that considers and applies educational values in their field of expertise, by producing scientific research based on scientific methodology, logical, critical, systematic, and creative thinking, which are important elements that must be realised.	√	√	√		√	√	
Able to compile interdisciplinary, multidisciplinary or transdisciplinary research, including theoretical and/or experimental studies in the fields of science, technology, arts, and innovation, which are produced in the form of doctoral final projects, as well as publishing articles in SCOPUS-indexed and reputable international scientific journals.	√	√	√	√	√		√
Being able to select appropriate, current, and advanced research and provide benefits to humanity through interdisciplinary, multidisciplinary, or transdisciplinary approaches, in order to develop and/or produce solutions to problems in the fields of science, technology, arts, or society, based on the results of studies on the availability of internal and external resources.	√	√		√	√	√	

The Relationship between the Course and PLO

NO	CODE	COURSE	SKS			PLO							Total
			J	T	P	1	2	3	4	5	6	7	
Semester 1													
I. FOUNDATIONAL EDUCATIONAL SCIENCE COURSES													
1	SPS90201	Philosophy of Education	2	2	0	V				V	V		7
2	SPS90301	Research Methodology	3	3	0		V	V				V	
3	SPS90202	Advanced Growth Mindset Education	2	2	0				V		V		
II. SCIENTIFIC COURSES													
A. COMPULSORY													
1	EDU90201	Theory of education and schooling	2	2	0	V							8
2	EDU90202	Comparative education	2	2	0				V			V	
3	EDU90203	Education Policy	2	2	0				V		V		
4	EDU90204	New pedagogical	2	2	0	V		V					
Semester 2													
B. SPECIALISATION ELECTIVE COURSES													
Pedagogical/Educational Science Specialisation													
1	EDU90205	Reflection on education from a historical perspective	2	2	0	V				V			8
2	EDU90206	Education in socio-cultural change	2	2	0				V			V	
3	EDU90207	Equitable education	2	2	0					V			
4	EDU90208	Critical pedagogy	2	2	0	V							
Educational Technology Specialisation													
1	EDU90209	Theory and research in learning design	2	2	0		V					V	8
2	EDU90210	Curriculum development theory	2	2	0	V	V						
3	EDU90211	ICT-based learning	2	2	0		V	V					
4	EDU90212	Evaluation of learning	2	2	0			V			V		
Non-Formal Education Specialisation													
1	EDU90213	Paradigms and Issues in Non-Formal Education	2	2	0	V							8
2	EDU90214	Theory of development and education	2	2	0	V							
3	EDU90215	Humanism and non-formal education	2	2	0					V			
4	EDU90216	Analysis of policy and dynamics of human, social and cultural capital	2	2	0				V	V			

NO	CODE	COURSE	SKS			PLO							Total
			J	T	P	1	2	3	4	5	6	7	
Social Studies Education Concentration													
1	EDU90217	Indonesian Nationalism and Citizenship	2	2	0					V			8
2	EDU90218	The essence of social science education	2	2	0	V				V			
3	EDU90219	Social, economic, and educational inequality	2	2	0					V	V		
4	EDU90220	Theory of social change and modernisation	2	2	0	V	V						
Concentration in Art Education													
1	EDU90221	Sociology and anthropology of art education	2	2	0	V			V				8
2	EDU90222	Paradigms of art education	2	2	0	V				V			
3	EDU90223	Curriculum review for arts education	2	2	0		V	V					
4	EDU90224	Evaluation of arts education	2	2	0						V	V	
Religious Studies and Character Education													
1	EDU90225	Moral, religious and	2	2	0					V			8
2	EDU90226	Religious morality in religious education	2	2	0					V			
3	EDU90227	Methods of character and religious education	2	2	0					V			
4	EDU90228	Evaluation of character and religious education	2	2	0					V			
Literacy Education Concentration													
1	EDU90229	Literacy and Global	2	2	0				V			V	8
2	EDU90230	Literacy Education	2	2	0		V			V			
3	EDU90231	Multidimensional Literacy	2	2	0			V	V				
4	EDU90232	Critical Literacy	2	2	0	V							
Gender Studies and Multicultural Education													
1	EDU90233	Issues of Multicultural	2	2	0					V			8
2	EDU90234	Gender Equality and	2	2	0					V			
3	EDU90235	Gender and Politics	2	2	0					V			
4	EDU90236	Economic, Social, and Political Disparities	2	2	0					V			
Concentration of Education Policy													
1	EDU90237	Analysis of Issues and Processes in Education Policy	2	2	0				V				8
2	EDU90238	Policy Research and Evaluation	2	2	0		V						

NO	CODE	COURSE	SKS			PLO							Total
			J	T	P	1	2	3	4	5	6	7	
3	EDU90239	Review of Education Policy between Countries	2	2	0		V		V				
4	EDU90240	Advocacy and Policy Recommendations in Education	2	2	0					V			
Digital Education Concentration													
1	EDU90241	Foundations of Digital Education	2	2	0	V							8
2	EDU90242	Critical Issues in Digital Education	2	2	0		V						
3	EDU90243	Digital Environment Development Design	2	2	0		V	V					
4	EDU90244	Information Literacy in Digital Education and Learning	2	2	0	V							
Curriculum Development Concentration													
1	EDU90245	Curriculum Development Design and Models	2	2	0	V							8
2	EDU90246	Comparative Study of Curriculum Development	2	2	0				V			V	
3	EDU90247	Curriculum Development in Schools and Higher Education Institutions	2	2	0	V							
4	EDU90248	Curriculum Development in Education and Training	2	2	0				V				
Concentration in Educational Sociology													
1	EDU90249	Classical and Contemporary Sociological Theory	2	2	0	V							8
2	EDU90250	Utilisation of Cultural Social Capital in Schools	2	2	0				V				
3	EDU90251	School Culture Development and Education Quality	2	2	0						V		
4	EDU90252	Multiculturalism in Education	2	2	0					V			
Total Credits			8	8	0								
Semester 3													
III. SUPPORTING COURSES FOR DOCTORAL DISSERTATION													
1	EDU90401	Doctoral dissertation proposal	4	0	4		V	V				V	24

NO	CODE	COURSE	SKS			PLO							Total
			J	T	P	1	2	3	4	5	6	7	
2	EDU90402	National indexed journal publications	4	0	4		V	V				V	
Semester 4													
3	EDU90403	International journal publication (reputable)	4	0	4		V	V				V	
Semester 5													
5	EDU91201	Doctoral Dissertation	12	0	12		V	V				V	
	IV. MATRICULATION COURSES												
1	EDU90253	Educational Perspectives	2	2	0	V							4
2	EDU90254	Foundations of Education	2	2	0	V							