



**Superior, Creative, and Innovative  
in a Sustainable Way**



# **MODULE HANDBOOK**

**DOCTORAL PROGRAM  
YOGYAKARTA STATE UNIVERSITY  
2023**

# PROGRAMME IDENTITY

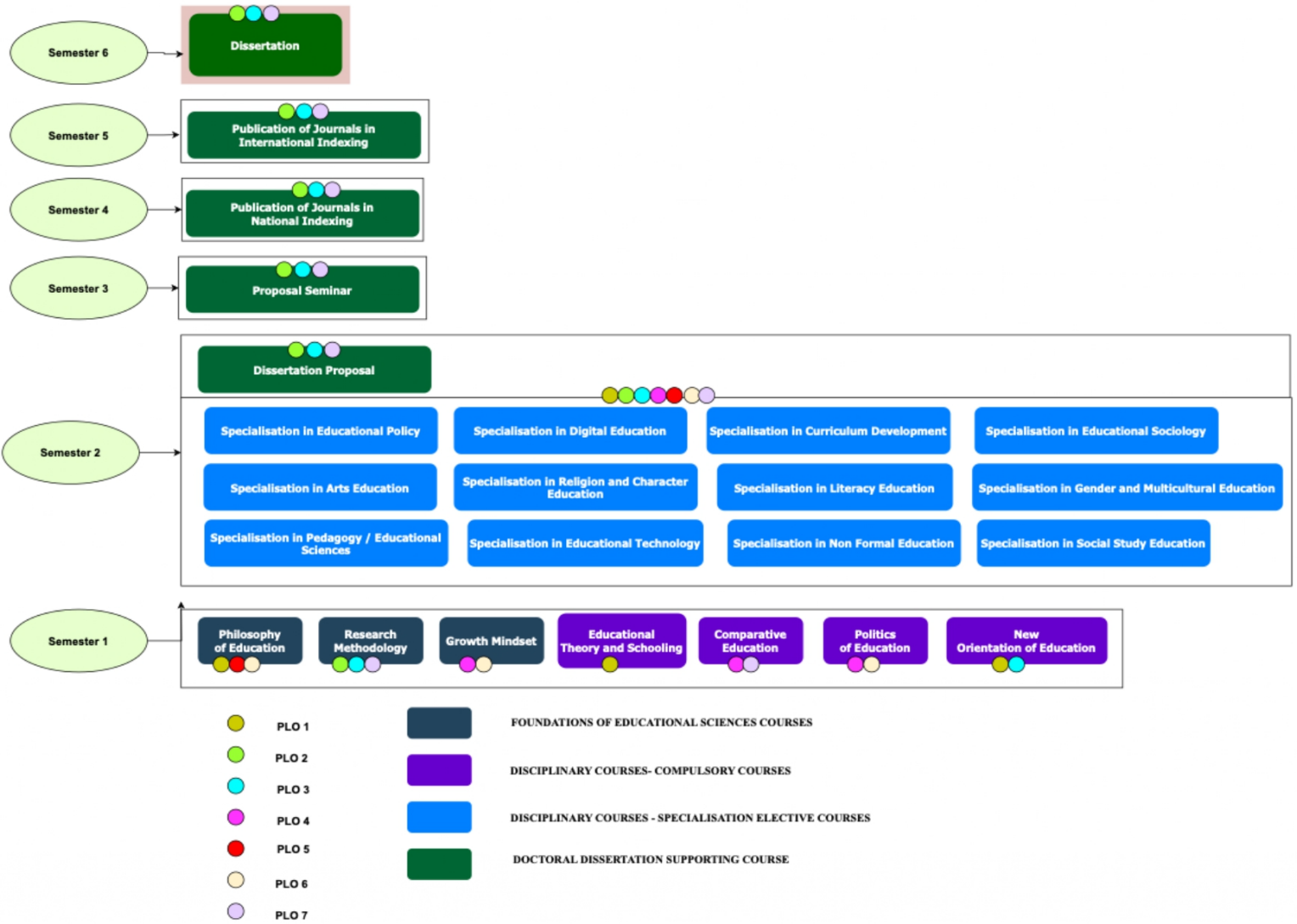
## Program Title: Doctor of Education Science

|   |  |
|---|--|
| Location of the study program or HEI site(s)/location where the program is provided | Colombo Street, No.1, Sleman, Special Region of Yogyakarta, Universitas Negeri Yogyakarta, Indonesia   |
| Faculty/Department  | Graduate School  |
| Final Academic Degree   | Doctor (Dr.)   |
| Date or planned date of introduction  | August 16, 2006  |
| Status last national accreditation (incl. result)                                   | 04 Nov 2022 – Accredited "Unggul" (Excellent) by LAMDIK  |
| Status last int. accreditation (incl. result)                                       | 20.11.2020 – Accredited by AQAS (Germany) with full accreditation  |
| Subject field   | Educational Sciences (Education / Pedagogy)  |
| Regular study duration  | 6 semesters (3 years)  |
| Number of (ECTS) credits  | 51 SKS ≈ 165 ECTS  |
| Enrollment period(s)  | Odd Semester (August/September Intake)   |
| Frequency of the offered program  | Every Semester   |
| Capacity per year   | ± 20 students  |
| Number of students currently enrolled   | 210 students (across all cohorts)  |
| Average number of graduates per year  | 25 graduates   |
| Target group(s)   | Graduates of Master's Degree in Education or related fields; lecturers, researchers, and education professionals   |
| Admission requirements  | Master's degree (S2) in Education or related fields; minimum GPA 3.25/4.0; English proficiency (TOEFL ≥ 500 or equivalent); research proposal submission; academic interview |
| Tuition fees (per semester)   | Rp 12,000,000 (approx. € 700)  |
| Type of studies   | Full time  |

# TABLE OF CONTENTS

|   |            |
|---|------------|
| <b>PROGRAMME IDENTITY</b> .....                                   | <b>2</b>   |
| <b>TABLE OF CONTENTS</b> .....                                    | <b>3</b>   |
| <b>CURRICULUM OVERVIEW</b> .....                                  | <b>4</b>   |
| <b>1<sup>st</sup> Semester</b> .....                              | <b>5</b>   |
| <b>2<sup>nd</sup> Semester</b> .....                              | <b>21</b>  |
| <b>Specialisation in Pedagogy/Educational Sciences</b> .....      | <b>22</b>  |
| <b>Specialisation in Educational Technology</b> .....             | <b>31</b>  |
| <b>Specialisation in Non Formal Education</b> .....               | <b>40</b>  |
| <b>Specialisation in Social Study Education</b> .....             | <b>47</b>  |
| <b>Specialisation in Arts Education</b> .....                     | <b>58</b>  |
| <b>Specialisation in Religion and Character Education</b> .....   | <b>67</b>  |
| <b>Specialisation in Literacy Education</b> .....                 | <b>76</b>  |
| <b>Specialisation in Gender and Multicultural Education</b> ..... | <b>85</b>  |
| <b>Specialisation in Educational Policy</b> .....                 | <b>94</b>  |
| <b>Specialisation in Digital Education</b> .....                  | <b>103</b> |
| <b>Specialisation in Curriculum Development</b> .....             | <b>112</b> |
| <b>Specialisation in Educational Sociology</b> .....              | <b>121</b> |
| <b>3<sup>rd</sup> Semester</b> .....                              | <b>133</b> |
| <b>4<sup>th</sup> Semester</b> .....                              | <b>136</b> |
| <b>5<sup>th</sup> Semester</b> .....                              | <b>139</b> |
| <b>6<sup>th</sup> Semester</b> .....                              | <b>142</b> |
| <b>MATRICULATION COURSES</b> .....                                | <b>144</b> |

# CURRICULUM OVERVIEW



# **1<sup>st</sup> Semester**

**(Foundations Educational Sciences  
Courses and Disiplinary Courses)**

|  |  |   |
|--|--|---|
| <b>Module number</b><br>SPS90201   | <b>Modul Name</b><br>Philosophy of Education           |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Foundational Course   | <b>Semester / Rotation</b><br>1 <sup>st</sup> Semester | <b>Student capacity:</b><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Problem based learning<br>3. Presentation, aneflecting,<br>Experiments/Practice and Quiz or<br>Evaluation   | <b>Prerequisites for attendance</b><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: <b>(10%)</b></li> <li>• Quiz: <b>(5%)</b></li> <li>• Assignment: <b>(10%)</b></li> <li>• Midterm Exam (UTS): <b>(10%)</b></li> <li>• Final Exam (UAS): <b>(15%)</b></li> </ul> <b>2. Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Case Study: <b>(30%)</b></li> <li>• Team-Based Project: <b>(20%)</b></li> </ul> <b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>Module coordinator</b><br>Prof. Dr. Achmad Dardiri, Hum.  |  | <b>Semester week hours:</b><br><b>contact hours:</b><br>5,62 hours per week<br><br><b>total contact hours:</b><br>27 hours per semester   |
| <b>Additional teacher involved:</b><br>-   |  |   |
| <b>Syllabus (Short description of the module content)</b><br>The module is about Philosophy of Education introduces students to the development of thesis, antithesis, and synthesis within the framework of the ontology, epistemology, and axiology of the philosophy of education. Through critical inquiry and scholarly discourse, students are guided to examine diverse philosophical perspectives and their implications for education. The course aims to foster advanced analytical and reflective capacities, enabling doctoral candidates to address complex problems in science, technology, and the arts within their respective fields. Emphasis is placed on the application of philosophical approaches to educational research and evaluation, thereby promoting interdisciplinary understanding and innovative contributions to the theory and practice of education. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>   |  |   |

1. Students are able to describe and explain the diverse schools of thought within the philosophy of education.
2. Students are able to critically examine the strengths and limitations of these various philosophical traditions and identify their points of convergence.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Bolzano, B., 1810, "Appendix: On the Kantian Theory of the Construction of Concepts through Intuitions" in Ewald, W., 1996, "From Kant to Hilbert: A Source Book in the Foundations of Mathematics, Volume I", Oxford: Clarendon Press.
2. Ernest, P., 1994, *Mathematics, Education and Philosophy: An International Perspective*. The Falmer Press: London.
3. Ernest, P., 2002, *What Is The Philosophy Of Mathematics Education?*
4. Eves, H and Newsom, C.V., 1964, "An Introduction to the Foundation & Fundamental Concepts of Mathematics", New York: Holt, Rinehart and Winston
5. Ewald, W., 1996, "From Kant to Hilbert: A Source Book in the Foundations of Mathematics, Volume I", Oxford: Clarendon Press
6. Hers, R., 1997, *What is Mathematics, Really?* London: Jonathan Cape
7. Kant, I., 1781, *Critic of Pure Reason*, Translated by J.M.D. Meiklejohn
8. Mayer, F., 1951, "A History of Modern Philosophy", New York: American Book Company
9. Perry, R.B., 1912, *Present Philosophical Tendencies: A Critical Survey of Naturalism Idealism Pragmatism and Realism Together with a Synopsis of the Philosophy of William James*, New York: Longmans Green and Co.
10. Shore, E., 2004, *Some Essential Points in Reading the Critique of Pure Reason*, 20th The World Congress Philosophy.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>SPS90301   | <b>Module name</b><br>Research Methodology             |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Foundational Course   | <b>Semester / Rotation</b><br>1 <sup>st</sup> Semester | <b>Student capacity:</b><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study<br>3. Presentation   | <b>Prerequisites for attendance</b><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: <b>(5%)</b></li> <li>• Quiz: <b>(5%)</b></li> <li>• Assignment: <b>(15%)</b></li> <li>• Midterm Exam (UTS): <b>(5%)</b></li> <li>• Final Exam (UAS): <b>(20%)</b></li> </ul> <b>2. Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Case Study: <b>(25%)</b></li> <li>• Team-Based Project: <b>(25%)</b></li> </ul> <b>Total = 100%</b> |  | <b>SKS (+Workload in hrs)</b><br>3 (135, of this 40 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>5 (135, of this 40 contact hrs.) |
| <b>Module coordinator</b><br>Prof. Dr. Mami Hajaroh M.Pd.  |  | <b>Semester week hours:</b><br><b>contact hours:</b><br>8,43 per week<br><br><b>total contact hours:</b><br>40 hours per semester           |
| <b>Additional teacher involved:</b><br>Prof. Dr. Mami Hajaroh M.Pd.  |  |   |
| <b>Syllabus (Short description of the module content)</b><br>The module is about Research Methodology discusses the philosophy of educational research, quantitative and qualitative research approaches, quantitative, qualitative, and mixed-methods research methods in educational research. It also discusses the development of educational research proposals with a coherent philosophy, approach, and methods.  |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Students are enthusiastic about attending lectures and are responsible for completing assignments both independently and in groups.
2. Students master educational research philosophies: post-positivist, positivist, constructivist, and critical theory.
3. Understand quantitative and qualitative research approaches; qualitative research methods include: phenomenology, ethnography, grounded theory, hermeneutic, narrative, case study, and historical research; and master qualitative research designs.
4. Understand quantitative research methods include: quantitative descriptive, correlational, causality, and path analysis; theory development in quantitative research; instrument development with validity and reliability testing (CFA and EFA); and master quantitative research designs.
5. Understand development research methods using the ADDIE, 4D, and Borg and Gall research models.
6. Able to creatively prepare a dissertation proposal in the field of educational science, meeting the standards of originality and innovation, using appropriate methods to verify the validity of the findings.

**Example: Classification of cognitive skills following Bloom (1956):**

- 1 = *Knowledge*: recalling facts, terms, basic concepts and answers;
- 2 = *Comprehension*: understanding something;
- 3 = *Application*: using a general concept to solve problems in a particular situation;
- 4 = *Analysis*: breaking something down into its parts;
- 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;
- 6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Blalock, Hubert M. 1969. Theory Construction (From Verbal to Mathematical Formulations ) Prentice-Hall, Inc., Englewood Cliffs, New Jersey
2. Borg, W.R. and ve Gall, D. (1983) Educational Research. Longman, Newyork.
3. Borg, W.R. and ve Gall, D. (1983) Educational Research. Longman, Newyork.
4. Creswell, John.F. 2014. Qualitative-Quantitative, and Mix Method Approach. Sage publication, Inc.
5. Spradley, J.P. (1980). Participant Observation, New York: Holt, Rinehart and Winston. ?Spradley, J.P. & Mann, B.J. (1975). The Cocktail Waitress: Woman's
6. Work in a Man's World.
7. Spradley, J.P. (1979). The Ethnographic Interview, New York: Holt, Rinehart and Winston.
8. Yuyun S. Suriasumantri. 2015. Ilmu Dalam Perspektif. Yogyakarta: Yayasan Pustaka Obor Indonesia.
9. 11. Smith, J. A., & Osborn, M. (2003). Interpretative phenomenological analysis. In J. A. Smith (Ed.), Qualitative psychology: A practical guide to research
10. methods (pp. 51-80). Thousand Oaks, CA, US: Sage Publications, Inc.
11. 8. Elliott, Jane., 2005. Using Narrative in Social Research Qualitative and Quantitative Approaches. Sage Publication: London • Thousand Oaks • New Delhi.

12. 9. Glaser, Barney G. and Anselm L. Strauss?1967 The Discovery of Grounded Theory: Strategies for Qualitative Research. Chicago: Aldine.
13. 10. Dick, W., Carey, L., & Carey, J. O., (2001). The systematic design of instruction ( 5th ed.). New York: Addison-Wesley, Longman.
14. 11. Mami Hajaroh., Rukiyati., Lusila andriani P., Riana nurhayati., 2021. Development of the Evaluation Instrument of the Child-Friendly School Policy in Elementary Schools. International Journal of Instruction. Vol.14, No.3 pp. 327-340
16. 12. Mami Hajaroh., Siti Irede A.D., Rukiyati. 2023. Development of the Theoretical Construction Model of Muslim Religious Character with Confirmatory Factor Analysis to Develop a Measurement Scale. International Journal of Islamic Thought. Vol. 23. pp:65-78
18. 13. Louis Cohen, Lawrence Manion and Keith Morrison. 2007. Research Methods in Education. Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14

|   |  |   |
|---|--|---|
| <b>Module number</b><br>SPS90202  | <b>Module name</b><br>Advanced Growth Mindset in Education |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Fondational course   | <b>Semester / Rotation</b><br><br>1 <sup>st</sup> Semester | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study<br>3. Presentation  | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: <b>(5%)</b></li> <li>• Quiz: <b>(5%)</b></li> <li>• Assignment: <b>(10%)</b></li> <li>• Midterm Exam (UTS): <b>(10%)</b></li> <li>• Final Exam (UAS): <b>(20%)</b></li> </ul> <b>2. Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>(25%)</b></li> </ul> <b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator</b><br>Prof. Dr. Siswantoyo, S.Pd., M.Kes., AIFO.   |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br><br>-  |  |   |
| <b>Syllabus</b><br>The module is about Advanced Growth Mindset in Education is a course that explores in-depth the principle that individual intelligence and abilities are not fixed but can be continuously developed through effort, appropriate strategies, and environmental support. Students will explore educational psychology theories that underpin the growth mindset concept and their application in various learning contexts, from elementary school to higher education and lifelong learning. Discussions also cover the design of interventions that promote motivation, persistence, resilience, and academic achievement. Through conceptual understanding and case studies, students are expected to be able to design educational approaches that empower students and create supportive, inclusive, and transformative learning environments. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Discusses in depth the principle that individual intelligence and abilities are not something fixed, but can be continuously developed.<br>2. Explores educational psychology theories that underlie the concept of growth mindset and its application in various learning contexts.   |  |   |

3. Discuss intervention designs that promote motivation, persistence, resilience, and academic achievement.
4. Designing educational approaches that empower learners and create supportive, inclusive, and transformative learning environments.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York: Random House.
2. Dweck, C. S. (2016). *Mindset: Changing the Way You Think to Fulfil Your Potential*. Updated Edition. New York: Robinson.
3. Yeager, D. S., & Dweck, C. S. (2012). *Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed*. *Educational Psychologist*, 47(4), 302–314.
4. Claro, S., Paunesku, D., & Dweck, C. S. (2016). *Growth Mindset Tempers the Effects of Poverty on Academic Achievement*. *PNAS*, 113(31), 8664–8668.
5. Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). *Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention*. *Child Development*, 78(1), 246–263.

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90201  | <b>Module Name</b><br>Educational Theory and Schooling |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Core Scientific Courses  | <b>Semester / Rotation</b><br>1 <sup>st</sup> Semester | <b>Student capacity:</b><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study<br>3. Presentation  | <b>Prerequisites for attendance</b><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b> <ul style="list-style-type: none"> <li>Attendance: <b>(5%)</b></li> <li>Quiz: <b>(5%)</b></li> <li>Assignment: <b>(5%)</b></li> <li>Midterm Exam (UTS): <b>(15%)</b></li> <li>Final Exam (UAS): <b>(20%)</b></li> </ul> <b>2. Participatory (50%)</b> <ul style="list-style-type: none"> <li>Team-Based Project: <b>(50%)</b></li> </ul> <b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>3 (135, of this 40 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>5 (135, of this 40 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Siti Irene Astuti D, M.Si.  |  | <b>Semester week hours:</b><br>8,43 hours per week<br><br><b>Total semester:</b><br>135 hours (3 SKS ≈ 5–6 ECTS)                            |
| <b>Additional teacher involved:</b><br>Dr. Puji Riyanto, M. Pd.   |  |   |
| <b>Syllabus</b><br>The module is about Educational Theory and Schooling, selectively discusses modern and contemporary educational and schooling theories that serve as the foundation for educational development and practice in various countries. It reflects these theories using an eclectic and comparative approach within the context of current and future education. This allows for a deeper understanding of the aspects covered and serves as a framework for addressing various current educational issues in the practice and reform of education in Indonesia. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Students are able to describe the phenomena, processes, and theories of the dynamics of interactions between educational and schooling components.<br>2. Students are able to design and develop quality education and school development models in accordance with the transformation trends and expectations of society in the millennial era.   |  |   |

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Ornstein, Allan C. & Levine, Daniel U. 2008. An Introduction to the Foundations of Education. Boston: Houghton Mifflin Company
2. Brown, Leslie.M (1970). Aims of education. New York: Teachers College Press
3. Crehan, Lucy (2026). Clever lands. London: Clys Ltd, St.Ives Plc.
4. Day, C., & Gu, Q. (2014). Resilient teachers, resilient schools. London & New York: Routledge Taylor & Francis Group
5. Decker, L. E., & Decker, V. A. (2003). Home, school, and community partnerships. Qing, Lanham, Maryland, and Oxford: A Scarecrow Education Book.
6. Dwiningrum, S. I. A. (2014). Modal sosial: Dalam pengembangan pendidikan perspektif teori dan praktik. Yogyakarta: UNY Press. \
7. Field, J. (2005). Social capital and lifelong learning. Universitas of Bristol : Policy Press.
8. Fullan, M. (1991). The New Meaning of Education Change. Toronto: Teachers College Press
9. Glasser, W. (1998). The quality school. Unites State: Harper Perennial.
10. Goodlad, John (1984) , A Place Called School , New York: McGRAW-Hill Book Company. 1. 1.
11. Harker, Richard dkk (1990), Habitus x Modal + Ranah = Praktik , Yogyakarta: Jalasutera
12. Haryanto, dkk. 2018. Ilmu Pendidikan: Landasan Filosofis, Rujukan Teoritik , dan Terapannya. Yogyakarta; UNY Press.
13. Henderson, N. (2003). Resiliency in schools. California: Corwin Press. Inc.
14. Hollins, Etta R. (2008). Culture in school learning. New York: Routledge.
15. Lickona, Thomas ( 2012), Educating for Character, Bandung: Bumi Aksara
16. Lin, Nan (2004), Social Capital, Australia: Cambrigde University
17. Hammond, L. D. (2017). Empowered educator. Uni State of America: Yossey-Bass.
18. Haris, A. (2002). School improvement. New York & London: Rouledge Taylor & Francis Group.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90202   | <b>Module Name</b><br>Comparative Education            |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Core Scientific Courses   | <b>Semester / Rotation</b><br>1 <sup>st</sup> Semester | <b>Student capacity:</b><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study<br>3. Presentation<br>4. Recitation  | <b>Prerequisites for attendance</b><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (45%)</b> <ul style="list-style-type: none"> <li>• Attendance: <b>(10%)</b></li> <li>• Quiz: <b>(5%)</b></li> <li>• Assignment: <b>(5%)</b></li> <li>• Midterm Exam (UTS): <b>(10%)</b></li> <li>• Final Exam (UAS): <b>(15%)</b></li> </ul> <b>2. Participatory (55%)</b> <ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>(30%)</b></li> </ul> <b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Farida Hanum, M.Si   |  | <b>Semester week hours:</b><br>5,62 hours per week<br><br><b>Total semester:</b><br>90 hours (2 SKS ≈ 3-4 ECTS)                           |
| <b>Additional teacher involved:</b><br>-   |  |   |
| <b>Syllabus</b><br>The module is about Comparative Education examines various educational paradigms, theories, and methodologies to explain and understand the relationship between education its theory, practice, and outcomes and the social system in which it operates. This relationship spans territorial, sociocultural, historical, and philosophical dimensions. The scope of issues and important problems, such as quality and equity, and their impacts, will be the focus of comparative educational studies. This endeavor seeks to find solutions to the nation's educational problems using internal and external references. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>Students are able to understand the differences in educational portraits across nations, including their various historical, ideological, political, sociological, and economic backgrounds.   |  |   |

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Don Adams. 1998. Educational and national development in Asia: Trends, issues, policies, and strategies. Paper for the Asian Development Bank.
2. George ZF. Bereday. 1964. Comparative Method in Education. New York: Holt Rinehart and Winston Inc.
3. Philip G. Albach & Gail P. Kelly. 1986. New approaches to comparative education.
4. Rt. Hon Gordon Brown Et. al. (2019). The Learning Generation: Investing in Education for Changing World. The International Commission on Financing
5. Global Education Opportunity. United Nations Special Envoy for Global Education
6. I.N. Thut & Don Adams. 2005. Pola-Pola Pendidikan dalam Masyarakat Kontemporer. Yogyakarta: Pustaka Pelajar
7. Arif Rohman. 2013. Pendidikan Komparatif Suatu Pengantar ke Arah Studi Perbandingan Pendidikan Antarbangsa. Yogyakarta: Aswaja Pressindo.
8. Rosanne Elisabeth Tromp & Simone Datzberger. (2021). Global Education Policies versus local realities. Insights from Uganda and Mexico, Compare: A
9. Journal of Comparative and International Education, 51:3, 356-374. <https://doi.org/10.1080/03057925.2019.1616163>.
10. Maria Manzon. (2018) Origins and traditions in comparative education: challenging some assumptions, Comparative Education, 54:1, 1-9.
11. <https://doi.org/10.1080/03050068.2017.1416820>
12. Mark Bray, Bob Adamson, and Mark Mason. (2014). Comparative Education Research: Approaches and Methods. 2nd Ed. Hong Kong: The Central Printing Press Ltd.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90203   | <b>Module Name</b><br>Politics of Education                |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Core Scientific Courses   | <b>Semester / Rotation</b><br><br>1 <sup>st</sup> Semester | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study<br>3. Presentation<br>4. Experiments/Practice  | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (45%)</b> <ul style="list-style-type: none"> <li>• Attendance: 10%</li> <li>• Quiz: 5%</li> <li>• Assignment: 5%</li> <li>• Midterm Exam (UTS): 10%</li> <li>• Final Exam (UAS): 15%</li> </ul> <b>2. Participatory (55%)</b> <ul style="list-style-type: none"> <li>• Study Case: (25%)</li> <li>• Team-Based Project: 30%</li> </ul> <b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Arif Rochman, M. Si  |  | <b>Semester week hours:</b><br>5,62 hours per week<br><br><b>Total semester:</b><br>90 hours (2 SKS ≈ 3-4 ECTS)                           |
| <b>Additional teacher involved:</b><br>-   |  |   |
| <b>Syllabus</b><br>The module is about Educational Politics includes a critical examination of the dynamics of political relations between education and the broader educational landscape, as well as an understanding of educational phenomena from a political perspective. Specifically, after completing this course, students are expected to be able to identify the dynamics of political and educational systems, various educational ideologies, the structure of power dominance in education, theories of formulating, implementing, and evaluating educational policies, educational democracy, community participation in education, and policy visions for educational advancement. In addition to lectures, demonstrations, and assignments, this course will provide students with opportunities to work individually and collaboratively with classmates to review articles and literature to cooperatively discover knowledge. Assessment is conducted through tests (midterm and final exams), assignments (independent and group), and non-test assessments (observations) on attitudes and skills. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Students are able to analyze the education system within the framework of the political power system and constellation, with its various opportunities for developing an education system.
2. Students are able to analyze the various dynamics of educational policy in order to predict and project improvements in educational quality.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Javier Corrales. 1999. The Politics of Education Reform Implementation. The Education Reform and Management Series
2. OECD. 2015. Education Policy Outlook 2015: Making Reforms Happen.
2. Ingemar Fagerlind and Lawrence J. Saha, 1983. Educational and National Development. Oxford: Pergamon Press
3. Sam Hickey and Naomi Hossain. (2019). The Politics of Education in Developing Countries: From Schooling to Learning. Oxford: Oxford university Press.
4. Sonya Douglass Horsford, Janelle T. Scott, & Gary L. Anderson. 2019. The Politics of Education Policy in an Era of Inequality: Possibilities for Democratic Schooling.
5. Brian Levy, Robert Cameron, Ursula Hoadley, & Vinothan Naidoo. (2018). The Politics and Governance of Basic Education: A Tale of Two South African Provinces. Oxford: Oxford university Press.
6. Thomas S. Popkewitz. (1991). A Political Sociology of Educational Reform: Power/Knowledge in Teaching, Teacher Education, and Research. New York: Teachers College Press.
7. Arif Rohman. 2009. Politik Ideologi Pendidikan. Yogyakarta: Laksbang Mendiata.
8. John S. Dryzek, Bonnie Honig and Anne Phillips. 2006. The Oxford handbook of Political Theory.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90204   | <b>Module Name</b><br>New Orientation of Pedagogy      |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Core Scientific Courses   | <b>Semester / Rotation</b><br>1 <sup>st</sup> Semester | <b>Student capacity:</b><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study<br>3. Presentation<br>4. Demonstration<br>5. Recitation  | <b>Prerequisites for attendance</b><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: (5%)</li> <li>• Quiz: (5%)</li> <li>• Assignment: (10%)</li> <li>• Midterm Exam (UTS): (10%)</li> <li>• Final Exam (UAS): (20%)</li> </ul> <b>2. Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Study Case: (25%)</li> <li>• Team-Based Project: (25%)</li> </ul> <b>Total = 100%</b> |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Kus Edi Sartono, M. Si.  |  | <b>Semester week hours:</b><br>5,62 hours per week<br><br><b>Total semester:</b><br>90 hours (2 SKS ≈ 3-4 ECTS)                           |
| <b>Additional teacher involved:</b><br>-   |  |   |
| <b>Syllabus</b><br>The module is about New Pedagogical Orientation includes various theoretical and practical studies and builds a new paradigm for pedagogical learning. Furthermore, it creates competitive knowledge and a new pedagogical orientation that addresses the development of science and technology and global challenges.  |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Students can understand the dynamics of the development of pedagogical thought.<br>2. Students are able to formulate theoretical thoughts that link educational problems with effective and coherent educational solutions.   |  |   |
| <b>Example: Classification of cognitive skills following Bloom (1956):</b>   |  |   |

- 1 = *Knowledge*: recalling facts, terms, basic concepts and answers;  
2 = *Comprehension*: understanding something;  
3 = *Application*: using a general concept to solve problems in a particular situation;  
4 = *Analysis*: breaking something down into its parts;  
5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;  
6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Achmady, "Agenda Strategis Kebijakan Pendidikan Nasional dan Upaya Mengentaskan Kemiskinan", dalam Kebijakan Publik dan Pembangunan (Malang: IKIP, 1994)
2. Blaschke, L.M. (2012). "Heutagogy and Lifelong Learning: A Review of Heutagogical Practice and Self-Determined Learning". <http://www.irrod.org/index.php/irrod/article/download/1076/2087>. (dikutip 29 April 2022).
2. Bodinet, J. C. (2016). Pedagogies of the futures: Shifting the educational paradigms. *European Journal of Futures Research*, 4(1), 1–11. <https://doi.org/10.1007/S40309-016-0106-0/METRICS>
3. Bourn, D., & Soysal, N. (2021). Transformative learning and pedagogical approaches in education for sustainable development: Are initial teacher education programmes in England and Turkey ready for creating agents of change for sustainability? *Sustainability (Switzerland)*, 13(16). <https://doi.org/10.3390/su13168973>
4. Clark W. Holoway dan James D. Hancock, 2008. *Consumer Practice of the Poor*. New York: McGraw-Hill Book Company
5. Ellis, A., Cogan, J. Howey, KR 1996 *Introduction to the Foundation of education*, New Jersey: Prentice-Hall
6. Jackson, Susan E., Michael A. Hitt and Angelo S. DeNisi. 2002. *Managing Knowledge for Sustained Competitive Advantage: Designing Strategies for Effective Human Resource Management*, New Jersey: Jossey-Bass A. Wiley Imprint
7. Madhakomala, 2000. *Makalah Kosumerisme Pendidikan*. Jakarta: UHAMKA
8. Norman, Glen Judith. 2002. *Network analysis*. NY: Free Press Robertson, Roland, 2001. *Globalization: Social theory and global culture*, *Democracy & Nature: international Journal of inclusive democracy*,
9. Tjalla, A. M.Pd, dkk. *Orientasi Baru Pedagogi Abad 21*. UNJ PRESS.

**2<sup>nd</sup> Semester**

**(Specialisation Elective Courses)**

**Specialisation in Pedagogy/Educational  
Sciences**

|  |   |   |
|--|---|---|
| <b>Module number</b><br>EDU90205   | <b>Module name</b><br>Reflection of Education in Historical Perspective |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester              | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Presentation<br>3. Group work, etc.  | <b>Prerequisites for attendance</b><br><br>None                         | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (0%)<br>c. Task (10%)<br>d. Mid-term exam (15%)<br>e. Final Exam (20%)<br><b>2. Participatory (50%)</b><br>a. Case Study (25%)<br>b. Team Based Project (25%)<br><br><b>Total = 100%</b>  |   | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Dr. Rukiyati M.Hum.  |   | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-   |   |   |
| <b>Syllabus (Short description of the module content)</b><br>This course examines the history of education in the world and Indonesia, as well as a critical-historical reflection on its development in the context of present and future Indonesian education.   |   |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Able to identify and analyze the historical development of educational thought across different eras.<br>2. Able to conduct a dynamic analysis of educational thought and to derive systematic abstractions of key ideas from a range of scholars.<br><br><b>Example: Classification of cognitive skills following Bloom (1956):</b><br>1 = <i>Knowledge</i> : recalling facts, terms, basic concepts and answers;<br>2 = <i>Comprehension</i> : understanding something;<br>3 = <i>Application</i> : using a general concept to solve problems in a particular situation;<br>4 = <i>Analysis</i> : breaking something down into its parts; |   |   |

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;  
6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Ki Hadjar Dewantara. 2004. *The Works of Ki Hadjar Dewantara. Part One: Education*. Yogyakarta. Supreme Council of the Taman Siswa Association.
2. Ornstein, Allan C. & Levine, Daniel U. 2008. *Foundation of Education*. Boston & New York. Houghton Mifflin Company.
3. Makmur, Djohan, et al. 1993. *History of Education in Indonesia during the Colonial Period*. Jakarta. Department of Education and Culture.
4. Nasution, S. 2011. *History of Indonesian Education*. Jakarta. Bumi Aksara.
5. Freisen, N. 2017. *The History of Education as the History of Writing. Schools in Transition*, 273–287.
6. Hera Astuti. 2020. *Mohammad Syafei and the Conception of Educational Thought: Ruang Pendi INS Kayutanam*. *Jurnal Istorica*. 16(1).
7. Ilham Farid, et al. 2023. *The Development of Indonesian Education Over Time*. *Lingua Rima Journal*. 12 (2).
8. Rahmawati, et al. 2024. *The Development of Islamic Boarding Schools: The Legacy and Transformation of Islamic Education*. *Sentri Journal*. 3 (1).
9. Imam Toriqor Rahmansyah. 2023. *Islamic Boarding Schools and Community Development*. *Syntax Transformation Journal*. 4 (11).
10. Suci Ramadhani. 2021. *The History of the Development of Indonesian Education during the Japanese Occupation*. *Humanitas Journal: Catalyst of Change and Educational Innovator* 8 (1). 10-23.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90206   | <b>Module name</b><br>Education in Socio Cultural Change   |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Demonstration<br>3. Group work<br>4. Assessment, etc.  | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br>1. <b>Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: <b>(5%)</b></li> <li>• Quiz: <b>(5%)</b></li> <li>• Assignment: <b>(15%)</b></li> <li>• Midterm Exam (UTS): <b>(5%)</b></li> <li>• Final Exam (UAS): <b>(20%)</b></li> </ul> 2. <b>Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Case Study: <b>(25%)</b></li> <li>• Team-Based Project: <b>(25%)</b></li> </ul> <b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Fraida Hanum, M.Si.  |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br><br>-   |  |   |
| <b>Syllabus (Short description of the module content)</b><br>This course examines the reciprocal relationship between education and sociocultural change, with a particular focus on the dynamics of extraordinary societies within local, national, and global contexts. The learning process encompasses a critical analysis of educational issues arising from rapid sociocultural transformations. Students will explore how social, cultural, economic, and technological changes influence educational systems, as well as how education can serve as an agent of transformation in addressing these challenges. The course also encourages students to analyze the role of education in fostering a more inclusive, equitable, and sustainable society. Students are expected to identify and evaluate the impacts of sociocultural change on education and to design strategies that leverage education as a driving force for positive social transformation. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Explore the mutual influence between education and sociocultural change
2. A critical examination of educational issues emerging from rapid sociocultural transformations
3. Examine how social, cultural, economic, and technological changes influence educational systems, as well as how education can function as an agent of transformation in addressing the challenges posed by these changes.
4. Analyze the role of education in fostering a more inclusive, equitable, and sustainable society.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

4. Banks, J. A. (2016). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Routledge.
5. Berger, P. L., & Luckmann, T. (1991). *The social construction of reality: A treatise in the sociology of knowledge*. Penguin Books.  
(Asli diterbitkan 1966)
2. Bourdieu, P. (1986). The forms of capital. Dalam J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (hlm. 241–258). Greenwood.
3. Freire, P. (2000). *Pedagogy of the oppressed* (30th Anniversary ed.). Continuum.  
(Asli diterbitkan 1970)
4. Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.
5. Nieto, S. (2010). *The light in their eyes: Creating multicultural learning communities* (10th anniversary ed.). Teachers College Press.
6. Spring, J. (2010). *Globalization and educational rights: An intercivilizational analysis*. Routledge.
7. Sociocultural Theory and Education. (2007). In H. Daniels, M. Cole, & J. V. Wertsch (Eds.), *The Cambridge companion to Vygotsky* (pp. 229–245). Cambridge University Press.
8. Sukmadinata, N. S. (2009). *Pendidikan dalam pembangunan nasional: Strategi dan kebijakan pendidikan nasional*. Remaja Rosdakarya.
9. Tilaar, H. A. R. (2002). *Pendidikan, kebudayaan dan masyarakat madani Indonesia: Strategi reformasi pendidikan nasional*. PT Remaja Rosdakarya.

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90207  | <b>Module name</b><br>Equitable Education                  |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic Discussion<br>3. Demonstration<br>4. Experimental Practice/Practical Application Quiz<br>5. Evaluation/Assessment.   | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br>1. <b>Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (5%)<br>c. Task (5%)<br>d. Mid-term exam (10%)<br>e. Final Exam (25%)<br>2. <b>Participatory (50%)</b><br>a. Case Study (15%)<br>b. Team Based Project (35%)<br><br><b>Total= 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Sugeng Bayu Wahyono M.Si.   |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-  |  |   |
| <b>Syllabus</b><br>This course introduces students to the concept of equitable education, using a critical paradigm, to equip them with the skills to analyze various phenomena of structural social injustice from the perspective of critical pedagogical theory to promote emancipatory and participatory social change.   |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Critically analyze phenomena of structural social injustice through the lens of critical pedagogical theory to understand their implications for equitable education.<br>2. Design and articulate participatory and emancipatory educational strategies that promote social justice and transformative change.<br><br><b>Example: Classification of cognitive skills following Bloom (1956):</b><br>1 = <i>Knowledge</i> : recalling facts, terms, basic concepts and answers; |  |   |

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Levinson, M., Geron, T., & Brighthouse, H. (2022). Conceptions of educational equity. *AERA Open*, 8, 233285842211213. <https://doi.org/10.1177/23328584221121344>

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90208  | <b>Module name</b><br>Pedagogi Kritis                      |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic Discussion<br>3. Independent Assignment<br>4. Assessment<br>5. Fieldwork<br>6. Instructional Demonstration<br>7. Experimental Practice<br>8. Resitation/Tutorial, etc.   | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (10%)<br>c. Task (10%)<br>d. Mid-term exam (10%)<br>e. Final Exam (15%)<br><b>2. Participatory (50%)</b><br>a. Case Study (25%)<br>b. Team Based Project (25%)<br><br><b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Achmad Dardiri M.Hum.   |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-  |  |   |
| <b>Syllabus (Short description of the module content)</b><br>This course examines pedagogical approaches that emphasize critical thinking in educational processes. Critical pedagogy encourages students not only to accept existing educational systems but also to actively question, analyze, and transform them. Through this course, students will be guided to develop a critical and reflective attitude toward current educational practices and to understand their significant role as agents of change in the field of education. The course also explores critical theories in education, including analyses of power structures within educational systems and how educational practices may reflect or reshape social dynamics. Students are expected to apply the principles of critical pedagogy to create learning environments that are more inclusive, democratic, and capable of addressing inequities in education. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Explain the core concepts of critical pedagogy and its relevance to analyzing power structures and social dynamics in education.
2. Critically evaluate existing educational systems and practices, demonstrating reflective awareness of their role as agents of change.
3. Apply the principles of critical pedagogy to design inclusive and democratic learning environments that address inequities in education.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Bocook, R. (2015). *A comprehensive introduction to understanding hegemony* (I. Mahyuddin, Trans.). Yogyakarta: Jalasutra.
2. Castro, L. S. V. de. (2016). *Critical pedagogy and Marx, Vygotsky, and Freire*. New York: Palgrave Macmillan.
3. Dardiri, A., et al. (2024). *Education from a philosophical perspective*. Yogyakarta: UNY Press.
4. Edkins, J., & Williams, N. V. (2019). *Critical theories: Challenging mainstream views in international politics* (T. W. Utomo, Trans.). Yogyakarta: Pustaka Pelajar.
5. Giroux, H. A. (2011). *On critical pedagogy*. New York: Continuum International Publishing Group.
6. Hidayat, R. (2013). *Critical pedagogy: History, development, and thought*. Jakarta: Rajawali Press.
7. Jay, M. (2013). *The history of the Frankfurt School* (N. Nurhadi, Trans.). Yogyakarta: Kreasi Wacana.
8. Lubis, A. Y. (2016). *Contemporary critical thought*. Jakarta: PT Rajagrafindo Persada.
9. Naomi, O. I. (Ed. & Trans.). (1998). *Challenging education: Fundamentalist, conservative, liberal, anarchist*. Yogyakarta: Pustaka Pelajar.

# **Specialisation in Educational Technology**

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90209  | <b>Module name</b><br>Theory and Design of Instruction     |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Group work, etc.  | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: (5%)</li> <li>• Quiz: (5%)</li> <li>• Assignment: (15%)</li> <li>• Midterm Exam (UTS): (5%)</li> <li>• Final Exam (UAS): (20%)</li> </ul> <b>2. Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Case Study: (25%)</li> <li>• Team-Based Project: (25%)</li> </ul> <b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Haryanto, M.Pd.   |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-  |  |   |
| <b>Syllabus (Short description of the module content)</b><br><br>This course provides an in-depth exploration of the principles, theories, and methods underlying the design of effective and meaningful learning experiences. Students will study a variety of approaches to instructional design aimed at creating learning experiences that not only develop students' academic skills but also address their social, emotional, and cultural dimensions. The course integrates educational theories with research practice, offering students opportunities to develop skills in designing curricula, learning materials, and innovative teaching strategies. In addition, students will be trained to conduct research in the field of instructional design to evaluate the effectiveness of implemented teaching methods. By leveraging research findings, students are expected to create learning environments that are responsive to learners' needs and adaptable to various conditions and developments in the field of education. The course also emphasizes the importance of reflection and analysis in designing instruction that enhances the overall quality of education. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Examining a range of approaches to instructional design aimed at cultivating learning experiences that not only enhance students' academic competencies, but also attend to their social, emotional, and cultural dimensions
2. Provided with training to undertake research in instructional design, with the aim of critically evaluating the effectiveness of the instructional methods employed.
3. Equipped to design learning environments that are both responsive to the diverse needs of learners and adaptable to the dynamic conditions and continual developments within the educational landscape.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
2. Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school* (Expanded ed.). National Academy Press.
3. Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction* (8th ed.). Pearson Education.
4. Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Wadsworth Publishing.
5. Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research and Development*, 50(3), 43–59. <https://doi.org/10.1007/BF02505024>
6. Reigeluth, C. M. (Ed.). (1999). *Instructional-design theories and models: A new paradigm of instructional theory* (Vol. II). Lawrence Erlbaum Associates.
7. Reigeluth, C. M., & Carr-Chellman, A. A. (Eds.). (2009). *Instructional-design theories and models: Building a common knowledge base* (Vol. III). Routledge.
8. Smith, P. L., & Ragan, T. J. (2005). *Instructional design* (3rd ed.). John Wiley & Sons.
9. Van Merriënboer, J. J. G., & Kirschner, P. A. (2018). *Ten steps to complex learning: A systematic approach to four-component instructional design* (3rd ed.). Routledge.
10. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

|   |  |  |
|---|--|--|
| <b>Module number</b><br>EDU90210  | <b>Module name</b><br>Theory of Curriculum Development     |  |
| <b>Type of course</b><br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>25 Student                             |
| <b>Teaching methods</b><br>Academic Discussion and Resitation/Tutorial.   | <b>Prerequisites for attendance</b><br>None                | <b>Language</b><br>English/Arabic/German/etc.                          |
| <b>Type of examination (Final Grade Composition)</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 90 hrs, of this 27 contact hrs.)    |
| <b>1. Cognitive (45%)</b><br>a. Presence (5%)<br>b. Quiz (10%)<br>c. Task (10%)<br>d. Mid-term exam (10%)<br>e. Final Exam (15%)<br><b>2. Participatory (55%)</b><br>a. Case Study (25%)<br>b. Team Based Project (30%)   |  | <b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>Total = 100%</b>   |  |  |
| <b>Module coordinator:</b><br>Prof. Dr. Anik Ghuftron M.Pd.   |  | <b>Semester week hours:</b><br>5,62 hours per week                     |
| <b>Additional teacher involved:</b><br>-  |  |  |
| <b>Syllabus (Short description of the module content)</b><br><br>This course covers; (1) concepts of curriculum theory; (2) the scope of curriculum theory studies; (3) foundations of curriculum development philosophical, psychological, and sociological; (4) educational theories; (5) curriculum design; (6) models of curriculum development; (7) curriculum policy; (8) curriculum leadership; (9) curriculum management; (10) curriculum evaluation; and (11) curriculum stability and change.   |  |  |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>  |  |  |
| <ol style="list-style-type: none"> <li>1. Examine in depth the concepts, principles, and processes involved in curriculum change and development.</li> <li>2. Explore the design, development, and evaluation of curricula, as well as the internal and external factors that influence curriculum change, both in theory and practice.</li> <li>3. Describe various curriculum development models that have been implemented at different educational levels, and analyze how curricula can adapt to contemporary needs and challenges.</li> <li>4. Analyze the importance of evaluation in curriculum development to ensure that the implemented curriculum provides optimal outcomes for students.</li> <li>5. Design innovative curricula that respond to societal needs and the development of global</li> </ol> |  |  |

education.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Teaching and learning: Philosophical, psychological, curricular application

|  |   |  |
|--|---|--|
| <b>Module number</b><br>EDU90211   | <b>Module name</b><br>Technical Information based Instruction |  |
| <b>Type of course</b><br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester    | <b>Student capacity:</b><br><br>25 Student   |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic Discussion<br>3. Experimental Practice/Practical Application<br>4. Independent Assessment.  | <b>Prerequisites for attendance</b><br><br>None               | <b>Language</b><br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (10%)<br>b. Quiz (0%)<br>c. Task (20%)<br>d. Mid-term exam (0%)<br>e. Final Exam (25%)<br><b>2. Participatory (50%)</b><br>a. Case Study (0%)<br>b. Team Based Project (50%)<br><br><b>Total = 100%</b>   |   | <b>SKS (+Workload in hrs)</b><br><b>SKS (+Workload in hrs)</b><br>2 90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Drs. Herman Dwi Surjono M.Sc., MT., Ph. D.   |   | <b>Semester week hours:</b><br>5,62 hours per week   |
| <b>Additional teacher involved:</b><br>-   |   |  |
| <b>Syllabus (Short description of the module content)</b><br>In this course, students will explore, examine, and discuss various developments and applications of Information and Communication Technology (ICT) in education in general, as well as in innovative teaching and learning practices. Students are expected to analyze emerging concepts and theories of ICT-based learning and translate them into contextual instructional applications relevant to their respective fields of study. The course is organized through literature reviews, group discussions, assignments, and projects conducted in both face-to-face and online settings. |   |  |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Examine the utilization of Information and Communication Technology (ICT) in the educational context to enhance the quality and effectiveness of the learning process.
2. Analyze various aspects related to the use of technology in creating learning environments that are more interactive, engaging, and effective.
3. Identify and apply appropriate methods for selecting instructional media in line with learning objectives, as well as develop learning materials that leverage current technologies such as online learning platforms, educational applications, and multimedia tools.
4. Explore strategies for integrating ICT into instructional design, classroom management, and learning assessment, while considering challenges in its implementation.
5. Develop skills to design and implement technology creatively and innovatively within the learning process.
6. Implement effective ICT-based learning aligned with students' needs and the ongoing advancement of educational technologies.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Anderson. (2010). *ICT transforming education*. Bangkok: UNESCO.
2. Semenov. (2005). *Information and communication technologies in schools: A handbook for teachers — How ICT can create new, open learning environments*. Paris: Division of Higher Education, UNESCO.
3. Simonson, M., Smaldino, S., & Zvacek, S. (2015). *Teaching and learning at a distance: Foundations of distance education* (6th ed.). Charlotte, NC: Information Age Publishing.
4. Stein, J., & Graham, C. (2014). *Essentials for blended learning: A standards-based guide*. New York: Routledge.
5. Surjono, H. D. (2017). *Multimedia pembelajaran interaktif: Konsep dan pengembangan*. Yogyakarta: UNY Press.
6. Surjono, H. D. (2013). *Membangun course e-learning berbasis Moodle* (2nd ed.). Yogyakarta: UNY Press.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90212   | <b>Module name</b><br>Evaluation of Instruction Program    |   |
| <b>Type of course</b><br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Academic Discussion<br>2. Resitation/Tutorial.   | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (10%)<br>b. Quiz (0%)<br>c. Task (20%)<br>d. Mid-term exam (0%)<br>e. Final Exam (25%)<br><b>2. Participatory (50%)</b><br>a. Case Study (0%)<br>b. Team Based Project (50%)<br><br><b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Anik Ghufon M.Pd.  |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-   |  |   |
| <b>Syllabus (Short description of the module content)</b><br>This course covers; (1) the meaning of instructional programs; (2) fundamental concepts of evaluation; (3) evaluation of instructional programs and the improvement of learning quality; (4) development and construction of instructional program evaluation instruments; (5) targets of instructional evaluation; (6) validity and reliability of instruments; (7) various models of instructional program evaluation; (8) designing instructional program evaluations; (9) implementing instructional program evaluations within educational institutions; and (10) reporting the implementation of instructional program evaluations. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Examine in depth how measurement and assessment processes are used to evaluate the effectiveness of an instructional program.
2. Explore various evaluation techniques that can be applied to measure the achievement of learning objectives, both in classroom-based and online learning contexts.
3. Identify the strengths and weaknesses of an instructional program by using appropriate instruments.
4. Formulate recommendations based on the collection of valid and reliable data for the improvement of instructional programs.
5. Examine the importance of continuous evaluation in enhancing teaching quality, as well as how to design and implement evaluations that provide constructive feedback for learning development.
6. Analyze various models and approaches to evaluation according to the characteristics of the educational program being assessed.

**Example: Classification of cognitive skills following Bloom (1956):**

- 1 = *Knowledge*: recalling facts, terms, basic concepts and answers;
- 2 = *Comprehension*: understanding something;
- 3 = *Application*: using a general concept to solve problems in a particular situation;
- 4 = *Analysis*: breaking something down into its parts;
- 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;
- 6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Measurement and evaluation in teaching (3rd ed.)

## **Specialisation in Non Formal Education**

|  |   |  |
|--|---|--|
| <b>Module number</b><br>EDU90211   | <b>Module name</b><br>Paradigm and Issues of Non Formal Education |  |
| <b>Type of course</b><br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester            | <b>Student capacity:</b><br>25 Student                                 |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic Discussion, etc.  | <b>Prerequisites for attendance</b><br>None                       | <b>Language</b><br>English/Arabic/German/etc.                          |
| <b>Type of examination (Final Grade Composition)</b>   |   | <b>SKS (+Workload in hrs)</b><br>2 90 hrs, of this 27 contact hrs.)    |
| <b>1. Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: <b>(5%)</b></li> <li>• Quiz: <b>(5%)</b></li> <li>• Assignment: <b>(15%)</b></li> <li>• Midterm Exam (UTS): <b>(5%)</b></li> <li>• Final Exam (UAS): <b>(20%)</b></li> </ul> <b>2. Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Case Study: <b>(25%)</b></li> <li>• Team-Based Project: <b>(25%)</b></li> </ul>   |   | <b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| Module coordinator<br>Prof. Dr. Dra. Serafin Wisni Septiarti M.Si.   |   | Semester week hours:<br>5,62 hours per week                            |
| Additional teacher involved:<br>-  |   |  |
| <b>Syllabus (Short description of the module content)</b>  |   |  |
| <p>This course provides an in-depth discussion of various concepts and principles of non-formal education, as well as the challenges faced in educational practices outside the formal system. Non-formal education encompasses a range of unstructured learning opportunities, such as community education, skills training, courses, and educational programs for groups underserved by formal systems. Students will gain an understanding of the vital role of non-formal education in society, including individual and community empowerment, increased access to education, and the development of practical skills. In addition, the course examines contemporary issues in non-formal education, such as inclusivity, quality, accessibility, and relevance to labor market needs. The course aims to help students recognize how non-formal education contributes to socio-economic development and supports equitable learning opportunities for all.</p> |   |  |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Examine in depth various concepts and principles of non-formal education, as well as the challenges faced in educational practices outside the formal system.
2. Explore different forms of unstructured education, such as community education, skills training, courses, and education for groups underserved by the formal system.
3. Describe the important role of non-formal education in society, including individual and community empowerment, increased access to education, and the development of practical skills.
4. Examine contemporary issues in non-formal education, such as inclusivity, quality, accessibility, and relevance to labor market needs.
5. Analyze how non-formal education contributes to socio-economic development and supports equitable learning opportunities for all.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Rogers, Alan. *Non-Formal Education: Flexible Schooling or Participatory Education?* New York: Springer, 2005.
2. Romi, Shlomo, & Mirjam Schmida (eds.). *Non-Formal Education in a Changing Reality*. Jerusalem: The Hebrew University Magnes Press, 2008.
3. La Belle, Thomas J. "Formal, Nonformal and Informal Education: A Holistic Perspective on Lifelong Learning." *International Review of Education*, vol. 28, 1982, pp. 159-175.
4. Shohel, M. Mahruf C., & Andrew J. Howes. "Models of Education for Sustainable Development and Nonformal Primary Education in Bangladesh." *Compare: A Journal of Comparative and International Education*, 2011.
5. Priem, Karin. "Nonformal Education on Display." In *International Handbook of Interpretation in Educational Research*, edited by Paul Smeyers, David Bridges, Nicholas C. Burbules, & Morwenna Griffiths, Springer International Handbooks of Education, 2015, pp. 1-??.

|   |   |   |
|---|---|---|
| <b>Module number</b><br>EDU90212  | <b>Module name</b><br>Theory of Development and Education |   |
| <b>Type of course</b><br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester    | <b>Student capacity:</b><br>25 student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Group work, etc.  | <b>Prerequisites for attendance</b><br>None               | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br>1. <b>Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: <b>(5%)</b></li> <li>• Quiz: <b>(5%)</b></li> <li>• Assignment: <b>(15%)</b></li> <li>• Midterm Exam (UTS): <b>(5%)</b></li> <li>• Final Exam (UAS): <b>(20%)</b></li> </ul> 2. <b>Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Case Study: <b>(25%)</b></li> <li>• Team-Based Project: <b>(25%)</b></li> </ul>  |   | <b>SKS (+Workload in hrs)</b><br>2 90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| Module coordinator<br>Prof. Dr. Sugito, M.A.  |   | Semester week hours:<br>5,62 hours per week   |
| Additional teacher involved:<br>-   |   |   |
| <b>Syllabus (Short description of the module content)</b><br><br>This course explores the close relationship between education and development within social, economic, and political contexts. Education is regarded as one of the key factors in driving progress and national development. Throughout the course, students will study various development theories that explain how education can accelerate economic growth, improve quality of life, and reduce social inequality. The course also examines different approaches linking education and development, including theories such as human capital, modernization, and dependency. Students are expected to understand how educational policies can be implemented to support sustainable development and enhance the quality of life in society. With this understanding, they will be prepared to contribute to the formulation of educational policies that promote both national and global development. |   |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Analyze the close relationship between education and development in social, economic, and political contexts to promote national progress and development.
2. Examine various development theories that explain how education can accelerate economic growth, improve quality of life, and reduce social inequality.
3. Explore different approaches used to link education with development, including theories such as human capital, modernization, and dependency.
4. Analyze how educational policies can be implemented to support sustainable development and improve the quality of life in society.
5. Apply theoretical concepts to contribute to the development of educational policies that support both national and global development.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Becker, Gary S. *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. 3rd ed., University of Chicago Press, 1993.
2. Sen, Amartya. *Development as Freedom*. Oxford University Press, 1999.
3. Rostow, W. W. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge University Press, 1960.
4. Frank, Andre Gunder. *Capitalism and Underdevelopment in Latin America*. Monthly Review Press, 1967.
5. Adam Curle. *Educational Strategy for Developing Societies: A Study of Educational and Social Factors in Relation to Economic Growth*. Tavistock Publications, 1963.
6. Pasteur, Paul. *Education, Inequality and Development: A Comparative Economic Analysis*. Routledge, 2005.
7. Peters, Michael A. "The Educational Mode of Development." *Educational Philosophy and Theory*, vol. 45, no. 5, 2013, pp. 477-481.
8. Psacharopoulos, George, and Harry Anthony Patrinos. *Returns to Investment in Education: A Decennial Review of the Global Literature*. World Bank, 2018.
9. Hout, Wil. "Classical Approaches to Development: Modernisation and Dependency." In *The Palgrave Handbook of International Development*, edited by Jean Grugel & Daniel Hammett, Palgrave Macmillan, 2016, pp. 21-39.
10. *Global Perspectives on Human Capital in Early Childhood Education: Reconceptualizing Theory, Policy, and Practice*, edited by Theodora Lightfoot-Rueda & Ruth Lynn Peach. Palgrave Macmillan, 2015.

|  |   |   |
|--|---|---|
| <b>Module number</b><br>EDU90213   | <b>Module name</b><br>Humanism and Non Formal Education |   |
| <b>Type of course</b><br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester  | <b>Student capacity:</b><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Group Discussion<br>3. Group work, etc.  | <b>Prerequisites for attendance</b><br>None             | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (45%)</b><br>a. Presence (10%)<br>b. Quiz (0%)<br>c. Task (10%)<br>d. Mid-term exam (10%)<br>e. Final Exam (15%)<br><b>2. Participatory (55%)</b><br>a. Case Study (25%)<br>b. Team Based Project (30%)<br><br><b>Total = 100%</b>   |   | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Dra. Serafin Wisni Septiarti M.Si.   |   | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-   |   |   |
| <b>Syllabus (Short description of the module content)</b><br>This course discusses humanism as a philosophy of science that is highly relevant in examining, analyzing, and reflecting on education as a dynamic phenomenon one that evolves and holds significance for every aspect of human life. Humanism and non-formal education share theoretical orientations within the discipline of education, particularly in the areas of non-formal education and community education. Humanism is a learning concept that focuses on the development of human personality, enabling individuals to discover and cultivate their potential. This course emphasizes the importance of humanism as a foundation and perspective in applying humanistic values and cultural dimensions to the management of education and the practice of non-formal learning in society from a holistic standpoint. |   |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Examine the application of humanistic principles in non-formal education, emphasizing holistic individual development.<br>2. Explore various forms of education outside the formal system such as training programs, courses, and community education that provide learners with opportunities to develop their potential without being bound by rigid curricula.<br>3. Link non-formal education with meeting learners' emotional, social, and spiritual needs, while  |   |   |

upholding human rights and respecting each individual's uniqueness.

4. Analyze how humanistic approaches, which position learners at the center of the educational process, can be integrated into non-formal education programs to produce individuals who are independent, empowered, and prepared to face life's challenges.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Sulasmi, E. (2020). *The concept of humanistic education in educational management in Indonesia*. Yogyakarta: BILDUNG.
2. Veugelers, W. (2011). *Education and humanism: Linking autonomy and humanity*. Rotterdam/Boston/Taipei: Sense Publishers.
3. Aung, Y. M. (2020). Humanism and education. *International Journal of Advanced Research in Science, Engineering and Technology*, 7(5), May 2020.

# **Specialisation in Social Study Education**

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90217  | <b>Module name</b><br>Indonesian Nationalism and Citizenship |   |
| <b>Type of course</b><br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester   | <b>Student capacity:</b><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic excursions<br>3. Group work, etc.  | <b>Prerequisites for attendance</b><br><br>None              | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (10%)<br>b. Quiz (0%)<br>c. Task (10%)<br>d. Mid-term exam (15%)<br>e. Final Exam (15%)<br><b>2. Participatory (50%)</b><br>a. Case Study (25%)<br>b. Team Based Project (25%)<br><br><b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Saefur Rochmat S.Pd., M.IR., Ph.D.  |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-  |  |   |
| <b>Syllabus (Short description of the module content)</b><br>This course examines nationalism and citizenship from the perspectives of their concepts, essence, historical development, and implementation in the life of the nation and the state.   |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Examine in depth the concepts, history, and development of nationalism and citizenship in Indonesia, both in global and local contexts.<br>2. Analyze various concepts of citizenship, pluralism, and national integration as essential foundations for building national unity.<br>3. Explore the role of civic education in shaping national identity, along with the history and development of Indonesian nationalism over time.<br>4. Analyze the challenges of modern nationalism, including policy issues related to globalization, social change, and political dynamics that influence citizenship.<br>5. Explain and manage the dynamics of nationalism and citizenship to strengthen the integration and sustainability of the Indonesian nation in the global era. |  |   |
| <b>Example: Classification of cognitive skills following Bloom (1956):</b>  |  |   |

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. The History of Indonesian Nationalism

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90218  | <b>Module name</b><br>The Nature of Social Study Education |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Group work, etc.  | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (10%)<br>b. Quiz (0%)<br>c. Task (10%)<br>d. Mid-term exam (15%)<br>e. Final Exam (15%)<br><b>9. Participatory (50%)</b><br>a. Case Study (25%)<br>b. Team Based Project (25%)<br><br><b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Dyah Kumalasari M.Pd.   |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-  |  |   |
| <b>Syllabus (Short description of the module content)</b><br>This course aims to provide an in-depth understanding of the nature of education within the framework of Social Studies. Students will focus their studies on the concepts, theories, and philosophies that underpin Social Studies education as a field designed to foster critical awareness, social responsibility, and active participation in diverse and dynamic societies. In this course, students will explore the essence of Social Studies education, the philosophy of Social Studies education, and its multidisciplinary dimensions, including sociology, history, geography, economics, and politics, in the development of curriculum and instructional practices. In addition, students will examine the role of Social Studies education in community life and the contemporary challenges faced in implementing social education in the modern era. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Examine in depth the nature of education within the framework of Social Studies.
2. Explore the concepts, theories, and philosophies that underpin Social Studies education as a field aimed at fostering critical awareness, social responsibility, and active participation in diverse and dynamic societies.
3. Study the essence of Social Studies education, its philosophy, and its multidisciplinary dimensions including sociology, history, geography, economics, and politics in the development of curriculum and instructional practices.
4. Analyze the role of Social Studies education in community life and the contemporary challenges faced in implementing social education in the modern era.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Duplass, James A. *The Idea of a Social Studies Education: The Role of Philosophical Counseling*. Routledge, 2018.
2. Parker, Walter C., & Terence A. Beck. *Social Studies in Elementary Education*. Pearson Education, 2016.
3. Dewey, John. *Democracy and Education: An Introduction to the Philosophy of Education*. Macmillan, 1916.
4. Dewey, John. *The School and Society*. University of Chicago Press, 1899.
5. Magrini, James M. *Social Efficiency and Instrumentalism in Education: Critical Essays in Ontology, Phenomenology, and Philosophical-Hermeneutics*. Routledge, 2014.
6. Strouse, Joan H. *Exploring Socio-Cultural Themes in Education: Readings in Social Foundations*. 2nd ed., Pearson, 2000.

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90219  | <b>Module name</b><br>Social, Economy, and Education Gaps  |   |
| <b>Type of course</b><br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Group work, etc.  | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (10%)<br>b. Quiz (0%)<br>c. Task (10%)<br>d. Mid-term exam (15%)<br>e. Final Exam (15%)<br><b>2. Participatory (50%)</b><br>a. Case Study (25%)<br>b. Team Based Project (25%)<br><br><b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Siti Irene Astuti .D M.Si.  |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-  |  |   |
| <b>Syllabus (Short description of the module content)</b><br>This course analyzes the dynamics underlying social, economic, and educational inequalities within society. Social inequality refers to the imbalance that arises among communities due to differences in social, economic, and cultural status. Economic inequality is understood as the disparity in economic development between and within regions both vertically and horizontally which results in unequal distribution of progress. Educational inequality denotes the uneven access to education experienced by members of society, particularly in Indonesia. The course focuses on examining the interconnections among these sources of inequality and aims to formulate effective strategies for addressing such phenomena through a comprehensive approach informed by cultural perspectives. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Demonstrate nationalism, patriotism, and civic sensitivity by valuing the diversity of cultures, ethnic groups, religions, beliefs, and the rich local wisdom of the Indonesian nation.
2. Demonstrate mastery of philosophy, theories, concepts, approaches, methods, and models for the development of educational praxis aligned with contemporary advances in science, technology, and the arts.
3. Demonstrate the ability to critically analyze and generate knowledge, technology, and art by developing theories, design works, prototypes, and innovative models that offer added value or can be utilized to address problems, based on logical, critical, creative, and original reasoning.
4. Demonstrate nationalism, love for the homeland, and civic sensitivity by respecting the diversity of cultures, ethnic groups, religions, beliefs, and the various forms of local wisdom of the Indonesian nation.
5. Demonstrate mastery of philosophy, theories, concepts, approaches, methods, and models for the development of educational praxis aligned with contemporary progress in science, technology, and the arts.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Baker, D., et al. (2004). *Inequality across societies: Families, schools, and persisting stratification*. UK: Elsevier Ltd.
2. Bills, D. B. (2005). *The shape of social inequality: Stratification and ethnicity in comparative perspective*. UK: Elsevier Ltd.
3. Butler, T., & Watt, P. W. (2007). *Understanding social inequality*. London: SAGE Publications Ltd.
4. Dronkers, J. (2010). *Quality and inequality of education: Cross-national perspectives*. USA: Springer.
5. Holsinger, D. B., & Jacob, W. J. (2008). *Inequality in education: Comparative and international perspectives*. USA: Springer.
6. Kanitsar, G. (2022). The inequality–trust nexus revisited: At what level of aggregation does income inequality matter for social trust? *Social Indicators Research*, 163, 171–195. <https://doi.org/10.1007/s11205-022-02954-1>
7. Lipman, P. (2004). *High stakes education: Inequality, globalization, and urban school reform*. New York: RoutledgeFalmer.
8. Mardiansyah, A. A., & Sukartini, N. M. (2020). Ketimpangan ekonomi, kemiskinan, dan akses informasi: Bagaimana pengaruhnya terhadap kriminalitas di Indonesia? *Ekonika: Jurnal Ekonomi Universitas Kadiri*, 5(2), 123–137.
9. Pantazis, C., & Gordon, D. (2000). *Tackling inequalities: Where are we now and what can be done?* UK: The Policy Press.
10. Summers, K., et al. (2022). *Deliberating inequality: A blueprint for studying the social formation*

of beliefs about economic inequality. *Social Justice Research*, 35, 379–400.  
<https://doi.org/10.1007/s11211-022-00391-2>.

11. Zajda, J., et al. (2008). *Education and social inequality in the global culture*. USA: Springer.
12. Ahmad, D., & Triani, M. (2018). Analisis kausalitas antara kemiskinan, ketimpangan pendapatan, dan tingkat pendidikan di Provinsi Sumatera Barat. *Jurnal EcoGen*, 1(3), 45–56.\*
13. Anita, & Dwiningrum, S. I. A. (2022). Digitalisasi dan ketimpangan pendidikan: Studi kasus terhadap guru sekolah dasar di Kecamatan Baraka. *Jurnal Pendidikan dan Kebudayaan*, 7(1), 12–25.
14. Anshari, M., dkk. (2018). Analisis pengaruh pendidikan, upah minimum provinsi, dan belanja modal terhadap ketimpangan pendapatan di seluruh provinsi di Indonesia. *Jurnal EcoGen*, 1(3), 67–80.

|  |   |   |
|--|---|---|
| <b>Module number</b><br>EDU90220   | <b>Module name</b><br>Theory of Social Change and Modernization |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester          | <b>Student capacity:</b><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic Discussion<br>3. Independent Assessment<br>4. Demonstration   | <b>Prerequisites for attendance</b><br>None                     | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (5%)<br>c. Task (5%)<br>d. Mid-term exam (15%)<br>e. Final Exam (20%)<br><b>2. Participatory (50%)</b><br>a. Case Study (20%)<br>b. Team Based Project (30%)<br><br><b>Total = 100%</b>   |   | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Saefur Rochmat S.Pd., M.IR., Ph.D.   |   | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-   |   |   |
| <b>Syllabus (Short description of the module content)</b><br>The Course on Theories of Social Change and Modernization introduces students to essential concepts required to navigate the dynamics of society and address social challenges in the era of the Fourth Industrial Revolution. Education plays a pivotal role in responding to significant social transformations by designing effective strategies to foster adaptability at both individual and community levels.<br>A critical examination of educational issues within local, national, and global contexts is fundamental for students to develop the capacity to analyze the impact of social change and modernization on education. Moreover, the course equips them to evaluate and conceptualize the role of education as a driver and transformer of social change and modernization, enabling them to contribute meaningfully to sustainable societal development. |   |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Demonstrate the ability to critically examine and comprehensively describe diverse humanitarian challenges that emerge as consequences of social change and modernization.
2. Demonstrate the ability to clearly articulate the strengths and weaknesses of diverse theories of social change and modernization.
3. Demonstrate the ability to develop philosophical and theoretical paradigms that support effective adaptation to social change and modernization.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Barnet, R. J., & Muller, R. E. (1984). *Global reach (Menjangkau dunia)*. Yogyakarta: LP3ES.
2. Berggren, N., & Bjørnskov, C. (2023). Does globalization suppress social trust? *Journal of Economic Behavior and Organization*, 214, 1–13.
3. Du, T., et al. (2023). Understanding the change in the social networks of residential groups affected by urban renewal. *Environmental Impact Assessment Review*, 98, 106973.
4. Federico, C. M. (2022). The complex relationship between conspiracy belief and the politics of social change. *Journal of Social and Political Psychology*, 10(1), 120–136.
5. Martin, H.-P., & Schumann, H. (2005). *Jebakan global: Globalisasi, serangan terhadap demokrasi dan kesejahteraan*. Jakarta: Hasta Mitra.
6. Tilaar, H. A. R. (2002). *Perubahan sosial dan pendidikan: Pengantar pedagogik transformatif untuk Indonesia*. Jakarta: Grasindo.
7. Tilaar, H. A. R. (2007). *Mengindonesia: Etnisitas dan identitas bangsa Indonesia*. Jakarta: Rineka Cipta.
8. Kajikawa, Y., et al. (2023). Academic landscape of technological forecasting and social change through citation network and topic analyses. *Technological Forecasting & Social Change*, 182, 121846.
9. Liu, D., & Qi, X. (2022). Smart governance: The era requirements and realization path of the modernization of basic government governance ability. In *Proceedings of the 8th International Conference on Information Technology and Quantitative Management* (pp. 45–55).
10. Wolf, M. (2007). *Globalisasi: Jalan menuju kesejahteraan*. Jakarta: Yayasan Obor Indonesia.
11. Muhadjir, N. (2000). *Ilmu pendidikan dan perubahan sosial: Teori pendidikan perilaku sosial kreatif*. Yogyakarta: Rake Sarasin.
12. Nagata, Y. (2006). *Alternative education: Global perspectives relevant to the Asia Pacific region*. Springer.
13. Naisbitt, J., & Aburdene, P. (1990). *Megatrends 2000*. New York: Morrow.
14. Pham, K. T., et al. (2022). The impact of globalization and modernization of laws and theories on the modernization of philosophy in Vietnam: Mediating role of modern societies. *Heliyon*, 8(B), e10680.

15. Preservice teachers' professional beliefs in relation to global social change: Findings from Finland and Germany. (2023). *Teaching and Teacher Education*, 132, 104174.
16. Saada, N. (2023). Educating for global citizenship in religious education: An Islamic perspective. *International Journal of Educational Development*, 103, 102703.
17. Salim, A. (2002). *Perubahan sosial: Sketsa teori dan refleksi metodologi kasus Indonesia*. Yogyakarta: Tiara Wacana.
18. Xin, S., et al. (2023). The impact of social change on the decreasing trend of subjective well-being in Chinese adolescents: A cross-temporal meta-analysis. *Children and Youth Services Review*, 150, 106946.
19. Xiong, M., et al. (2023). Digital economy, credit expansion, and modernization of industrial structure in China. *Finance Research Letters*, 58, 103630.
20. Zajda, J., et al. (Eds.). (2008). *Comparative and global pedagogies: Equity, access and democracy in education*. Springer.

## **Specialisation in Arts Education**

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90221   | <b>Module name</b><br>Sociology and Anthropology of Arts Education |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester         | Student capacity:<br><br>25 Student   |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic Discussion<br>3. Group work, etc.   | <b>Prerequisites for attendance</b><br><br>None                    | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br>1. <b>Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: (5%)</li> <li>• Quiz: (5%)</li> <li>• Assignment: (15%)</li> <li>• Midterm Exam (UTS): (5%)</li> <li>• Final Exam (UAS): (20%)</li> </ul> 2. <b>Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Case Study: (25%)</li> <li>• Team-Based Project: (25%)</li> </ul> <b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Drs. Hadjar Pamadhi, M.A.  |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>Prof. Dr.<br>Prof. Dr.  |  |   |
| <b>Syllabus (Short description of the module content)</b><br><br>This course examines the theories, dynamics, and implications of social change and modernization in both global and local contexts. Students will be encouraged to explore the processes of social change, understand the driving and inhibiting factors, and analyze their impacts on society. The main discussions include concepts and theories of social change, modernization, resistance and adaptation to change, as well as the effects of globalization on communities. Within this course, students will also study social change in Indonesia and analyze how society responds to transformation in social, cultural, and economic contexts. By the end of the course, students are expected to understand and manage social change while considering the challenges arising from modernization and globalization. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Examine the theories, dynamics, and implications of social change and modernization in global and local contexts.
2. Explore the processes of social change, understand the driving and inhibiting factors, and analyze their impacts on society.
3. Study the concepts and theories of social change, modernization, resistance and adaptation to change, as well as the effects of globalization on communities.
4. Analyze social change in Indonesia and how society responds to transformation in social, cultural, and economic contexts.
5. Manage social change by considering the challenges arising from modernization and globalization.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Banks, M. (2018). *Visual Methods in Social Research* (2nd ed.). London: SAGE.
2. Becker, H. S. (2008). *Art Worlds* (25th Anniversary ed.). Berkeley: University of California Press.
3. Dewey, J. (2005). *Art as Experience*. New York: Penguin. (Original work published 1934)
4. Efland, A., Freedman, K., & Stuhr, P. (1996). *Postmodern Art Education: An Approach to Curriculum*. Reston, VA: NAEA.
5. Gauntlett, D. (2018). *Making Is Connecting: The Social Meaning of Creativity*. Cambridge: Polity Press.
6. Geertz, C. (1973). *The Interpretation of Cultures*. New York: Basic Books.
7. Hargreaves, D. J., Miell, D., & MacDonald, R. (Eds.). (2012). *Musical Imaginations: Multidisciplinary Perspectives on Creativity, Performance and Perception*. Oxford: Oxford University Press.
8. Irwin, R. L., & de Cosson, A. (Eds.). (2004). *A/r/tography: Rendering Self through Arts-Based Living Inquiry*. Vancouver: Pacific Educational Press.
9. Smith, R. A. (2009). *Rethinking Art Education: Encouraging Meaningful Learning*. Reston, VA: NAEA.
10. Sullivan, G. (2010). *Art Practice as Research: Inquiry in Visual Arts* (2nd ed.). Thousand Oaks, CA: SAGE.
11. Freedman, K. (2010). "Rethinking Creativity: A Sociocultural Perspective on Creative Arts Practices." *Studies in Art Education*, 51(2), 167–179.
12. Hall, S. (1997). "Representation: Cultural Representations and Signifying Practices." London: SAGE.
13. Ranci re, J. (2009). *The Emancipated Spectator*. London: Verso.
14. Thompson, N. (Ed.). (2012). *Living as Form: Socially Engaged Art from 1991–2011*. Cambridge, MA: MIT Press.

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90222  | <b>Module name</b><br>Paradigm of Arts Education       |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic Discussion<br>3. Group work, etc.  | <b>Prerequisites for attendance</b><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br>1. <b>Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: <b>(5%)</b></li> <li>• Quiz: <b>(5%)</b></li> <li>• Assignment: <b>(15%)</b></li> <li>• Midterm Exam (UTS): <b>(5%)</b></li> <li>• Final Exam (UAS): <b>(20%)</b></li> </ul> 2. <b>Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Case Study: <b>(25%)</b></li> <li>• Team-Based Project: <b>(25%)</b></li> </ul> <b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Suminto A. Sayuti   |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-  |  |   |
| <b>Syllabus (Short description of the module content)</b><br><br>This course provides an in-depth understanding of the various paradigms that underpin arts education in the contexts of theory, practice, and policy. Students will study an introduction to the paradigms of arts education and compare traditional and contemporary approaches in the art world. In addition, the course examines humanistic and critical paradigms in arts education, as well as how arts education adapts to the digital era. Multicultural aspects will also be analyzed, recognizing the importance of arts education in the context of cultural diversity. Students will further explore the relationship between arts education and sustainability, along with the influence of arts education policies on the development of the arts at both local and global levels. The primary objective of this course is to enable students to understand the changes and challenges facing arts education in the modern era. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Examine in depth the various paradigms that underpin arts education in the contexts of theory, practice, and policy.
2. Study paradigms of arts education and compare traditional and contemporary approaches in the art world.
3. Examine humanistic and critical paradigms in arts education, and how arts education adapts to the digital era.
4. Analyze the multicultural aspects of arts education in the context of cultural diversity.
5. Examine the relationship between arts education and sustainability, and the influence of arts education policies on the development of the arts at local and global levels.
6. Explain the changes and challenges in arts education in the modern era.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Bamford, A. (2006). *The Wow Factor: Global Research Compendium on the Impact of the Arts in Education*. Münster: Waxmann.
2. Eisner, E. W. (2002). *The Arts and the Creation of Mind*. New Haven, CT: Yale University Press.
3. Efland, A. D., Freedman, K., & Stuhr, P. (1996). *Postmodern Art Education: An Approach to Curriculum*. Reston, VA: NAEA.
4. Hickman, R. (Ed.). (2005). *Why We Make Art and Why It Is Taught*. Bristol: Intellect Books.
5. Lowenfeld, V., & Brittain, W. L. (1987). *Creative and Mental Growth* (8th ed.). New York: Macmillan.
6. Rolling, J. H. (2013). *Arts-Based Research Primer*. New York: Peter Lang.
7. Smith, R. A. (2009). *Rethinking Art Education: Encouraging Meaningful Learning*. Reston, VA: NAEA.
8. Sullivan, G. (2010). *Art Practice as Research: Inquiry in Visual Arts* (2nd ed.). Thousand Oaks, CA: SAGE.
9. Winner, E., Goldstein, T. R., & Vincent-Lancrin, S. (2013). *Art for Art's Sake? The Impact of Arts Education*. Paris: OECD Publishing.
10. Freedman, K. (2003). *Teaching Visual Culture: Curriculum, Aesthetics, and the Social Life of Art*. New York: Teachers College Press.
11. Hetland, L., Winner, E., Veenema, S., & Sheridan, K. M. (2013). *Studio Thinking 2: The Real Benefits of Visual Arts Education*. New York: Teachers College Press.
12. Parsons, M. J. (1998). "Integrated Curriculum and Our Paradigms of Art Education." *Studies in Art Education*, 39(3), 175–188.
13. UNESCO. (2010). *Seoul Agenda: Goals for the Development of Arts Education*. Paris: UNESCO.

|   |  |  |
|---|--|--|
| <b>Module number</b><br>EDU90223  | <b>Module name</b><br>Arts Education Curriculum Analysis   |  |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>25 Student   |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic Discussion   | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br>1. <b>Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (5%)<br>c. Task (5%)<br>d. Mid-term exam (15%)<br>e. Final Exam (20%)<br>2. <b>Participatory (50%)</b><br>a. Case Study (20%)<br>b. Team Based Project (30%)<br><br><b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Dra. Trie Hartiti Retnowati M.Pd.   |  | <b>Semester week hours:</b><br>5,62 hours per week   |
| <b>Additional teacher involved:</b><br>-  |  |  |
| <b>Syllabus (Short description of the module content)</b><br><br>This course provides foundational knowledge, analytical skills, and competencies for examining and developing art education curricula. The content encompasses the philosophical and theoretical foundations, approaches, models, structures, and components of curriculum design, as well as strategies for its development. Learning activities include an in-depth exploration of basic curriculum concepts, curriculum development processes, and critical reviews of art education curricula at both school and higher education levels, domestically and internationally. Student achievement is assessed through assignments, observation, and a final examination. |  |  |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Able to examine, analyze, and develop philosophical and theoretical paradigms of art education curricula that are relevant to societal expectations.<br>2. Able to describe various issues related to the existence, implementation, and evaluation of art education curricula in a comprehensive and critical manner.   |  |  |
| <b>Example: Classification of cognitive skills following Bloom (1956):</b>  |  |  |

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Belen, S. (2010). *Sejarah kurikulum SD di Indonesia: Dari mengajar tradisional ke belajar aktif*. Jakarta: Pusat Kurikulum, Badan Penelitian dan Pengembangan, Kementerian Pendidikan Nasional.
2. Goldberg, M. (1997). *Arts and learning: An integrated approach to teaching and learning in multicultural and multilingual settings*. New York: Longman.
3. Hasan, S. H. (2010). *Perkembangan kurikulum SMP: Dari masa Hindia Belanda, pendudukan Jepang, dan zaman kemerdekaan*. Jakarta: Pusat Kurikulum, Badan Penelitian dan Pengembangan, Kementerian Pendidikan Nasional.
4. Jefferson, B. (1959). *Teaching art to children: The values of creative expression*. Boston: Allyn & Bacon.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90224   | <b>Module name</b><br>Arts Education Evaluation            |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic Discussion<br>3. Experimental Practice/ Practical Application<br>4. Demonstration.  | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (5%)<br>c. Task (5%)<br>d. Mid-term exam (15%)<br>e. Final Exam (20%)<br><b>2. Participatory (50%)</b><br>a. Case Study (20%)<br>b. Team Based Project (30%)<br><br><b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Dra. Trie Hartiti Retnowati M.Pd.  |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-   |  |   |
| <b>Syllabus (Short description of the module content)</b><br><br>This course provides students with opportunities to explore theories of educational program evaluation. Students are encouraged to investigate various theoretical models and their implementation in education, serving as a foundation for practicing program evaluation in schools both for instructional programs and broader educational initiatives.  |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Able to critically analyze and articulate a range of models for evaluating art education, demonstrating a comprehensive understanding of their theoretical foundations, methodological approaches, and practical implications.<br>2. Able to critically analyze and articulate a range of models for evaluating art education, demonstrating a comprehensive understanding of their theoretical foundations, methodological approaches, and practical implications. |  |   |

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Kosecoff, Jacqueline. & Fink, Arlene. 1985. *Evaluation Basic: a practitioner's manual*.
2. Madaus, George F., Scriven, Michael S. & Stufflebeam, 1986. *Evaluation Models: Viewpoints on Educational and Human Services Evaluation*.

# **Specialisation in Religion and Character Education**

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90225  | <b>Module name</b><br>Moral, Religious, and Character Values |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester   | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Group work, etc.  | <b>Prerequisites for attendance</b><br><br>None              | Language<br>English/ <del>Arabic</del> / <del>German</del> /etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (5%)<br>c. Task (5%)<br>d. Mid-term exam (15%)<br>e. Final Exam (20%)<br><b>2. Participatory (50%)</b><br>a. Case Study (20%)<br>b. Team Based Project (30%)<br><br><b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br><b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Achmad Dardiri, M.Hum.  |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-  |  |   |
| <b>Syllabus (Short description of the module content)</b><br><br>The Moral, Religious, and Character Values course examines the foundations of moral values, their relationship with religious teachings, and educational methods that foster positive character in daily life. In this course, students will explore key concepts related to moral and religious values as the basis for developing individual character. The primary focus is to help students understand how these values can be applied within educational settings and everyday life, as well as how education can shape attitudes and behaviors that reflect integrity and ethical principles. This course is highly relevant to current developments in character education, which aim to cultivate individuals who are not only intellectually capable but also possess strong moral and religious foundations. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Connect moral values with religious teachings in the context of education.
2. Apply the role of religion in shaping individual character and demonstrate how moral values taught by religion can be implemented in daily life.
3. Recognize the importance of integrating moral and religious values into the educational process, both within the family, school, and community settings.
4. Analyze the relationship between religious teachings and the development of personality and moral character in accordance with the norms of one's faith.
5. Internalize religious values in their personal lives and apply them in social interactions and professional practice.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Berkowitz, M. W., & Bier, M. C. (2005). *What works in character education: A research-driven guide for educators*. Washington, DC: Character Education Partnership.
2. Damon, W. (2004). *The moral advantage: How to succeed in business by doing the right thing*. San Francisco, CA: Berrett-Koehler.
3. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to teach about values: An analytic approach*. New York, NY: Routledge.
4. Haydon, G. (2006). *Values for educational leadership*. London, UK: Sage Publications.
5. Kohlberg, L. (1981). *The philosophy of moral development: Moral stages and the idea of justice*. San Francisco, CA: Harper & Row.
6. Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. New York, NY: Bantam Books.
7. Nucci, L. P., Narvaez, D., & Krettenauer, T. (Eds.). (2014). *Handbook of moral and character education* (2nd ed.). New York, NY: Routledge.
8. Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Oxford, UK: Oxford University Press.
9. Ryan, K., & Bohlin, K. E. (1999). *Building character in schools: Practical ways to bring moral instruction to life*. San Francisco, CA: Jossey-Bass.
10. Wynne, E. A., & Walberg, H. J. (1994). *Developing character: Transmitting knowledge, skills, and values in citizenship education*. London, UK: Falmer Press.

|  |   |   |
|--|---|---|
| <b>Module number</b><br>EDU90226   | <b>Module name</b><br>Religious Moral in Religion Education |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester  | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic Discussion<br>3. Group work, etc.   | <b>Prerequisites for attendance</b><br><br>None             | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (10%)<br>b. Quiz (0%)<br>c. Task (10%)<br>d. Mid-term exam (15%)<br>e. Final Exam (15%)<br><b>10. Participatory (50%)</b><br>a. Case Study (25%)<br>b. Team Based Project (25%)<br><br><b>Total = 100%</b>  |   | <b>SKS (+Workload in hrs)</b><br><b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Ajat Sudrajat, M.Ag.   |   | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-   |   |   |
| <b>Syllabus (Short description of the module content)</b><br><br>The Religious Morality in Religious Education course explores the relationship between moral values and religious teachings in the context of education. This course aims to help students understand the role of religion in shaping individual character and how the moral values taught by religion can be applied in everyday life. Students will be guided to recognize the importance of integrating religious moral values into the process of religious education, whether in the family, school, or community context. The main focus of this course is to provide an in-depth understanding of how religious teachings contribute to the development of personality and moral character in accordance with the norms of the adopted faith. By studying this course, students are expected to internalize religious values in their own lives and apply them in social interactions and professional settings. |   |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Connecting moral values and religious teachings within the context of education.
2. Applying the role of religion in shaping individual character and understanding how moral values taught by religion can be implemented in daily life.
3. Recognizing the importance of integrating religious moral values into the process of religious education, whether in the family, school, or community context.
4. Analyzing the relationship between religious teachings and the development of personality and moral character in accordance with the norms of the adopted faith.
5. Internalizing religious values in their lives and applying them in social interactions and professional settings.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Arthur, J., Kristjánsson, K., Harrison, T., Sanderson, W., & Wright, D. (2017). *Teaching character and virtue in schools*. Routledge.
2. Barnes, L. P. (2014). *Education, religion and diversity: Developing a new model of religious education*. Routledge.
3. Haydon, G. (2006). *Values for educational leadership*. Paul Chapman Publishing.
4. Himmelfarb, G. (2001). *The demoralization of society: From Victorian virtues to modern values*. Vintage.
5. Jackson, R. (2019). *Religious education for plural societies: The selected works of Robert Jackson*. Routledge.
6. Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
7. Nucci, L., Narvaez, D., & Krettenauer, T. (Eds.). (2014). *Handbook of moral and character education* (2nd ed.). Routledge.
8. Pike, M. A. (2010). *Christianity and character education: Faith in core values*. Bloomsbury Academic.
9. Shields, D. L. (2011). *Character as the aim of education*. *Phi Delta Kappan*, 92(8), 48–53. <https://doi.org/10.1177/003172171109200812>
10. Waghid, Y., & Davids, N. (2019). *Educational leadership through a Jewish, Christian and Muslim lens: From classroom to community*. Routledge.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90227   | <b>Module name</b><br>Character and Religion Education Methods |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester         | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Group work, etc.   | <b>Prerequisites for attendance</b><br>None                    | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (5%)<br>c. Task (5%)<br>d. Mid-term exam (15%)<br>e. Final Exam (20%)<br><b>2. Participatory (50%)</b><br>a. Case Study (20%)<br>b. Team Based Project (30%)<br><br><b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br><b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Marzuki, M.Ag.   |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-   |  |   |
| <b>Syllabus (Short description of the module content)</b><br><br>The Character and Religious Education Methods course discusses practical ways to integrate religious values into the learning process in order to shape students character. In addition to studying the fundamental theories of character and religious education, students will explore various methods and techniques that can be applied in the classroom both directly through instruction and indirectly through daily activities. This course also emphasizes the importance of a holistic approach, involving moral, social, and spiritual dimensions, in shaping individuals with good character based on their religious teachings. Through this learning process, students are expected to develop the skills needed to implement effective methods of character and religious education in educational settings, both formal and non-formal. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Integrate religious values into the learning process to shape students' character.<br>2. Examine the fundamental theories of character and religious education; students will learn various methods and techniques that can be applied in the classroom, both directly through instruction and indirectly through daily activities.<br>3. Analyze the importance of a holistic approach, involving moral, social, and spiritual aspects, in   |  |   |

shaping individuals with good character based on their religious teachings.

4. Develop the skills to implement effective methods of character and religious education in educational settings, both formal and non-formal.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., & Wright, D. (2017). *Teaching character and virtue in schools*. London: Routledge.
2. Berkowitz, M. W., & Bier, M. C. (2021). *What works in character education: A research-driven guide for educators*. New York: Routledge.
3. Halstead, J. M., & Taylor, M. J. (2000). *Learning and teaching about values: A review of recent research*. *Cambridge Journal of Education*, 30(2), 169–202.  
<https://doi.org/10.1080/713657146>
4. Lickona, T. (2009). *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam Books.
5. Nucci, L., Narvaez, D., & Krettenauer, T. (Eds.). (2014). *Handbook of moral and character education* (2nd ed.). New York: Routledge.
6. Ryan, K., & Bohlin, K. E. (1999). *Building character in schools: Practical ways to bring moral instruction to life*. San Francisco: Jossey-Bass.
7. Thomas, H., & Smith, J. K. A. (2016). *Teaching and Christian practices: Reshaping faith and learning*. Grand Rapids, MI: Eerdmans.
8. Tirri, K., & Nokelainen, P. (Eds.). (2011). *Measuring multiple intelligences and moral sensitivities in education*. Rotterdam: Sense Publishers.
9. Van Brummelen, H. (2009). *Walking with God in the classroom: Christian approaches to teaching and learning* (3rd ed.). Colorado Springs: Purposeful Design Publications.
10. Watson, M., & Eckert, L. (2013). *Learning to trust: Transforming difficult elementary classrooms through developmental discipline*. San Francisco: Jossey-Bass.

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90228  | <b>Module name</b><br>Evaluation of Character and Religion Education |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester           | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Academic Discussion<br>3. Group work, etc.  | <b>Prerequisites for attendance</b><br><br>None                      | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (5%)<br>c. Task (5%)<br>d. Mid-term exam (15%)<br>e. Final Exam (20%)<br><b>2. Participatory (50%)</b><br>a. Case Study (20%)<br>b. Team Based Project (30%)<br><br><b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br><b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Mami Hajaroh, M.Pd.   |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-  |  |   |
| <b>Syllabus (Short description of the module content)</b><br><br>The course “Evaluation of Character and Religious Education” examines approaches to assessing and measuring the effectiveness of character education programs grounded in religious values. In this course, students will study a variety of techniques and evaluation methods that can be used to determine the extent to which character and religious education succeed in shaping individuals whose behavior and attitudes align with religious teachings. Topics include formative and summative assessment, the development of evaluation instruments, and the analysis of evaluation results for the improvement and enhancement of educational quality. Evaluation in this context also aims to ensure that the moral and religious values taught can be applied in everyday life, thereby fostering strong and ethical character. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Analyze theories and paradigms of assessment and evaluation in character and religious education critically and comprehensively from scientific, philosophical, and contextual perspectives.
2. Critique character assessment instruments and methods used in formal and non-formal educational settings, based on the principles of validity, reliability, and relevance to character and religious values.
3. Design innovative, evidence-based models for evaluating character education that align with social, cultural, and national policy contexts.
4. Evaluate the effectiveness of character education programs using empirical data and impact-oriented evaluation approaches.
5. Integrate ethical dimensions and policy considerations into the development of character assessment systems, addressing multidimensional challenges and global dynamics.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., & Wright, D. (2017). *Teaching character and virtue in schools*. London: Routledge. <https://doi.org/10.4324/9781315737747>
2. Berkowitz, M. W., & Bier, M. C. (2005). *What works in character education: A research-driven guide for educators*. Washington, DC: Character Education Partnership.
3. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.
4. Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam Books.
5. Nucci, L., Narvaez, D., & Krettenauer, T. (Eds.). (2014). *Handbook of moral and character education* (2nd ed.). New York: Routledge. <https://doi.org/10.4324/9780203114896>
6. Popham, W. J. (2020). *Classroom assessment: Principles and practice for effective standards-based instruction* (8th ed.). New York: Pearson.
7. Purpel, D. E., & Ryan, K. (Eds.). (1976). *Moral education: Current values and practices*. Berkeley, CA: McCutchan Publishing.
8. Stiggins, R. J. (2017). *Revolutionize assessment: Empower students, inspire learning*. Thousand Oaks, CA: Corwin Press.
9. Topping, K., & Trickey, S. (2007). Collaborative philosophical inquiry for schoolchildren: Cognitive gains at 2-year follow-up. *British Journal of Educational Psychology*, 77(4), 787–796. <https://doi.org/10.1348/000709907X193032>
10. Wiles, J., & Bondi, J. (2015). *Curriculum development: A guide to practice* (9th ed.). Boston, MA: Pearson.

## **Specialisation in Literacy Education**

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90229  | <b>Module name</b><br>Literacy and Global Education    |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br>25 Student  |
| <b>Teaching methods</b><br>1. Lecture<br>2. Group work, etc.  | <b>Prerequisites for attendance</b><br>None            | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (5%)<br>c. Task (5%)<br>d. Mid-term exam (15%)<br>e. Final Exam (20%)<br><b>2. Participatory (50%)</b><br>a. Case Study (20%)<br>b. Team Based Project (30%)<br><br><b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br><b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Susana Widyastuti, Ph.D.  |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-  |  |   |
| <b>Syllabus (Short description of the module content)</b><br><br>Literacy and Global Education explores the vital role of literacy in addressing educational challenges in the era of globalization. Students will study various forms of literacy including digital, media, information, and cultural literacy that are essential for adapting to an increasingly interconnected world. This course examines how mastery of literacy can empower individuals to think critically, access information effectively, and communicate and collaborate on a global scale. In addition, students will develop an understanding of how education can foster global competencies, promote intercultural awareness, and support the creation of inclusive and sustainable societies. The primary focus of this course is to equip students with relevant literacy skills to contribute meaningfully to an interconnected and dynamic educational landscape. |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Examine the crucial role of literacy in addressing educational challenges in the era of globalization.
2. Explore various forms of literacy including digital, media, information, and cultural literacy required to adapt to an increasingly interconnected world.
3. Analyze how mastery of literacy can empower individuals to think critically, access information effectively, and communicate and collaborate at the global level.
4. Investigate how education can support the development of global competencies, promote intercultural awareness, and build inclusive and sustainable societies.
5. Apply relevant literacy skills to contribute effectively within an interconnected and dynamic educational landscape.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Andreotti, V. (2014). *Actionable Postcolonial Theory in Education*. New York, NY: Palgrave Macmillan. <https://doi.org/10.1057/9781137293257>
2. Banks, J. A. (2016). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (6th ed.). New York, NY: Routledge. <https://doi.org/10.4324/9781315629641>
3. Beetham, H., & Sharpe, R. (Eds.). (2019). *Rethinking Pedagogy for a Digital Age: Principles and Practices of Design*. New York, NY: Routledge. <https://doi.org/10.4324/9780429398919>
4. Burnett, C., & Merchant, G. (2020). *New Literacies around the Globe: Policy and Pedagogy*. London: Routledge. <https://doi.org/10.4324/9781315867173>
5. UNESCO. (2017). *Global Education Monitoring Report 2017/8: Accountability in Education—Meeting Our Commitments*. Paris: UNESCO Publishing. Retrieved from <https://unesdoc.unesco.org>
6. UNESCO. (2018). *Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century*. Paris: UNESCO Publishing.
7. Walsh, M. (2010). *Multimodal Literacy*. London: SAGE Publications. <https://doi.org/10.4135/9781446250639>
8. Yelland, N., & Masters, J. (2015). *Rethinking Education with ICT: New Directions for Effective Practice*. London: Routledge. <https://doi.org/10.4324/9781315755715>

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90230  | <b>Module name</b><br>Literacy Education               |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br>25 Student  |
| <b>Teaching methods</b><br>Lecture, Academic Discussion, group work, etc.   | <b>Prerequisites for attendance</b><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b>  |  | <b>SKS (+Workload in hrs)</b><br><b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>1. Cognitive (50%)</b> <ol style="list-style-type: none"> <li>a. Presence (10%)</li> <li>b. Quiz (0%)</li> <li>c. Task (10%)</li> <li>d. Mid-term exam (15%)</li> <li>e. Final Exam (15%)</li> </ol> <b>2. Participatory (50%)</b> <ol style="list-style-type: none"> <li>a. Case Study (25%)</li> <li>b. Team Based Project (25%)</li> </ol>  |  |   |
| <b>Total = 100%</b>   |  |   |
| Module coordinator<br>Dr. Iis Prasetyo, MM.   |  | Semester week hours:<br>5,62 hours per week   |
| Additional teacher involved:<br>-   |  |   |
| <b>Syllabus (Short description of the module content)</b>   |  |   |
| <p>This course examines a wide range of foundational and applied literacy skills essential for individual development within society. The primary focus is on the abilities to read, write, speak, listen, and think critically, which serve as the basis for active participation in various aspects of life. In addition to fundamental literacy, the course explores digital, media, and information literacy, which have become increasingly significant in today's technological era. Students will learn effective literacy teaching techniques, from elementary education to higher levels, with the aim of enhancing learners' critical and analytical thinking skills. By the end of the course, students are expected to develop methods and strategies to equip younger generations with literacy competencies that are relevant to contemporary demands and global needs.</p> |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>  |  |   |
| <ol style="list-style-type: none"> <li>1. Examining various fundamental and applicable literacy skills for individual development within society.</li> <li>2. Applying the abilities of reading, writing, speaking, listening, and critical thinking as the foundation for active participation in various aspects of life.</li> <li>3. Exploring digital, media, and information literacy, which are increasingly important in today's</li> </ol>  |  |   |

technological era.

4. Studying effective literacy teaching techniques, from elementary education to higher levels, with the aim of enhancing learners' critical and analytical thinking skills.
5. Developing methods and strategies to equip the younger generation with literacy competencies relevant to contemporary demands and global needs.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Freire, P. (2000). *Pedagogy of the Oppressed* (30th Anniversary ed.). New York, NY: Continuum.
2. Gee, J. P. (2015). *Literacy and Education* (2nd ed.). New York, NY: Routledge.
3. Larson, J., & Marsh, J. (2015). *Making Literacy Real: Theories and Practices for Learning and Teaching* (2nd ed.). London, UK: Sage.
4. Luke, A., & Freebody, P. (1999). *Further Notes on the Four Resources Model*. Reading Online.
5. National Research Council. (2012). *Improving Adult Literacy Instruction: Options for Practice and Research*. Washington, DC: National Academies Press.
6. OECD. (2019). *OECD Skills Outlook 2019: Thriving in a Digital World*. Paris: OECD Publishing.
7. Serafini, F. (2014). *Reading the Visual: An Introduction to Teaching Multimodal Literacy*. New York, NY: Teachers College Press.
8. Street, B. V. (2003). What's "New" in New Literacy Studies? *Critical Approaches to Literacy in Theory and Practice*. *Current Issues in Comparative Education*, 5(2), 77–91.
9. UNESCO. (2017). *A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2*. Paris: UNESCO.
10. Winch, G., Johnston, R. R., March, P., Ljungdahl, L., & Holliday, M. (2020). *Literacy: Reading, Writing and Children's Literature* (6th ed.). South Melbourne, Australia: Oxford University Press.

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90231  | <b>Module name</b><br>Multidimensional Literacy        |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation  | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>25 Student  |
| <b>Teaching methods</b><br>Lecture, excursions, group work, etc.  | <b>Prerequisites for attendance</b><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (5%)<br>c. Task (5%)<br>d. Mid-term exam (15%)<br>e. Final Exam (20%)<br><b>2. Participatory (50%)</b><br>a. Case Study (20%)<br>b. Team Based Project (30%)<br><br><b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br><b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| Module coordinator<br>Dr. Else Liliana  |  | Semester week hours:<br>5,62 hours per week   |
| Additional teacher involved:<br>-   |  |   |
| <b>Syllabus (Short description of the module content)</b><br><br>The course Multidimensional Literacy provides insights into various types of literacy that are interconnected and essential for living in today's challenging modern era. Unlike basic literacy courses that focus solely on reading and writing skills, multidimensional literacy broadens its scope to include digital, information, media, cultural, financial, and social literacy. In this course, students will learn how these literacy skills work together to enable individuals to participate actively, critically, and productively in a complex society. Students will also be taught to develop learning approaches that can prepare learners to face challenges and adapt to changes in an ever-evolving world. It is expected that students will be able to apply both the theory and practice of multidimensional literacy within educational contexts as well as in social life. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br><b>1.</b> Examining various types of literacy that are interconnected and essential for living in the challenging modern era.<br><b>2.</b> Exploring digital, information, media, cultural, financial, and social literacy.<br><b>3.</b> Analyzing how these literacy skills work together to enable individuals to participate actively,   |  |   |

critically, and productively in a complex society.

4. Developing learning approaches that can prepare learners to face challenges and adapt to changes in an ever-evolving world.
5. Applying the theory and practice of multidimensional literacy within educational contexts and social life.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Buckingham, D. (2003). *Media education: Literacy, learning and contemporary culture*. Polity Press.
2. Gee, J. P. (2015). *Literacy and education*. Routledge.
3. Hobbs, R. (2010). *Digital and media literacy: A plan of action*. Aspen Institute.
4. Lankshear, C., & Knobel, M. (2011). *New literacies: Everyday practices and social learning* (3rd ed.). McGraw-Hill.
5. Livingstone, S. (2008). *Engaging with media—A matter of literacy?* *Communication, Culture & Critique*, 1(1), 51–62.
6. Luke, A. (2000). Critical literacy in Australia: A matter of context and standpoint. *Journal of Adolescent & Adult Literacy*, 43(5), 448–461.
7. Nutbeam, D. (2000). Health literacy as a public health goal: A challenge for contemporary health education and communication strategies into the 21st century. *Health Promotion International*, 15(3), 259–267.
8. Potter, W. J. (2013). *Media literacy* (7th ed.). SAGE Publications.
9. UNESCO. (2008). *Teacher training curriculum for media and information literacy*. UNESCO.
10. Yoon, J., & Kim, S. (2016). The role of cultural literacy in global citizenship education. *Asia Pacific Journal of Education*, 36(1), 69–85.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90232   | <b>Module name</b><br>Critical Literacy                |   |
| <b>Type of course</b><br>Core module/elective/etc.<br>Concentration course supporting dissertation   | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br>25 Student  |
| <b>Teaching methods</b><br>Lecture, Academic Discussion, group work, etc.  | <b>Prerequisites for attendance</b><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b>   |  | <b>SKS (+Workload in hrs)</b><br><b>SKS (+Workload in hrs)</b><br>2 (90 hrs, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90 hrs , of this 27 contact hrs.) |
| <b>1. Cognitive (50%)</b><br>a. Presence (5%)<br>b. Quiz (5%)<br>c. Task (5%)<br>d. Mid-term exam (15%)<br>e. Final Exam (20%)<br><b>2. Participatory (50%)</b><br>a. Case Study (20%)<br>b. Team Based Project (30%)<br><br><b>Total = 100%</b>   |  |   |
| Module coordinator<br>Dr. Widyastuti Purbani, MA.  |  | Semester week hours:<br>5,62 hours per week   |
| Additional teacher involved:<br>-  |  |   |
| <b>Syllabus (Short description of the module content)</b>  |  |   |
| <p>The course Critical Literacy encourages students to develop deep text analysis skills. In this course, students are not only taught to read mechanically but also to uncover the hidden meanings behind texts. They will learn to understand the social, cultural, and historical contexts that shape texts as well as evaluate the arguments presented. Critical literacy involves the skills necessary to navigate the ever-evolving world of information and to shape individuals who are able to think independently and critically. It emphasizes the ability to think reflectively and analytically about various forms of information received, enabling students to understand and critically examine diverse views and perspectives. This course is highly important in equipping students with the intellectual tools needed to engage thoughtfully with complex issues in both academic and real-world contexts.</p> |  |   |

**Learning goals and qualifications in this module students learn to (national or international):**

1. Examining various fundamental and applicable literacy skills for the development of individuals within society.
2. Applying reading, writing, speaking, listening, and critical thinking abilities as the foundation for active participation in various aspects of life.
3. Exploring digital, media, and information literacy, which are increasingly important in today's technological era.
4. Studying effective literacy teaching techniques, from elementary to higher education, with the aim of enhancing learners' critical and analytical thinking skills.
5. Developing methods and strategies to equip the younger generation with literacy competencies relevant to the demands of the times and global needs.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
2. Gee, J. P. (2015). *Literacy and education*. Routledge.
3. Janks, H. (2010). *Literacy and power*. Routledge.
4. Lewison, M., Flint, A. S., & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language Arts*, 79(5), 382–392.
5. Luke, A. (2000). Critical literacy in Australia: A matter of context and standpoint. *Journal of Adolescent & Adult Literacy*, 43(5), 448–461.
6. McLaughlin, M., & DeVoogd, G. L. (2004). *Critical literacy: Enhancing students' comprehension of text*. Scholastic.
7. Shor, I. (1999). What is critical literacy? *Journal for Pedagogy, Pluralism, and Practice*, 1(4), 1–26.
8. Vasquez, V. M. (2014). *Negotiating critical literacies with young children* (2nd ed.). Routledge.

## **Specialisation in Gender and Multicultural Education**

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90234  | <b>Module Name</b><br>Gender Equity and Justice        |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course  | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study   | Prerequisites for attendance<br>None                   | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>Attendance: <b>5%</b></li> <li>Assignment: <b>10%</b></li> <li>Midterm Exam (UTS): <b>15%</b></li> <li>Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>Study Case: <b>(25%)</b></li> <li>Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator<br>Prof. Dr. Farida Hanum M.Si.  |  | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-   |  |   |
| <b>Syllabus</b><br>The module is about Gender Equity and Justice provides an understanding and socio-cultural analysis of gender, social inequality, and education, which contribute to women's subordination, marginalization, and discrimination. It explores socio-cultural phenomena from a gender perspective, understands the position of men and women in society and education, and examines the historical roots of feminism and its supporting theories. Furthermore, this course provides students with an understanding of education as a social institution and social group within society, including formal education in schools, informal education in families, and non-formal education in the community. These institutions have their own unique structures, functions, roles, statuses, and mechanisms for socialization of children, all of which are inseparable from gender relations (relationships between men and women), both gender-biased and gender-equal. This course will address issues arising within the Tri-Centered Education Institution (Family, School, and Community), including issues of gender inequality and societal dynamics and social change. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>  |  |   |

1. Students are able to examine and describe various problems of equality and justice in the relational structure between genders.
2. Students are able to develop philosophical and theoretical paradigms for models of relational equality and justice between genders.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Mansour Fakhri, 2008. Analisis Gender dan Transformasi Sosial. Cetakan ke-12. Yogyakarta : Pustaka Pelajar
2. Nunuk P. Murniati. 2004. Getar Gender : Perempuan Indonesia dalam Perspektif Sosial, Politik, Ekonomi, Hukum dan HAM. Buku Pertama. Magelang Indonesiatara
3. A. Nunuk P. Murniati .2004. Getar Gender : Perempuan Indonesia dalam Perspektif Agama, Budaya, dan Keluarga. Magelang : Indonesiatara
4. Tong, Rosemarie Putnam. 2006. (terjemahan Aquarini Priyatna Prabasmoro). Feminist Thought. Cetakan ke-3. Yogyakarta : Jalasutra.
5. El Saadawi, Nawal. 2001. ( terjemahan Zuhilmiyasri ). Perempuan Dalam Budaya Patriarki. Yogyakarta : Pustaka Pelajar.
6. Arivia, Gadis. 2003. Filsafat Berperspektif Feminis. Jakarta. Yayasan Jurnal Perempuan.
7. Beauvoir, Simone de. 2009. The Second Sex. New York: Alfred A. Knopf.
8. Chafetz, J.S. 1999. Handbook of The Sociology of Gender. New York: Plenum Press.
9. Gamble, Sarah. 2010. Feminisme dan Postfeminisme. Penj. Tim Jalasutra. Yogyakarta: Jalasutra.
10. Mernissi, Fatima. 1994. Perempuan dalam Islam. Penj. Yaziar Radianti. Bandung: Pustaka.
11. Mernissi, Fatima. dan Riffat Hassan. 1995. Setara di Hadapan Allah (Relasi Perempuan dan Laki-laki dalam Tradisi Islam Pasca Patriarki). Penj. Team LSPPA. Yogyakarta: LSPPA Yayasan Prakarsa.
12. Nugroho, Riant. 2013. Gender dan Strategi Pengarus-utamaannya di Indonesia. Yogyakarta: Pustaka Pelajar.
13. Suryakusuma, Julia. 2012. Agama, Seks, dan Kekuasaan. Jakarta: Komunitas Bambu.
14. Wolf, Naomi. 2004. Mito Kecantikan; Kala Kecantikan Menindas Perempuan. Penj. Alia Swastika. Yogyakarta: Niagara
15. Walby, Sylvia. 2014. Teorisasi Patriarki. Penj. Mustika K. Prasela. Yogyakarta: Jalasutra.
16. Goode, J. William. 2007. Sosiologi Keluarga. Jakarta: Bumi Aksara.
17. Farida Hanum, 2018. Kajian & Dinamika Gender, Intrans Publishing, Malang.
18. Mashek, Debra J. dan Aron Arthur. 2004. Handbook of Closeness and Intimacy. New Jersey: Lawrence Elbaum Associate Inc Publisher.
19. Gil, Daniel Juan. 2006. Before Intimacy. Minneapolis: University of Minnesota Press.
20. Luhmann, Niklas. 1986. Love as Passion: The Codification of Intimacy. Massachusetts: Harvard University Press.
21. Butler, Judith. 1990. Gender Trouble. United State. Routledge.
22. Gandhi, Leela. 2006. Teori Poskolonial: Upaya Meruntuhkan Hegemoni Barat. Penj. Yuwan Wahyutri dan NurHamidah. Yogyakarta. Penerbit Qalam.

|  |   |   |
|--|---|---|
| <b>Module number</b><br>EDU90236   | <b>Module Name</b><br>Economic, social, and Political Disparities |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester        | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br>None                              | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Midterm Exam (UTS): 25%</li> <li>• Final Exam (UAS): 25%</li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: (25%)</li> <li>• Team-Based Project: 25%</li> </ul> <b>Total = 100%</b>  |   | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator<br>Prof. Saefur Rochmat S.Pd., M.IR., Ph.D.   |   | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-  |   |   |
| <b>Syllabus</b><br><p>The module is about Economic, Social, and Political Disparities course equips doctoral students to function as true scholars. Therefore, this course equips students with a variety of theories from various paradigms, enabling them to accurately observe phenomena, events, and everyday life. Armed with these theories, students can identify disparities between what they observe and the theoretical framework.</p> <p>Furthermore, students can analyze, evaluate, synthesize, and ultimately find innovative solutions. provides an understanding and socio-cultural analysis of gender, social inequality, and education, which contribute to women's subordination, marginalization, and discrimination. It explores socio-cultural phenomena from a gender perspective, understands the position of men and women in society and education, and examines the historical roots of feminism and its supporting theories. Furthermore, this course provides students with an understanding of education as a social institution and social group within society, including formal education in schools, informal education in families, and non-formal education in the community. These institutions have their own unique structures, functions, roles, statuses, and mechanisms for socialization of children, all of which are inseparable from gender relations (relationships between men and women), both gender-biased and gender-equal. This course will address issues arising within the Tri-Centered Education Institution (Family, School, and Community), including issues of gender inequality and societal dynamics and social</p> |   |   |

change.

**Learning goals and qualifications in this module students learn to (national or international):**

1. Students are able to critically examine and describe various economic, social, and political disparities.
2. Students are able to develop philosophical and theoretical paradigms for equitable education models and models for efforts to reduce socio-economic and political disparities.
- 3.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Saefur Rochmat, dkk., 2024, Literasi dan Pendidikan Karakter Berbasis Kerangka Teori, Yogyakarta: UNY Press.
2. Saefur Rochmat, 2021, Islam, Pancasila, dan Third Way, Banyumas: Wawasan Ilmu.
3. Osman Bakar, 2003, Islam dan Dialog Peradaban: Menguji Universalisme Islam dalam Peradaban Timur dan Barat, Yogyakarta: Fajar Pustaka.
4. Zainuddin Maliki, 2010, Sosiologi Pendidikan, Yogyakarta: Gadjah Mada University Press.
5. Bryan S. Turner, 2005, Menggugat Sosiologi Sekuler: Studi Analisis Atas Sosiologi Weber, a.b. Mudhofir Abdullah, Yogyakarta: Suluh Press.
6. Soerjono Soekanto, 2011, Mengenal Tujuh Tokoh Sosiologi, Jakarta: Rajagrafindo.
7. Maurice Duverger, 1974, The Study of Politics, London: Nelson.
8. Piotr Sztompka, 2004, Sosiologi Perubahan Sosial, a.b. Alimandan, Jakarta: Grenada.
9. Peter E. Glasner, 1992, Sosiologi Sekularisasi: Suatu Kritik, a.b. H.M. Mochtar Zoerni, Yogyakarta: Tiara Wacana.
10. Dawam Rahardjo, 1988, "Kemiskinan sebagai Masalah Ekonomu", in M. Dawam Rahardjo, 1988 cet-3, Esei-Esei Ekonomi Politik, Jakarta: LP3ES.
11. Bagus Darmawan Ed., 2007, Esai-Esai Nobel Ekonomi, Jakarta: Gramedia. Fasli Jalal, 2024, "Tantangan Pendidikan Indonesia", Jakarta: Kompas.
12. Kamaruzzaman Bustamam Ahmad, 2024, "Fiqih adalah Ilmu Sosial Islam", <https://www.kba13.com/fiqih-adalah-ilmu-sosial-islam/>
13. Saefur Rochmat, 2024, "Dosen UNY Sosialisasi Hari Santri di SMAN 1 Bambanglipura, Bernas, <https://bernasnews.id/2024/12/04/dosen-uny-sosialisasi-hari-santri-di-sman-1-bambanglipuro-bantul>

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90233  | <b>Module Name</b><br>Issues of Multicultural Equity       |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study   | Prerequisites for attendance<br>None                       | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator<br>Dr. Ariefa Efianingrum M.Si.  |  | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-   |  |   |
| <b>Syllabus</b><br>The module is about Issues of Multicultural Equity course examines the various issues arising from cultural diversity in society and how efforts to create equality between different groups can be implemented. In this course, students will learn about the dynamics of intercultural relations, discrimination, inequality, and policies that can support the creation of a more inclusive and just society. The material covered also covers various concepts of multiculturalism, cultural identity, and the challenges of globalization in creating equality. Students will be trained to analyze various social phenomena related to multiculturalism and develop the attitudes and skills necessary to build a more harmonious and just society. This course provides students with a crucial understanding in responding to the challenges of diversity in an increasingly heterogeneous modern society. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Examines various problems arising from cultural diversity in society and how efforts to create equality between different groups can be implemented.<br>2. Examines the dynamics of intercultural relations, discrimination, inequality, and policies that can   |  |   |

support the creation of a more inclusive and just society.

3. Examines various concepts of multiculturalism, cultural identity, and the challenges of globalization in creating equality.
4. Analyzes various social phenomena related to multiculturalism and develops the attitudes and skills necessary to build a more harmonious and just society.
5. Analyzes the importance of multicultural equality issues in responding to the challenges of diversity in an increasingly heterogeneous modern society.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Banks, J. A. (2008). *An Introduction to Multicultural Education* (4th ed.). Boston: Pearson.
2. Banks, J. A., & Banks, C. A. M. (Eds.). (2010). *Multicultural Education: Issues and Perspectives* (7th ed.). Hoboken, NJ: Wiley.
3. Grant, C. A., & Sleeter, C. E. (2006). *Turning on Learning: Five Approaches for Multicultural Teaching Plans for Race, Class, Gender, and Disability*. Hoboken, NJ: Wiley.
4. Nieto, S. (2010). *Language, Culture, and Teaching: Critical Perspectives*. New York: Routledge.
5. Sleeter, C. E., & Grant, C. A. (2009). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender* (6th ed.). Hoboken, NJ: Wiley.
6. Banks, J. A. (2015). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (6th ed.). New York: Routledge.
7. Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice* (3rd ed.). New York: Teachers College Press.
8. Ladson-Billings, G. (2009). *The Dreamkeepers: Successful Teachers of African American Children* (2nd ed.). San Francisco: Jossey-Bass.

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90235  | <b>Module Name</b><br>Gender and Politics                  |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study   | Prerequisites for attendance<br>None                       | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator<br>Prof. Dr. Sunarso, M.Si.  | Semester week hours<br>5,62 hours per week                 |   |
| Additional teacher involved:<br>-   |  |   |
| <b>Syllabus</b><br>The module is about Gender and Politics course examines in depth how the social construction of gender influences political dynamics, both in national and global contexts. This course examines the role of gender in political structures, political participation, and policies that influence the roles of women and men in politics. Students will study gender theories related to politics, including how gender shapes access to power, policymaking, and political representation. In addition, this course will explore issues related to gender equality in political systems, such as women's representation in the legislature, affirmative action policies, and women's participation in decision-making processes. Students are expected to understand the challenges faced by women and gender minority groups in politics and explore ways to create a more inclusive and gender-equal political system. This course provides insight into the importance of gender equity in creating a more democratic and representative political system. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>  |  |   |

1. An in-depth examination of the social construction of gender and its impact on political dynamics, both in national and global contexts.
2. An examination of the role of gender in political structures, political participation, and policies that influence the roles of women and men in politics.
3. An examination of gender theories related to politics, including how gender shapes access to power, policymaking, and political representation.
4. An examination of issues related to gender equality in political systems, such as women's representation in legislatures, affirmative action policies, and women's participation in decision-making processes.
5. An analysis of the challenges faced by women and gender minorities in politics and exploring ways to create a more inclusive and gender-equal political system.
6. An examination of the importance of gender equality in creating a more democratic and representative political system.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Phillips, A. (1998). *Feminism and Politics*. Oxford: Oxford University Press.
2. Waylen, G., Celis, K., Kantola, J., & Weldon, S. L. (Eds.). (2013). *The Oxford Handbook of Gender and Politics*. Oxford: Oxford University Press.
3. Hawkesworth, M. (2019). *Political Worlds of Women: Activism, Advocacy, and Governance in the Twenty-First Century* (2nd ed.). Boulder, CO: Westview Press.
4. Paxton, P., Kunovich, S., & Hughes, M. M. (2007). *Gender in Politics*. *Annual Review of Sociology*, 33, 263–284.
5. Krook, M. L., & Childs, S. (2010). *Women, Gender, and Politics: A Reader*. Oxford: Oxford University Press.
6. Goetz, A. M. (2009). *Governance and Women's Political Effectiveness: Evidence from India, Ghana, and South Africa*. *Development and Change*, 40(4), 605–626.
7. Rai, S. M. (2017). *Gender and Political Economy*. In Waylen, G., et al. (Eds.), *The Oxford Handbook of Gender and Politics*. Oxford: Oxford University Press.

## **Specialisation in Educational Policy**

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90237   | <b>Module Name</b><br>Analysis of Issues and Process in Educational Policy |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester                 | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br>None                                       | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator<br>Prof. Dr. Drs. Arif Rohman M.Si.   |  | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-  |  |   |
| <b>Syllabus</b><br>The module is about Analysis of Issues and Process in Educational Policy course focuses on an in-depth study of the policy-making process in the education system, from formulation to implementation. In this course, students will study various issues that influence education policy, including social, political, economic, and cultural aspects. Furthermore, students will explore the policy-making process, the actors involved, and policy evaluation mechanisms. This study aims to provide a better understanding of how education policy can affect the quality of education and how effective policies can help solve problems in the education system. By integrating theory and practice, students are expected to be able to analyze and critique existing education policies and provide solutions based on a comprehensive understanding of existing issues.. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. An in-depth study of the policy-making process in the education system, from formulation to implementation.   |  |   |

2. Examines various issues influencing education policy, including social, political, economic, and cultural aspects.
3. Explores the policy-making process, the actors involved, and policy evaluation mechanisms.
4. Analyzing education policy can influence the quality of education and formulate effective solutions to problems within the education system.
5. Analyzes and critiques education policy through the integration of theory and practice, and provides solutions based on a comprehensive understanding of existing issues.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Ball, S. J. (1990). *Politics and Policy Making in Education: Explorations in Policy Sociology*. London: Routledge.
2. Bell, L., & Stevenson, H. (2006). *Education Policy: Process, Themes and Impact*. London: Routledge.
3. Bowe, R., Ball, S. J., & Gold, A. (1992). *Reforming Education and Changing Schools: Case Studies in Policy Sociology*. London: Routledge.
4. Levin, B. (2001). *Reforming Education: From Origins to Outcomes*. London: RoutledgeFalmer.
5. Taylor, S., Rizvi, F., Lingard, B., & Henry, M. (1997). *Educational Policy and the Politics of Change*. London: Routledge.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90238   | <b>Module Name</b><br>Policy Research and Evaluation   |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br>None                   | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>Attendance: <b>5%</b></li> <li>Assignment: <b>10%</b></li> <li>Midterm Exam (UTS): <b>15%</b></li> <li>Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>Study Case: <b>(25%)</b></li> <li>Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator<br>Prof. Dr. Mami Hajaroh M.Pd.   |  | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-  |  |   |
| <b>Syllabus</b><br>The module is about The Policy Research and Evaluation course discusses various methods and techniques used to measure and evaluate learning processes and outcomes. The focus of this course is to teach students to understand the importance of assessment in education, both for learning evaluation, outcome assessment, and for continuous improvement in the educational process itself. Students will learn various types of assessment, such as formative, summative, diagnostic, and portfolio assessments, as well as evaluation techniques oriented towards improving the quality of learning. This course also covers how to design valid and reliable assessment instruments and interpret evaluation results to determine next steps in learning. With a deep understanding of assessment and evaluation, students are expected to be able to apply appropriate and effective assessment in various educational contexts and contribute to improving the overall quality of education. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Comprehensively and reflectively critique paradigms, theories, and approaches in research and policy evaluation.  |  |   |

2. Understand evaluation as a method for researching education programs and policies.
3. Criticize various models of program and education policy evaluation: goal-based, responsive, empowering, and realistic.
4. Formulate complex and contextual research and policy evaluation problems at the macro, meso, and micro levels.
5. Design integrative research and policy evaluations using quantitative, qualitative, and mixed methods.
6. Analyze data and interpret research and evaluation results to support evidence-based decision-making.
7. Communicate research and policy evaluation results effectively through scientific reports, articles, academic presentations, and education policy recommendations.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Fitz, J., Halpin, D., & Power, S. (1994). *Researching Education Policy: Ethical and Methodological Issues*. London: Falmer Press.
2. Levin, B. (1997). *The Lessons of International Education Reform*. *Journal of Educational Policy*, 12(4), 253–266.
3. Ozga, J. (2000). *Policy Research in Educational Settings: Contested Terrain*. Buckingham: Open University Press.
4. Parsons, W. (1995). *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*. Cheltenham: Edward Elgar.
5. Robson, C. (2011). *Real World Research: A Resource for Social Scientists and Practitioner-Researchers* (3rd ed.). Oxford: Blackwell.
6. Weimer, D. L., & Vining, A. R. (2017). *Policy Analysis: Concepts and Practice* (6th ed.). New York: Routledge.

|  |   |   |
|--|---|---|
| <b>Module number</b><br>EDU90239   | <b>Module Name</b><br>Review of Cross-National Educational Policy |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester        | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br>None                              | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>   |   | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator<br>Prof. Dr. Farida Hanum, M.Si.  |   | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-  |   |   |
| <b>Syllabus</b><br><br>The module is about The International Review of Education Policy course provides an understanding of education policies implemented in various countries. In this course, students will be invited to compare and analyze education policies in different countries and evaluate their impact on each country's education system. The analysis will be conducted by considering the social, cultural, and political context of each country to understand how these policies are implemented and how they affect education quality and social development. This course is essential for providing broader insight into the dynamics of global education and preparing students to design education policies that are more effective, inclusive, and responsive to societal needs. |   |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Examine education policies implemented in various countries.<br>2. Compare and analyze existing education policies in different countries and evaluate their impact on each country's education system.   |   |   |

3. Analyze the social, cultural, and political context of each country to understand how these policies are implemented and how they impact educational quality and social development.
4. Develop a broader understanding of the dynamics of global education and prepare students to design more effective, inclusive, and responsive education policies to societal needs.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Bray, M., Adamson, B., & Mason, M. (Eds.). (2007). *Comparative Education Research: Approaches and Methods*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong.
2. Crossley, M., & Watson, K. (2003). *Comparative and International Research in Education: Globalisation, Context and Difference*. London: Routledge.
3. Phillips, D., & Schweisfurth, M. (2014). *Comparative and International Education: An Introduction to Theory, Method, and Practice* (2nd ed.). London: Bloomsbury.
4. Schriewer, J. (2000). *Comparative Education Methodology in Transition: Towards a Science of Complexity?* *International Review of Education*, 46(5), 549–572.
5. Steiner-Khamsi, G. (2010). *The Politics and Economics of Comparison*. *Comparative Education Review*, 54(3), 323–342.

|   |   |   |
|---|---|---|
| <b>Module number</b><br>EDU90240  | <b>Module Name</b><br>Advocacy and Recommendation of Educational Policy |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Concentration Supporting Course  | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester                  | <b>Student capacity:</b><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study   | Prerequisites for attendance<br>None                                    | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b>  |   | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>1. Cognitive (50%)</b> <ul style="list-style-type: none"> <li>Attendance: <b>5%</b></li> <li>Assignment: <b>10%</b></li> <li>Midterm Exam (UTS): <b>15%</b></li> <li>Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b> <ul style="list-style-type: none"> <li>Study Case: <b>(25%)</b></li> <li>Team-Based Project: <b>25%</b></li> </ul>  |   |   |
| <b>Total = 100%</b>   |   |   |
| Module coordinator<br>Dr. Ariefa Efianingrum M.Si.  |   | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-   |   |   |
| <b>Syllabus</b><br><br>The module is about The Education Policy Advocacy and Recommendations course teaches students how to influence and change education policy using an approach based on critical analysis. In addition to discussing existing education policies, this course also equips students with practical advocacy skills, namely the effort to defend and champion policies that benefit the education sector. Students will be trained to develop policy recommendations based on evidence and research, and master techniques for influencing policymakers. This course provides essential insights for students interested in playing a role in developing education policies that are more inclusive, equitable, and responsive to community needs. |   |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b> <ol style="list-style-type: none"> <li>Applying methods for influencing and changing education policy using an approach based on critical analysis.</li> <li>This course examines existing education policies and equips students with practical advocacy skills, namely the effort to defend and champion policies that benefit the education sector.</li> </ol>  |   |   |

3. Students develop policy recommendations based on evidence and research, and master techniques for influencing policymakers.
4. This course examines the urgency and benefits for students interested in developing education policies that are more inclusive, equitable, and responsive to community needs..

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Ball, S. J. (2012). *Global Education Inc.: New Policy Networks and the Neo-Liberal Imaginary*. London: Routledge.
2. Birkland, T. A. (2015). *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making* (3rd ed.). New York: Routledge.
3. Hill, M. (2014). *The Public Policy Process* (7th ed.). London: Routledge.
4. Sabatier, P. A., & Weible, C. M. (Eds.). (2014). *Theories of the Policy Process* (3rd ed.). Boulder, CO: Westview Press.
5. Stone, D. (2012). *Policy Paradox: The Art of Political Decision Making* (3rd ed.). New York: W.W. Norton.

## **Specialisation in Digital Education**

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90241   | <b>Module Name</b><br>Foundations of Digital Education |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br>None                   | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>1. Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul>   |  |   |
| <b>Total = 100%</b>  |  |   |
| Module coordinator<br>Prof., Herman Dwi Surjono, M.Sc., M.T., Ph.D.  |  | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-  |  |   |
| <b>Syllabus</b><br><br>The module is about Foundations of Digital Education course provides a basic understanding of the application of digital technology in education. Through this study, students will learn the fundamental principles underlying digital educational transformation, including key concepts and the latest developments in this field. Furthermore, this course also discusses the challenges faced in implementing technology in learning spaces, such as accessibility, digital skills, and its impact on teaching and learning methods. Students are expected to understand how digital technology can be used to improve the quality of education and how to utilize technology effectively in various educational contexts. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b> <ol style="list-style-type: none"> <li>1. Examines the basic understanding of the application of digital technology in education.</li> <li>2. Examines the basic principles underlying digital education transformation, including key concepts and the latest developments in the field of digital education.</li> <li>3. Analyzes the challenges faced in implementing technology in learning spaces, such as accessibility,</li> </ol>   |  |   |

digital skills, and its impact on teaching and learning methods.

4. Applies digital technology to improve the quality of education and utilizes technology effectively in various educational contexts.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Bates, A. W. (2015). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. Vancouver: Tony Bates Associates Ltd.
2. Siemens, G. (2005). *Connectivism: A Learning Theory for the Digital Age*. *International Journal of Instructional Technology & Distance Learning*, 2(1).
3. Anderson, T., & Dron, J. (2011). *Three Generations of Distance Education Pedagogy*. *International Review of Research in Open and Distributed Learning*, 12(3), 80–97.
4. Salmon, G. (2013). *E-tivities: The Key to Active Online Learning* (2nd ed.). New York: Routledge.
5. Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. New York: Routledge.
6. Mishra, P., & Koehler, M. J. (2006). *Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge*. *Teachers College Record*, 108(6), 1017–1054.
7. Selwyn, N. (2016). *Education and Technology: Key Issues and Debates* (2nd ed.). London: Bloomsbury Academic

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90242   | <b>Module Name</b><br>Critical Issues in Digital Education |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br>None                       | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator<br>Dr. Ir. Drs. Priyanto, M.Kom.  | Semester week hours<br>5,62 hours per week                 |   |
| Additional teacher involved:<br>-  |  |   |
| <b>Syllabus</b><br><br>The module is about Critical issues in Digital Education course is an in-depth study of the complex issues that arise with the integration of digital technology into education. Students will explore issues such as the digital divide, data privacy and security, ethical use of technology, artificial intelligence in education, and the impact of digital media use on the learning process and student development. This course also addresses challenges in inclusivity, accessibility, and the inequality of technological infrastructure across regions. Furthermore, it discusses how digital education policies are shaped and responded to by various stakeholders, and how a critical approach can be applied to assess sustainability and equity in the digital transformation of education. Students are expected to be able to think critically and reflectively in responding to the ever-evolving dynamics of digital education. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. An in-depth examination of the complex issues that arise with the integration of digital technology   |  |   |

into education.

2. Exploring issues such as the digital divide, data privacy and security, ethical use of technology, artificial intelligence in education, and the impact of digital media use on the learning process and student development.
3. Analyzing challenges to inclusivity, accessibility, and inequality in technological infrastructure across regions.
4. Examining how digital education policies are shaped and responded to by various parties.
5. Analyzing critical approaches that can be applied to assess sustainability and equity in the digital transformation of education.
6. Developing critical and reflective thinking in responding to the ever-evolving dynamics of digital education.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Selwyn, N. (2016). *Education and Technology: Key Issues and Debates* (2nd ed.). London: Bloomsbury Academic.
2. Selwyn, N. (2019). *Should Robots Replace Teachers? AI and the Future of Education*. Cambridge: Polity Press.
3. Knox, J. (2019). *What Does the “Postdigital” Mean for Education? Three Critical Perspectives on the Digital, with Implications for Educational Research and Practice*. *Postdigital Science and Education*, 1(2), 357–370.
4. Williamson, B., & Hogan, A. (2020). *Commercialisation and Privatisation in/of Education in the Context of Covid-19*. Education International Research.
5. Eynon, R., & Malmberg, L. E. (2021). *Lifelong Learning and the Internet: Who Benefits Most from Learning Online?* *British Journal of Educational Technology*, 52(2), 569–583.
6. Selwyn, N., Pangrazio, L., Nemorin, S., & Perrotta, C. (2020). *Digital Disruption in Education: The Sociology of Education in the Digital Age*. London: Routledge.
7. Williamson, B. (2017). *Big Data in Education: The Digital Future of Learning, Policy and Practice*. London: SAGE.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90243   | <b>Module Name</b><br>Digital Environment Development Design |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester   | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br>None                         | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator<br>Prof. Dr. phil. Ir. Didik Hariyanto, S.Pd.T., M.T.   |  | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-  |  |   |
| <b>Syllabus</b><br><br>The module is about Digital Environment Development Design course is an in-depth study of how to design, develop, and manage learning environments that are effectively and innovatively integrated with digital technology. This course covers the basic concepts of instructional design, digital platform selection, interactive media integration, and Learning Management System (LMS) development. Students will learn the principles of user experience (UX) and user interface (UI) in an educational context, as well as consider aspects of accessibility, user engagement, and personalized learning. Furthermore, this course discusses how to evaluate the effectiveness of digital environments in improving learning outcomes. With a practical and theoretical approach, students are expected to be able to create a digital learning ecosystem that is adaptive, collaborative, and oriented to the needs of learners in the era of digital transformation. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>   |  |   |

1. This course examines in-depth how to effectively and innovatively design, develop, and manage learning environments integrated with digital technology.
2. This course examines the basic concepts of instructional design, digital platform selection, interactive media integration, and Learning Management System (LMS) development.
3. This course examines the basic concepts of instructional design, digital platform selection, interactive media integration, and Learning Management System (LMS) development.
4. This course evaluates the effectiveness of digital environments in improving learning outcomes.
5. Using both practical and theoretical approaches, students are expected to be able to create a digital learning ecosystem that is adaptive, collaborative, and oriented to the needs of learners in the era of digital transformation.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Bates, A. W. (2015). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. Vancouver: Tony Bates Associates Ltd.
2. Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. New York: Routledge.
3. Salmon, G. (2013). *E-tivities: The Key to Active Online Learning* (2nd ed.). New York: Routledge.
4. Conole, G. (2013). *Designing for Learning in an Open World*. New York: Springer.
5. Goodyear, P., & Dimitriadis, Y. (2013). *In Media Res: Learning Design as a Catalyst for Collective Intelligence*. *Research in Learning Technology*, 21, 1–13.
6. Mor, Y., & Craft, B. (2012). *Learning Design: Reflections on a Snapshot of the Current Landscape*. *Research in Learning Technology*, 20.
7. Weller, M. (2020). *25 Years of Ed Tech*. Edmonton: Athabasca University Press.

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90244  | <b>Module Name</b><br>Information Literacy in Digital Education and Learning |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester                   | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study   | Prerequisites for attendance<br>None   | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator<br>Prof. Dr. Sujarwo, M.Pd.  | Semester week hours<br>5,62 hours per week                                   |   |
| Additional teacher involved:<br>-   |  |   |
| <b>Syllabus</b><br><br>The module is about Information Literacy in Digital Education and Learning is an in-depth study of an individual's ability to access, evaluate, use, manage, and produce information effectively through various digital technologies. In this rapidly evolving information age, information literacy has become an essential competency in digital education and learning. Students will learn the basic concepts of information literacy, the ethics of information use, strategies for finding credible sources, and critical thinking skills in sorting and processing information. Furthermore, this course discusses the integration of information literacy into the learning process, the development of an information literacy-based curriculum, and the challenges and opportunities in building an information-literate learning society. By taking this course, students are expected to become educators capable of guiding students to become intelligent, critical, and responsible information users. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>  |  |   |

1. This course examines in-depth the individual's ability to access, evaluate, use, manage, and produce information effectively through various digital technologies.
2. Implementing information literacy as an essential competency in digital education and learning in the rapidly evolving information age.
3. This course examines the basic concepts of information literacy, the ethics of information use, strategies for finding credible sources, and critical thinking skills in selecting and processing information.
4. This course analyzes the integration of information literacy into the learning process, the development of an information literacy-based curriculum, and the challenges and opportunities in building an information-literate learning society.
5. This course develops students' abilities as future educators capable of guiding students to become intelligent, critical, and responsible users of information.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Association of College and Research Libraries (ACRL). (2015). *Framework for Information Literacy for Higher Education*. Chicago: ACRL.
2. Eisenberg, M. B., Lowe, C. A., & Spitzer, K. L. (2004). *Information Literacy: Essential Skills for the Information Age* (2nd ed.). Westport, CT: Libraries Unlimited.
3. Head, A. J. (2013). *Learning the Ropes: How Freshmen Conduct Course Research Once They Enter College*. Project Information Literacy Research Report.
4. Horton, F. W. (2007). *Understanding Information Literacy: A Primer*. Paris: UNESCO.
5. Lloyd, A. (2010). *Information Literacy Landscapes: Information Literacy in Education, Workplace and Everyday Contexts*. Oxford: Chandos Publishing.
6. Mackey, T. P., & Jacobson, T. E. (2014). *Metaliteracy: Reinventing Information Literacy to Empower Learners*. Chicago: ALA Neal-Schuman.
7. Webber, S., & Johnston, B. (2000). *Conceptions of Information Literacy: New Perspectives and Implications*. *Journal of Information Science*, 26(6), 381–397.

## **Specialisation in Curriculum Development**

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90245   | <b>Module Name</b><br>Curriculum Development Design and Models |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester     | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br>None                           | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Anik Ghufon, M. Pd.  |  | <b>Semester week hours:</b><br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-   |  |   |
| <b>Syllabus</b><br><br>The module is about Curriculum Development Design and Models comprehensively discusses the process of designing and developing a curriculum that meets student needs, scientific developments, and socio-cultural dynamics. Students will learn various approaches and models for curriculum development, such as the Taba, Tyler, and Wheeler models, as well as the competency-based curriculum model. Furthermore, they will examine the stages of curriculum design, from needs analysis and goal formulation to content selection and learning strategies, to evaluation and revision. This course also explores the application of curriculum models in formal and non-formal educational contexts, as well as the challenges faced in their implementation. By taking this course, students are expected to be able to design innovative, adaptive, and contextual curricula that meet global demands and local community needs. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>   |  |   |

1. Design and develop a curriculum that meets student needs, scientific developments, and socio-cultural dynamics.
2. Examine various approaches and models in curriculum development, such as the Taba, Tyler, and Wheeler models, and the competency-based curriculum model.
3. Design a curriculum starting with needs analysis, goal formulation, content selection, learning strategies, and evaluation and revision.
4. Explore the application of curriculum models in formal and non-formal educational contexts, as well as the challenges faced in their implementation.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Tomlinson, C. A., Brimijoin, K., & Narvaez, L. (2008). *The Differentiated School*. Alexandria, VA: Association for Supervision and Curriculum Development.
2. Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
3. Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and Managing a Differentiated Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

|  |   |   |
|--|---|---|
| <b>Module number</b><br>EDU90246   | <b>Module Name</b><br>Comparative Study of Curriculum Development |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester        | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br><br>None                          | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>   |   | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Haryanto, M. Pd.   |   | Semester week hours = 1,7<br>hours/week   |
| Additional teacher involved:<br>-  |   |   |
| <b>Syllabus</b><br><br>The module is about Comparative Study of Curriculum Development provides a critical and comprehensive insight into various curriculum development approaches and models applied in various countries. Students will learn how cultural, social, political, economic, and historical factors influence the direction and policies of curriculum in each education system. The study includes analysis of national and international curricula, comparisons of curriculum structures, teaching methods, assessments, and the integration of local and global values. Students will also be invited to examine case studies of curriculum development from various contexts, both developed and developing countries. Through these comparisons, students are expected to identify best practices that can be adapted and applied contextually within the Indonesian education system. This course equips students with a global perspective and critical analytical skills in developing relevant and sustainable curriculum. |   |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>   |   |   |

1. Develop critical and comprehensive insights into various curriculum development approaches and models implemented in various countries.
2. Examine cultural, social, political, economic, and historical factors that influence curriculum direction and policies in each education system.
3. Examine national and international curriculum analysis, compare curriculum structures, teaching methods, assessments, and the integration of local and global values.
4. Examine case studies of curriculum development from various contexts, both developed and developing countries.
5. Identify best practices that can be adapted and applied contextually within the Indonesian education system.
6. Analyze the results of comparative studies of curriculum development with a global perspective and critical analysis skills in developing relevant and sustainable curricula.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Adamson, B., Nixon, J., & Su, Y. F. (2012). *The Reorientation of Higher Education: Challenging the East-West Dichotomy*. Comparative Education Research Centre, The University of Hong Kong and Springer.
2. Adams, D. (1993). *Defining Educational Quality*. Arlington, VA: Institute for International Research, Educational Planning Unit.
3. Adams, D. (1994). *Education and National Development: Priorities, Policies, and Planning*. Manila: Asian Development Bank.
4. Adams, D. (1997). *Educational Planning*. Manila: Asian Development Bank.
5. Adams, D. (2003). *Educational Planning and Management in Asia*. Manila: Asian Development Bank.
6. Adams, D., Keeves, J. P., Postlethwaite, T. N., & Thomas, R. M. (1995). *Monitoring the Quality of Education*. Comparative Education Research Centre, The University of Hong Kong.
7. Adams, D., & Chapman, D. W. (2002). *The Management and Cost of Education*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong.
8. Adams, D., & Chapman, D. W. (2004). *The Management of Education in Asia*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong.
9. Adams, D., Keeves, J. P., Postlethwaite, T. N., & Thomas, R. M. (2007). *Monitoring the Quality of Education: Indicators and Research Priorities*. Comparative Education Research Centre, The University of Hong Kong.

|   |   |   |
|---|---|---|
| <b>Module number</b><br>EDU90247  | <b>Module Name</b><br>Curriculum Development in School and Higher Education |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester                  | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study   | Prerequisites for attendance<br>None  | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>  |   | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Ali Muhtadi, M.Pd.  |   | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-   |   |   |
| <b>Syllabus</b><br><br>The module is about Curriculum Development in School and Higher Education comprehensively discusses the curriculum development process, from planning, design, implementation, to evaluation, both at the elementary and secondary education levels and in higher education. Students will explore the theory and basic principles of curriculum development, curriculum approaches (such as competency-based curriculum, thematic curriculum, and research-based curriculum), and factors influencing the effectiveness of curriculum implementation. Furthermore, this course examines the roles of stakeholders such as teachers, lecturers, principals, accreditation bodies, and the government in the curriculum development process. Through case studies and analysis of current curricula, students are expected to be able to design curriculum models that are adaptive to changing times, student needs, technological developments, and local and global challenges in education. |   |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>  |   |   |

1. Comprehensively examine curriculum development in schools and universities, including the curriculum development process, from planning, design, implementation, to evaluation, both at the elementary and secondary education levels and at universities.
2. Comprehensively examine curriculum development in schools and universities, including planning, design, implementation, and evaluation, both at the elementary and secondary education levels and at universities.
3. Examine the roles of stakeholders such as teachers, lecturers, principals, accreditation bodies, and the government in the curriculum development process.
4. Analyze curriculum development in schools and universities through case studies and analysis of current curricula.
5. Design a curriculum model that is adaptive to changing times, student needs, technological developments, and local and global challenges in education.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Abdullah, A. (2009). *Pengembangan Kurikulum Teori dan Praktik*. Yogyakarta: UNY Press.
2. Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, Principles, and Issues* (8th ed.). Boston: Pearson.
3. Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.
4. Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt, Brace & World.
5. Posner, G. J. (2004). *Analyzing the Curriculum* (3rd ed.). New York: McGraw-Hill.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90248   | <b>Module Name</b><br>Development of Education and Training Curriculum |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester             | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br>None                                   | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Dr. Amir Fatah, M.Pd.  |  | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-  |  |   |
| <b>Syllabus</b><br><br>The module is about Development of Education and Training Curriculum provides an in-depth understanding of the curriculum development process focused on education and training. Students will learn various curriculum theories, principles, and models used in formal education and non-formal training. The primary focus is on designing, developing, implementing, and evaluating curricula aimed at meeting the needs of students and employees in various industries. In this course, students will be taught to understand various methods, techniques, and approaches that can be applied to developing effective training programs. In addition, students will learn how to assess the success of curricula and training programs in achieving their stated objectives, as well as how to adapt these curricula to technological developments and the ever-changing needs of organizations. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Designing a curriculum model that adapts to changing times, student needs, technological  |  |   |

developments, and local and global challenges in education.

2. Examining various theories, principles, and curriculum models used in formal education and non-formal training.
3. Designing, developing, implementing, and evaluating a curriculum aimed at meeting the needs of students and employees in various industrial fields.
4. Examining various methods, techniques, and approaches that can be applied in developing effective training programs.
5. Examining how to assess the success of the curriculum and training program in achieving its stated objectives.
6. Applying the curriculum to technological developments and the ever-changing needs of the organization.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Finch, C. R., & Crunkilton, J. R. (1999). *Curriculum Development in Vocational and Technical Education: Planning, Content, and Implementation* (5th ed.). Boston: Allyn and Bacon.
2. Finch, C. R., & Crunkilton, J. R. (2003). *Curriculum Development in Vocational and Technical Education: Planning, Content, and Implementation* (6th ed.). Boston: Allyn and Bacon.
3. Lauglo, J., & Lillis, K. (1988). *Vocationalizing Education: An International Perspective*. Oxford: Pergamon Press.
4. McGrath, S. (2012). *Vocational Education and Training for Development: A Policy in Need of a Theory?* *International Journal of Educational Development*, 32(5), 623–631.
5. Rauner, F., & Maclean, R. (Eds.). (2008). *Handbook of Technical and Vocational Education and Training Research*. Dordrecht: Springer.

# **Specialisation in Educational Sociology**

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90249   | <b>Module Name</b><br>Classical and Contemporary Sociological Theories |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester             | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>3. Discussion<br>4. Independent/Individual Study  | Prerequisites for attendance<br>None                                   | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul><br><b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul><br><b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. SB Wahyono, M. Si  |  | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-  |  |   |
| <b>Syllabus</b><br>The module is about Classical and Contemporary Sociological Theories provides an in-depth understanding of sociological theories developed by classical and contemporary thinkers, as well as their contributions to the development of sociology. Students will study the major thinkers that have formed the foundation of sociology, from classical figures such as Auguste Comte, Karl Marx, Emile Durkheim, to Max Weber, and how their theories continue to influence the analysis of society. Furthermore, this course also examines contemporary theories developed in the modern era, which provide new perspectives in understanding complex social phenomena. By understanding these theories, students are expected to be able to apply sociological concepts to analyze the social dynamics occurring in today's society and connect these theories to contemporary social problems. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. An in-depth study of sociological theories developed by classical and contemporary thinkers, as well as their contributions to the development of sociology.  |  |   |

2. Examines the major thinkers who have formed the foundation of sociology, from classical figures such as Auguste Comte, Karl Marx, Emile Durkheim, to Max Weber, and the impact and influence of their theories that continue to influence the analysis of society.
3. Examines contemporary theories developed in the modern era, which provide new perspectives in understanding complex social phenomena.
4. Applies sociological concepts to analyze the social dynamics occurring in today's society and connects these theories to contemporary social problems.

**Example: Classification of cognitive skills following Bloom (1956):**

- 1 = *Knowledge*: recalling facts, terms, basic concepts and answers;
- 2 = *Comprehension*: understanding something;
- 3 = *Application*: using a general concept to solve problems in a particular situation;
- 4 = *Analysis*: breaking something down into its parts;
- 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;
- 6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Saefur Rochmat, dkk., 2024. *Literasi dan Pendidikan Karakter Berbasis Kerangka Teori*. Yogyakarta: UNY Press.
2. Saefur Rochmat, 2021. *Islam, Pancasila, dan Third Way*. Banyumas: Wawasan Ilmu.
3. Osman Bakar, 2003. *Islam dan Dialog Peradaban: Menguji Universalisme Islam dalam Peradaban Timur dan Barat*. Yogyakarta: Fajar Pustaka.
4. Zainuddin Maliki, 2010. *Sosiologi Pendidikan*. Yogyakarta: Gadjah Mada University Press.
5. Bryan S. Turner, 2005. *Menggugat Sosiologi Sekuler: Studi Analisis Atas Sosiologi Weber*. a.b. Mudhofir Abdullah. Yogyakarta: Suluh Press.
6. Soerjono Soekanto, 2011. *Mengenal Tujuh Tokoh Sosiologi*. Jakarta: Rajagrafindo.
7. Maurice Duverger, 1974. *The Study of Politics*. London: Nelson.
8. Piotr Sztompka, 2004. *Sosiologi Perubahan Sosial*. a.b. Alimandan. Jakarta: Grenada.
9. Peter E. Glasner, 1992. *Sosiologi Sekularisasi: Suatu Kritik*. a.b. H.M. Mochtar Zoerni. Yogyakarta: Tiara Wacana.
10. Dawam Rahardjo, 1988. "Kemiskinan sebagai Masalah Ekonomi." In *Esei-Esei Ekonomi Politik*. Jakarta: LP3ES.
11. Bagus Darmawan (Ed.), 2007. *Esai-Esai Nobel Ekonomi*. Jakarta: Gramedia.
12. Fasli Jalal, 2024. "Tantangan Pendidikan Indonesia". Jakarta: Kompas.
13. Kamaruzzaman Bustamam Ahmad, 2024. *Fiqih adalah Ilmu Sosial Islam*. <https://www.kba13.com/fiqih-adalah-ilmu-sosial-islam/>
14. Saefur Rochmat, 2024. "Dosen UNY Sosialisasi Hari Santri di SMAN 1 Bambanglipura". Bernasnews. <https://bernasnews.id/2024/12/04/dosen-uny-sosialisasi-hari-santri-di-sman-1-bambanglipuro-bantu/>

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90250   | <b>Module Name</b><br>Utilizing Social and Cultural Capital in Schools |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester             | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br>None                                   | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul><br><b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul><br><b>Total = 100%</b>   |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Siti Irine D, M.Si   |  | Semester week hours<br>5,62 hours per week  |
| <b>Additional teacher involved:</b><br>-   |  |   |
| <b>Syllabus</b><br>The module is about Utilizing Social and Cultural Capital in School examines in depth the importance of utilizing existing socio-cultural capital in society to support improving the quality of education in schools. Students will learn the concept of socio-cultural capital, which encompasses the values, norms, social networks, and cultural traditions within a community. This course also discusses how to identify and manage the potential of this socio-cultural capital in an educational context. Students will be encouraged to explore various ways to integrate socio-cultural capital into learning, school environment management, and developing relationships between schools, families, and the community. Thus, it is hoped that students will be able to utilize socio-cultural capital to create a more inclusive, empowering, and relevant school environment that meets the needs of students and the community. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Examine in-depth the importance of utilizing existing socio-cultural capital in the community to  |  |   |

support improving the quality of education in schools.

2. Examine the concept of socio-cultural capital, which encompasses the values, norms, social networks, and cultural traditions present within a community.
3. Identify and manage the potential of this socio-cultural capital in the context of education.
4. Explore various ways to integrate socio-cultural capital into learning, school environment management, and developing relationships between schools, families, and the community.
5. Apply socio-cultural capital to create a more inclusive, empowering, and relevant school environment that meets the needs of students and the community.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Goodlad, John (1984). *A Place Called School*. New York: McGraw-Hill.
2. Ornstein, Allan C. & Levine, Daniel U. (2008). *An Introduction to the Foundations of Education*. Boston: Houghton Mifflin.
3. Brown, Leslie M. (1970). *Aims of Education*. New York: Teachers College Press.
4. Crehan, Lucy (2016). *Clever Lands*. London: Clys Ltd, St. Ives Plc.
5. Day, C., & Gu, Q. (2014). *Resilient Teachers, Resilient Schools*. London & New York: Routledge.
6. Decker, L. E., & Decker, V. A. (2003). *Home, School, and Community Partnerships*. Lanham, MD: Scarecrow Education.
7. Dwiningrum, S. I. A. (2014). *Modal Sosial: Dalam Pengembangan Pendidikan Perspektif Teori dan Praktik*. Yogyakarta: UNY Press.
8. Field, J. (2005). *Social Capital and Lifelong Learning*. Bristol: Policy Press.
9. Fullan, M. (1991). *The New Meaning of Educational Change*. Toronto: Teachers College Press.
10. Glasser, W. (1998). *The Quality School*. New York: Harper Perennial.
11. Harker, Richard, et al. (1990). *Habitus × Modal + Ranah = Praktik*. Yogyakarta: Jalasutera.
12. Haryanto, et al. (2018). *Ilmu Pendidikan: Landasan Filosofis, Rujukan Teoritik, dan Terapannya*. Yogyakarta: UNY Press.
13. Henderson, N. (2003). *Resiliency in Schools*. California: Corwin Press.
14. Hollins, Etta R. (2008). *Culture in School Learning*. New York: Routledge.
15. Lickona, Thomas (2012). *Educating for Character*. Bandung: Bumi Aksara.
16. Lin, Nan (2004). *Social Capital*. Cambridge: Cambridge University Press.
17. Hammond, L. D. (2017). *Empowered Educator*. San Francisco: Jossey-Bass.
18. Harris, A. (2002). *School Improvement*. London & New York: Routledge.

|  |   |   |
|--|---|---|
| <b>Module number</b><br>EDU90251   | <b>Module Name</b><br>Development of School Culture and Educational Quality |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester                  | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study  | Prerequisites for attendance<br>None  | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>   |   | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| <b>Module coordinator:</b><br>Dr. Ariefa Efianingrum, M.Si   |   | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-  |   |   |
| <b>Syllabus</b><br><br>The module is about Development of School Culture and Educational Quality discusses the importance of developing a positive school culture to support the achievement of high-quality education. Students will be encouraged to understand the concept of school culture, which encompasses the values, norms, attitudes, and behaviors that develop within the school environment. Furthermore, this course also discusses various factors that influence school culture, such as leadership, student, teacher, and parent involvement, and support from educational policies. Students will learn various strategies that can be implemented to build and develop a school culture that supports effective, inclusive, and quality-oriented learning. Students are expected to apply this knowledge to create a school culture that is conducive to student development and the achievement of quality educational goals. |   |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Examine the importance of developing a positive school culture to support the achievement of high-  |   |   |

quality education.

2. Examine the concept of school culture, which encompasses the values, norms, attitudes, and behaviors that develop within the school environment.
3. Examine various factors that influence school culture, such as leadership, student, teacher, and parent involvement, and support from educational policies.
4. Examine various strategies that can be implemented to build and develop a school culture that supports effective, inclusive, and quality-oriented learning.
5. Create a school culture conducive to student development and the achievement of quality educational goals.

**Example: Classification of cognitive skills following Bloom (1956):**

1 = *Knowledge*: recalling facts, terms, basic concepts and answers;

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Goodlad, John (1984). *A Place Called School*. New York: McGraw-Hill.
2. Ornstein, Allan C. & Levine, Daniel U. (2008). *An Introduction to the Foundations of Education*. Boston: Houghton Mifflin.
3. Brown, Leslie M. (1970). *Aims of Education*. New York: Teachers College Press.
4. Crehan, Lucy (2016). *Clever Lands*. London: Clys Ltd, St. Ives Plc.
5. Day, C., & Gu, Q. (2014). *Resilient Teachers, Resilient Schools*. London & New York: Routledge.
6. Decker, L. E., & Decker, V. A. (2003). *Home, School, and Community Partnerships*. Lanham, MD: Scarecrow Education.
7. Dwiningrum, S. I. A. (2014). *Modal Sosial: Dalam Pengembangan Pendidikan Perspektif Teori dan Praktik*. Yogyakarta: UNY Press.
8. Field, J. (2005). *Social Capital and Lifelong Learning*. Bristol: Policy Press.
9. Fullan, M. (1991). *The New Meaning of Educational Change*. Toronto: Teachers College Press.
10. Glasser, W. (1998). *The Quality School*. New York: Harper Perennial.
11. Harker, Richard, et al. (1990). *Habitus × Modal + Ranah = Praktik*. Yogyakarta: Jalasutera.
12. Haryanto, et al. (2018). *Ilmu Pendidikan: Landasan Filosofis, Rujukan Teoritik, dan Terapannya*. Yogyakarta: UNY Press.
13. Henderson, N. (2003). *Resiliency in Schools*. California: Corwin Press.
14. Hollins, Etta R. (2008). *Culture in School Learning*. New York: Routledge.
15. Lickona, Thomas (2012). *Educating for Character*. Bandung: Bumi Aksara.
16. Lin, Nan (2004). *Social Capital*. Cambridge: Cambridge University Press.
17. Hammond, L. D. (2017). *Empowered Educator*. San Francisco: Jossey-Bass.
18. Harris, A. (2002). *School Improvement*. London & New York: Routledge.

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90252  | <b>Module Name</b><br>Multiculturalism in Education        |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Concentration Supporting Course  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study   | Prerequisites for attendance<br>None                       | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>5%</b></li> <li>• Assignment: <b>10%</b></li> <li>• Midterm Exam (UTS): <b>15%</b></li> <li>• Final Exam (UAS): <b>20%</b></li> </ul> <b>2. Participatory (50%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b>  |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator:<br>Prof. Dr. Farida Hanum, M. Si  |  | Semester week hours<br>5,62 hours per week  |
| Additional teacher involved:<br>-   |  |   |
| <b>Syllabus</b><br>The module is about Multiculturalism in Education examines how cultural diversity can be managed effectively in an educational context. Students will learn the basic concepts of multiculturalism, the challenges faced in its implementation in schools and universities, and how to overcome these obstacles. The main focus of this course is creating an inclusive learning environment where cultural, ethnic, religious, and linguistic differences are valued and utilized as strengths in the learning process. Students will be taught to design educational policies and programs that support the principles of multiculturalism and develop skills to facilitate positive interactions between cultural groups. With an approach based on equality and respect for differences, this course aims to create an educational environment that is equitable and respects diversity. |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Examines how cultural diversity can be managed effectively in an educational context.<br>2. Examines the basic concepts of multiculturalism, the challenges faced in its implementation in schools and universities, and how to overcome these obstacles.  |  |   |

3. Creates an inclusive learning environment where cultural, ethnic, religious, and linguistic differences are valued and utilized as strengths in the learning process.
4. Designs educational policies and programs that support the principles of multiculturalism and develop skills to facilitate positive interactions between cultural groups.
5. Analyzes approaches based on equality and respect for differences to create a just and diverse educational environment.

**Example: Classification of cognitive skills following Bloom (1956):**

- 1 = *Knowledge*: recalling facts, terms, basic concepts and answers;  
 2 = *Comprehension*: understanding something;  
 3 = *Application*: using a general concept to solve problems in a particular situation;  
 4 = *Analysis*: breaking something down into its parts;  
 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;  
 6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Albertus, Doni Koesoema. (2007). *Pendidikan karakter: Strategi mendidik anak di zaman global*. Jakarta: Grasindo.
2. Andin, Shanti Nurfianti. (2018). *Panduan Praktis Pelibatan Tripusat Pendidikan dalam Penguatan Pendidikan Karakter (PPK) untuk Kepala Sekolah*. Jakarta: Setjen Kemdikbud RI.
3. Arthur, James. (2003). *Education with Character: The Moral Economy of Schooling*. New York: RoutledgeFalmer.
4. Balitbang Kemdiknas. (2010). *Pengembangan pendidikan budaya dan karakter bangsa: Pedoman sekolah*. Jakarta: Balitbang Kemendiknas.
5. Bohlin, Karen E. (2005). *Teaching Character Education through Literature: Awakening the Moral Imagination in Secondary Classrooms*. London & New York: RoutledgeFalmer.
6. Brooks, Edward; de Lara, Emma Cohen; Sanchez-Ostiz, Alvaro; & Torralba, José M. (Eds.). (2022). *Literature and Character Education in Universities: Theory, Method, and Text Analysis*. London & New York: Routledge.
7. Copp, David (Ed.). (2006). *The Oxford Handbook of Ethical Theory*. Oxford: Oxford University Press.
8. Damon, William. (2002). *Bringing in a New Era in Character Education*. Stanford: Hoover Institution Press.
9. Dewayani, Sofie. (2018). *Panduan Praktis Implementasi Penguatan Pendidikan Karakter (PPK) Berbasis Kelas*. Jakarta: Setjen Kemdikbud RI.
10. Dimerman, Sara. (2009). *Character is the Key: How to Unlock the Best in Our Children and Ourselves*. Ontario: Wiley.
11. Ditjen Dikti Kemdikbud. (2013). *Naskah Akademik Pendidikan Karakter di Perguruan Tinggi*. Jakarta: Ditjen Dikti.
12. Ditjen PSMP Dikdas Kemdiknas. (2011). *Panduan Pendidikan Karakter di Sekolah Menengah Pertama*. Jakarta: Kemdiknas RI.
13. Editors at JIST. (2006). *Young Person's Character Education Handbook*. Indianapolis: JIST Publishing.
14. Frye, Mike et al. (2002). *Character Education Informational Handbook and Guide*. North Carolina: State Board of Education.
15. Hutcheon, Pat Duffy. (1999). *Building Character and Culture*. London: Praeger.
16. Lickona, Thomas. (1991). *Educating for Character: How Our School Can Teach Respect and*

*Responsibility*. New York: Bantam Books.

17. Lovat, Terence; Toomey, Ron; & Clement, Neville (Eds.). (2010). *International Research Handbook on Values Education and Student Wellbeing*. Oxford: Springer.
18. Marzuki. (2009). *Prinsip Dasar Akhlak Mulia*. Yogyakarta: Debut Wahana Press.
19. Marzuki. (2012). "Pengintegrasian Pendidikan Karakter dalam Pembelajaran di Sekolah." *Jurnal Pendidikan Karakter*, 2(1), 33–44.
20. Marzuki. (2015). *Pendidikan Karakter Islam*. Jakarta: Amzah.
21. Narvaez, Darcia & Lapsley, Daniel K. (Eds.). (2009). *Personality, Identity, and Character*. Cambridge: Cambridge University Press.
22. Nucci, Larry P. & Narvaez, Darcia. (2008). *Handbook of Moral and Character Education*. New York & London: Routledge.
23. Nucci, Larry; Narvaez, Darcia; & Krettenauer, Tobias (Eds.). (2014). *Handbook of Moral and Character Education* (2nd ed.). New York & London: Routledge.
24. Pemerintah Indonesia. (2010). *Kebijakan Nasional Pembangunan Karakter Bangsa 2010–2025*. Jakarta: Pemerintah RI.

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90401   | <b>Module Name</b><br>Dissertation Proposal                |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Dissertation Supporting Courses   | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>2. Discussion<br>3. Independent/Individual Study  | <b>Prerequisites for attendance</b><br><br>None            | <b>Language</b><br>English/Arabic/German/etc.   |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Attendance: <b>(10%)</b></li> <li>• Quiz: <b>(5%)</b></li> <li>• Assignment: <b>(25%)</b></li> <li>• Midterm Exam (UTS): <b>(5%)</b></li> <li>• Final Exam (UAS): <b>(5%)</b></li> </ul> <b>2. Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul> <b>Total = 100%</b> |  | <b>SKS (+Workload in hrs)</b><br>4 (180, of this 53 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>6 (180, of this 53 contact hrs.) |
| <b>Module coordinator:</b><br>Prof. Dr. Farida Hanum, M.Si.  |  | <b>Semester week hours:</b><br>11,25 hours per week<br><br><b>Total semester:</b><br>180 hours (4 SKS ≈ 6-7 ECTS)                           |
| <b>Additional teacher involved:</b><br>Prof. Dr. Anik Ghufon, M. Pd.   |  |   |
| <b>Syllabus</b><br>The module is about Dissertation Proposal strengthens the study of the development of educational science, focusing on multidisciplinary arts education based on Indonesian arts.   |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Students are able to know and understand basic anatomy dissertation<br>2. Students are able to draft a good dissertation proposal.<br><br><b>Example: Classification of cognitive skills following Bloom (1956):</b><br>1 = <i>Knowledge</i> : recalling facts, terms, basic concepts and answers;<br>2 = <i>Comprehension</i> : understanding something;                       |  |   |

3 = *Application*: using a general concept to solve problems in a particular situation;  
4 = *Analysis*: breaking something down into its parts;  
5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;  
6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

Edu-Tourism atau Pariwisata Pendidikan dimaksudkan sebagai suatu program di mana peserta kegiatan wisata melakukan perjalanan wisata pada suatu tempat tertentu dalam suatu kelompok dengan tujuan utama mendapatkan pengalaman belajar secara langsung terkait dengan lokasi yang dikunjungi (Rodger, 1998, hal 28).

## **3<sup>rd</sup> Semester**

### **(Doctoral Dissertation Supporting Subjects)**

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90401  | <b>Module Name</b><br>Proposal Seminar                 |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br>Dissertation Supporting Courses  | <b>Semester / Rotation</b><br>3 <sup>rd</sup> Semester | <b>Student capacity:</b><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>Discussion and Independent/Individual Presentation   | Prerequisites for attendance<br>None                   | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b>  |  | <b>SKS (+Workload in hrs)</b><br>4 (180, of this 53 contact hrs.)                                   |
| <b>1. Cognitive (50%)</b>   |  | <b>ECTS (+Workload in hrs)</b><br>6 (180, of this 53 contact hrs.)                                  |
| <ul style="list-style-type: none"> <li>• Attendance: <b>10%</b></li> <li>• Quiz: <b>5%</b></li> <li>• Assignment: <b>25%</b></li> <li>• Midterm Exam (UTS): <b>5%</b></li> <li>• Final Exam (UAS): <b>5%</b></li> </ul> |  |   |
| <b>2. Participatory (50%)</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>25%</b></li> </ul>  |  |   |
| <b>Total = 100%</b>   |  |   |
| Module coordinator<br>Prof. Dr. Farida Hanum, M.Si.   |  | Semester week hours = 11,25<br>hours per week<br><br>Total semester=180 hours (4<br>SKS ≈ 6-7 ECTS) |
| Additional teacher involved:<br>Prof. Dr. Kuswarsantyo M.Hum.   |  |   |
| <b>Syllabus</b><br>The module is about Dissertation Proposal strengthens the study of the development of educational science, focusing on multidisciplinary arts education based on Indonesian arts.                    |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>  |  |   |
| <ol style="list-style-type: none"> <li>4. Students are able to know and understand basic anatomy dissertation</li> <li>5. Students are able to draft a good dissertation proposal.</li> </ol>                           |  |   |
| <b>Example: Classification of cognitive skills following Bloom (1956):</b>  |  |   |

- 1 = *Knowledge*: recalling facts, terms, basic concepts and answers;
- 2 = *Comprehension*: understanding something;
- 3 = *Application*: using a general concept to solve problems in a particular situation;
- 4 = *Analysis*: breaking something down into its parts;
- 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;
- 6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

Edu-Tourism atau Pariwisata Pendidikan dimaksudkan sebagai suatu program di mana peserta kegiatan wisata melakukan perjalanan wisata pada suatu tempat tertentu dalam suatu kelompok dengan tujuan utama mendapatkan pengalaman belajar secara langsung terkait dengan lokasi yang dikunjungi (Rodger, 1998, hal 28).

**4<sup>th</sup> Semester**

**(Publication in National journal)**

|  |  |   |
|--|--|---|
| <b>Module number</b><br>EDU90402   | <b>Module Name</b><br>Publication of Journals in National Indexing |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Dissertation Supporting Courses   | <b>Semester / Rotation</b><br><br>4 <sup>th</sup> Semester         | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br><br>Independent/Individual Study  | Prerequisites for attendance<br>None                               | Language<br>English/ <del>Arabic/German/etc.</del>  |
| <b>Type of examination (Final Grade Composition)</b>   |  | <b>SKS (+Workload in hrs)</b><br>4 (180, of this 53 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>6 (180, of this 53 contact hrs.) |
| <b>1. Cognitive (50%)</b> <ul style="list-style-type: none"> <li>• Assignment: <b>50%</b></li> </ul> <b>2. Participatory (50%)</b> <ul style="list-style-type: none"> <li>• Team-Based Project: <b>50%</b></li> </ul> <b>Total = 100%</b>  |  |   |
| Module coordinator<br>Prof. Dr. Sugito, M.A.   |  | Semester week hours:<br>11,25 hours per week  |
| Additional teacher involved:<br>-  |  |   |
| <b>Syllabus (Short description of the module content)</b>  |  |   |
| <p>The module is about Reputable National Journal Publication is designed to (1) provide doctoral candidates with practical experience in preparing and writing papers (for proceedings) based on literature reviews and/or preliminary research, and (2) enhance their abilities, skills, and experience in preparing presentation materials, presenting papers, and actively participating in organized scientific discussions. The study results are written in the form of literature review and/or preliminary research articles, which are presented orally at national seminars/conferences relevant to the scientific field and organized by professional associations, universities, or credible national/international research institutions. Students are deemed to have passed this course if the article they produce is at least submitted for selection in Sinta-indexed proceedings.</p> |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b>   |  |   |
| <p>Students are able to design academic project activities independently that can contribute to the development of knowledge in their field of expertise.</p>  |  |   |
| <b>Example: Classification of cognitive skills following Bloom (1956):</b>   |  |   |
| <p>1 = <i>Knowledge</i>: recalling facts, terms, basic concepts and answers;<br/>2 = <i>Comprehension</i>: understanding something;</p>  |  |   |

3 = *Application*: using a general concept to solve problems in a particular situation;  
4 = *Analysis*: breaking something down into its parts;  
5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;  
6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

National Journal

**5<sup>th</sup> Semester**

**(Publication in International Journal)**

|   |   |  |
|---|---|--|
| <b>Module number</b><br>EDU90403  | <b>Module Name</b><br>Publication of Journals in International Indexing |  |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Dissertation Supporting Courses  | <b>Semester / Rotation</b><br><br>5 <sup>th</sup> Semester              | <b>Student capacity:</b><br><br>20 students                        |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br><br>Independent/Individual Study   | Prerequisites for attendance<br>None                                    | Language<br>English/ <del>Arabic/German/etc.</del>                 |
| <b>Type of examination (Final Grade Composition)</b>  |   | <b>SKS (+Workload in hrs)</b><br>4 (180, of this 53 contact hrs.)  |
| <b>1. Cognitive (50%)</b><br><ul style="list-style-type: none"><li>Assignment: <b>50%</b></li></ul>   |   | <b>ECTS (+Workload in hrs)</b><br>6 (180, of this 53 contact hrs.) |
| <b>2. Participatory (50%)</b><br><ul style="list-style-type: none"><li>Team-Based Project: <b>50%</b></li></ul>   |   |  |
| <b>Total = 100%</b>   |   |  |
| Module coordinator<br>Prof. Dr. C. Asri Budiningsih, M.Pd.  |   | Semester week hours:<br>11,25 hours per week                       |
| Additional teacher involved:<br>-   |   |  |
| <b>Syllabus (Short description of the module content)</b><br><br>The module is about Reputable International Journal Publication is designed to (1) provide doctoral candidates with practical experience in preparing and writing papers (for proceedings) based on literature reviews and/or preliminary research, and (2) enhance their abilities, skills, and experience in preparing presentation materials, presenting papers, and actively participating in organized scientific discussions. The study results are written in the form of literature review and/or preliminary research articles, which are presented orally at international seminars/conferences relevant to the scientific field and organized by professional associations, universities, or credible national/international research institutions. Students are deemed to have passed this course if the article they produce is at least submitted for selection in Scopus-indexed proceedings. |   |  |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>Students are able to design academic project activities independently that can contribute to the development of knowledge in their field of expertise.  |   |  |
| <b>Example: Classification of cognitive skills following Bloom (1956):</b><br>1 = <i>Knowledge</i> : recalling facts, terms, basic concepts and answers;<br>2 = <i>Comprehension</i> : understanding something;<br>3 = <i>Application</i> : using a general concept to solve problems in a particular situation;  |   |  |

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

International Journal

# **6<sup>th</sup> Semester**

## **(Dissertation)**

|   |  |   |  |
|---|--|---|--|
| <b>Module number</b><br>EDU91201  | <b>Module Name</b><br>Dissertation                         |   |  |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Dissertation Supporting Courses  | <b>Semester / Rotation</b><br><br>6 <sup>th</sup> Semester |   | <b>Student capacity:</b><br><br>20 students                          |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br><br>Independent/Individual Study   | Prerequisites for attendance<br>None                       |   | Language<br>English/ <i>Arabic/German/etc.</i>                       |
| <b>Type of examination (Final Grade Composition)</b>  |  |   | <b>SKS (+Workload in hrs)</b><br>12 (540, of this 160 contact hrs.)  |
| <b>1. Cognitive (50%)</b><br><br>• Assignment: <b>50%</b>   |  |   | <b>ECTS (+Workload in hrs)</b><br>19 (540, of this 160 contact hrs.) |
| <b>2. Participatory (50%)</b><br><br>• Team-Based Project: <b>50%</b>   |  |   |  |
| <b>Total = 100%</b>   |  |   |  |
| Module coordinator<br>Prof. Dr. Anik Ghufron, M.Pd.   |  | Semester week hours ≈ 33,75<br>hrs/week<br>Total semester workload=540jam |  |
| Additional teacher involved:<br>Final Project Supervisory Team  |  |   |  |
| <b>Syllabus (Short description of the module content)</b><br>The module is about Disertation strengthens the study of the development of educational science, focusing on multidisciplinary arts education based on Indonesian arts.  |  |   |  |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>Students are able to design academic project activities independently that can contribute to the development of knowledge in their field of expertise.  |  |   |  |
| <b>Example: Classification of cognitive skills following Bloom (1956):</b><br>1 = <i>Knowledge</i> : recalling facts, terms, basic concepts and answers;<br>2 = <i>Comprehension</i> : understanding something;<br>3 = <i>Application</i> : using a general concept to solve problems in a particular situation;<br>4 = <i>Analysis</i> :breaking something down into its parts;<br>5 = <i>Synthesis</i> : creating something new by putting parts of differentideas together to make a whole;<br>6 = <i>Evaluation</i> : judging the value of material or methods. |  |   |  |
| <b>Core readings:</b><br>International Journal  |  |   |  |

# **MATRICULATION COURSES**

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90253  | <b>Module Name</b><br>Educational Insights                 |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Bridging / Preparatory Module  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study   | Prerequisites for attendance<br>None                       | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (45%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>10%</b></li> <li>• Quiz: <b>5%</b></li> <li>• Assignment: <b>5%</b></li> <li>• Midterm Exam (UTS): <b>10%</b></li> <li>• Final Exam (UAS): <b>15%</b></li> </ul> <b>2. Participatory (55%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>30%</b></li> </ul> <b>Total = 100%</b> |  | <b>SKS (+Workload in hrs)</b><br>3 (135, of this 40 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>5 (135, of this 40 contact hrs.) |
| Module coordinator<br>Prof. Dr. Drs. Arif Rohman M.Si.  |  | Semester week hours = 8,43<br>hours/week  |
| Additional teacher involved:<br>-   |  |   |
| <b>Syllabus</b><br>The module is about Educational Insight provides the basics of understanding and critical thinking about education as a dynamic and dialectical process based on debates among educational experts in order to find the most appropriate theoretical and philosophical paradigm as a reference for educational practice and implementation.  |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Students are able to analyze and describe various problems in educational practice.<br>2. Students are able to discover paradigmatic abstractions, both philosophically and theoretically, from various educational practices.   |  |   |
| <b>Example: Classification of cognitive skills following Bloom (1956):</b>  |  |   |

- 1 = *Knowledge*: recalling facts, terms, basic concepts and answers;  
2 = *Comprehension*: understanding something;  
3 = *Application*: using a general concept to solve problems in a particular situation;  
4 = *Analysis*: breaking something down into its parts;  
5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;  
6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. Fundamental Pedagogy, oleh: J. Dolezalova, JH. Kamil Janis. Hradec Kra?love?, 2014
2. Critical Pedagogy: Origin, Vision, Action & Consequences. Oleh: GY. Abraham. 2019
3. Critical Pedagogy and Its Implication in the Classroom, oleh: M. Sharif Uddin. Journal of Underrepresented & Minority Progress, December 2019.
4. Defining Pedagogy oleh: Patricia Murphy. Unesco, 2008
5. The Origins of Pedagogy: Developmental and Evolutionary Perspectives, oleh: Amy E. Skerry, Harvard University, Cambridge, USA. 2017.
6. Memahami Pendidikan dan Ilmu Pendidikan. 2009. Arif Rohman. Yogyakarta: LBM
7. 50 Pemikir Pendidikan: Dari Piaget sampai masa Sekarang (Joy A. Palmer [ed.], 1996)
8. Kapitalisme Pendidikan (Francis Wahono, 2001)
9. Ideologi-Ideologi Pendidikan (William F. O'Neil, 2001)
10. Pedagogy of the Oppressed oleh: Paulo Freire. Continuum London. 2005

|   |  |   |
|---|--|---|
| <b>Module number</b><br>EDU90254  | <b>Module Name</b><br>Foundations of Education             |   |
| <b>Type of course</b><br><b>Core module/elective/etc.</b><br><br>Bridging / Preparatory Module  | <b>Semester / Rotation</b><br><br>2 <sup>nd</sup> Semester | <b>Student capacity:</b><br><br>20 students   |
| <b>Teaching methods</b><br><b>Lecture, excursions, group work, etc.</b><br>1. Discussion<br>2. Independent/Individual Study   | Prerequisites for attendance<br>None                       | Language<br>English/Arabic/German/etc.  |
| <b>Type of examination (Final Grade Composition)</b><br><br><b>1. Cognitive (45%)</b><br><br><ul style="list-style-type: none"> <li>• Attendance: <b>10%</b></li> <li>• Quiz: <b>5%</b></li> <li>• Assignment: <b>5%</b></li> <li>• Midterm Exam (UTS): <b>10%</b></li> <li>• Final Exam (UAS): <b>15%</b></li> </ul> <b>2. Participatory (55%)</b><br><br><ul style="list-style-type: none"> <li>• Study Case: <b>(25%)</b></li> <li>• Team-Based Project: <b>30%</b></li> </ul> <b>Total = 100%</b> |  | <b>SKS (+Workload in hrs)</b><br>2 (90, of this 27 contact hrs.)<br><br><b>ECTS (+Workload in hrs)</b><br>3 (90, of this 27 contact hrs.) |
| Module coordinator<br>Prof. Dr. Drs. Arif Rohman M.Si.  |  | Semester week hours = 5,62<br>hours/week  |
| Additional teacher involved:<br>-   |  |   |
| <b>Syllabus</b><br>The module is about Foundations of Education provides the theoretical basis for thinking in foundational sciences as the basis for developing educational science.   |  |   |
| <b>Learning goals and qualifications in this module students learn to (national or international):</b><br><br>1. Students are able to critically examine and describe various basic theories as the foundation of educational science.<br>2. Students are able to develop and discover new educational paradigms (new pedagogy) based on the analysis of the foundations of educational sciences.   |  |   |
| <b>Example: Classification of cognitive skills following Bloom (1956):</b><br>1 = <i>Knowledge</i> : recalling facts, terms, basic concepts and answers;  |  |   |

2 = *Comprehension*: understanding something;

3 = *Application*: using a general concept to solve problems in a particular situation;

4 = *Analysis*: breaking something down into its parts;

5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole;

6 = *Evaluation*: judging the value of material or methods.

**Core readings:**

1. GY. Abraham. 2019. *Critical Pedagogy: Origin, Vision, Action & Consequences*.
2. 1. HAR Tilaar. 2000. *Paradima Baru Pendidikan Nasional*. Bandung: Rosda Pustaka
3. Nasir Mahmood. 2017. *Fondation of Science Education*. Faculty of Education Allama Iqbal Open University 3. 4. 5. 6. 7.
4. Rudolf Steiner. 2020. *The Root s Of Education foundation of Waldorf Education*. Antrophosophic Press.
5. Nicholas J. Shudak. 2014. *The Re-Emergence of Critical Pedagogy: A Three-Dimensional Framework for Teacher Education in the Age of Teacher Effectiveness*. University of South Dakota, Vermillion, USA
6. Amy E. Skerry. 2017. *The Origins of Pedagogy: Developmental and Evolutionary Perspectives*. Harvard University, Cambridge, USA.
7. Arif Rohman. 2012. *Memahami pendidikan dan ilmu pendidikan*. Aswaja Pressindo



**Superior, Creative, and Innovative  
in a Sustainable Way**