UNIVERSITAS
NEGERI YOGYAKARTA
Sustainably Excellent, Creative, and Innovative

Module Handbook
Master of Educational Managament

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MODULE HANDBOOK
MASTER OF EDUCATIONAL MANAGEMENT

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Curriculum Structure

1st Semester	Philosophy of Science	Research Methodology in Education	Multivariate Statistics	Theory and Process of Educational Policy	Educational Planning and Budgeting	Academic Writing for National Journals	Theory of Educational Administration and Management	Educational Supervision				
2nd Semester	Behaviour and Development of Educational Organizations	IT-Based Educational Management	Thesis Proposal Writing	Total Quality Management in Education	Educational Accreditation System	Learning Organization and Knowledge Management	Curriculum and Instructional Management	Mixed Methods Research Methodology	Professional Ethics in Educational Management	Educational Organization	Educational Planning	Contemporary Educational Management
3rd Semester	Strategic Management	Development of Educational Leadership	Thesis Proposal Seminar	School Leadership	Development of Educational Supervision	Management of Educational Facilities and Infrastructure	Development of Educational Information Systems	Educational Program Evaluation				
4th Semester	Master's Thesis											

1st Semester
Summer Term 2024/2025

<table>
<tr><td>Module number
MAP8224</td><td colspan="2">Module name
Evaluation of Education Programs</td></tr>
<tr><td>Type of course Core
Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods:
Lectures, discussions, independent work, assignments, mini research.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive:

- Participation (5%).

- Assignments (10%).

- Mid-term Exam (15%).

- Final Exam (20%).

2. Participatory:

- Case Study (25%).

- Team Based Project (25%).</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours: 5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Cepi Safruddin Abd Jabar, M.Pd</td></tr>
</table>

Syllabus

The education program evaluation course is a compulsory course with a weight of 2 credits. This course discusses various basic concepts about the program education, identification of components and indicators of educational programs, preparation of program evaluation grids and instruments, collection of program evaluation data and processing/analysis of program evaluation data as well as preparation of program evaluation proposals as well as ways to improve performance and pointed-based program products rejection of the results of the evaluation which is carried out in a directed, systematic and continuous manner. Lectures are conducted face-to-face covering theory and practice. Evaluation carried out in writing and assessment of the results of practice.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students master the conceptual basis of Program Evaluation.
- Students are able to choose an evaluation model that is relevant to the purpose of the evaluation to be carried out.
- Students are able to apply at least 2 existing program evaluation methods.
- Students are able to process program evaluation data
- Students are able to evaluate one educational program
- Students master the conceptual basis of Program Evaluation
- Students are able to choose an evaluation model that is relevant to the purpose of the evaluation to be carried out.
- Students are able to apply at least 2 existing program evaluation methods.
- Students are able to process program evaluation data.
- Students are able to evaluate one educational program.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Recalling facts and terms.
- Comprehension: Understanding and interpreting ideas.
- Application: Using knowledge in practical scenarios.
- Analysis: Breaking down concepts into components.
- Synthesis: Creating new ideas by integrating concepts.
- Evaluation: Assessing the value and impact of programs and strategies.

Core readings:

- Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R., Program Evaluation Alternative Approaches and Practical Guidelines FOURTH EDITION.
- Suharsimi Arikunto, Cepi Safruddin Abdul Jabar, Evaluasi Program Pendidikan: pedoman teoritis praktis bagi mahasiswa dan praktisi pendidikan,
- WHOLEY, J.S., HATRY, H.P., NEWCOMER, K.E. (ed), HANDBOOK OF PRACTICAL PROGRAM EVALUATION 2nd
- Stockmann, R. (ed). A Practitioner Handbook on Evaluation.

<table>
<tr><td>Module number
PAS8201</td><td colspan="2">Module name
Philosophy of Science</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, quizzes/evaluations</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Assignments (5%).

- Attendance (5%)

- Mid-term Exam (15%).

- Final Exam (25%).

2. Participatory

- Case Study (50%).</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Dra. Lusila Andriani Purwastuti M.Hum.</td></tr>
</table>

Syllabus

This course is a science that studies the relationship between philosophy and education, which at the same time functions as an educational theory

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to analyze the relationship between philosophy and education.
- Students are able to analyze the relationship between philosophy and education

Classification of cognitive skills following Bloom (1956):

- Knowledge: Knowing the basic concepts of philosophy and education.
- Comprehension: Understand the role of philosophy in the development of education.
- Application: Provides examples of the application of philosophy in educational practice.
- Analysis: Analyzes the relationship between philosophy and education.
- Synthesis: Integrating philosophical views to design educational approaches.
- Evaluation: Evaluate the relevance of philosophy in solving contemporary educational problems.

Core readings:

- Kunto Wibisono, dkk. 1989. Dasar-dasar filsafat. Jakarta: Universitas Terbuka (modul 2)
- Imam Barnadib. 1992. Filsafat Pendidikan, Sistem dan Metode. Yogyakarta: Andi Offset
- Imam Barnadib. 1996. Dasar-dasar Kependidikan. Jakarta: GHALIA Indonesia
- Jalaludin & Abdullah Idi. 1997. Filsafat Pendidikan. Jakarta: Penerbit Gaya Media Pratama
- ML Persatuan Tamansiswa. 1977. Karya Ki Hajar Tamansiswa Pendidikan. Yogyakarta: ML Tamansiswa
- Imam Barnadib dan Sutari Imam Barnadib. 1996. Beberapa Aspek Substansial Ilmu Pendidikan. Yogyakarta: Andi Offset

<table>
<tr><td>Module number
MAP8210</td><td colspan="2">Module name
Principal's Leadership</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, quizzes/evaluations</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Participation (5%).

- Assignments (5%).

- Attendance (5%)

- Mid-term Exam (15%).

- Final Exam (20%).

2. Participatory

- Case Study (25%).

- Team Based Project (25%).</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
</table>

Additional teacher involved:
Dwi Esti Andriani, S.Pd., M.Pd., M.Ed.St., Ed.D.

Syllabus

In this course, the basic concept of the education system with components and indicators as well as the condition of expectations as an education system will be discussed good, the basic concept of leadership of the principal, the principal as a manager and leader, the development of the principal's competence, the guarantee School Quality, School-Based Management, Decision Making, Building Networks and Cooperation, and Information Technology in School Management.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understand the basic concepts of the education system.
- Understand the basic concepts of educational leadership
- Understanding the principal as a manager and leader

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand the basic concepts of the education system.
- Comprehension: Understand the basic concepts of educational leadership.
- Application: Apply leadership principles in a school context.
- Analysis: Analyze the role of the principal as a manager and leader.
- Synthesis: Designing innovative principal leadership models according to the needs of the school.
- Evaluation: Evaluating the effectiveness of the principal's leadership in improving the quality of education.

Core readings:

- Day, C., & Sammons, P. (2014). Successful School Leadership: How Successful School Leaders use Transformational and Instructional Strategies to Make a Difference. Education Development Trust. https://www.educationdevelopmenttrust.com/
- 5. Mulford, B. (2003). SCHOOL LEADERS: CHALLENGING ROLES AND IMPACT ON TEACHER AND SCHOOL EFFECTIVENESS (p. 66). University of Tasmania.

<table>
<tr><td>Module number
MAP8212</td><td colspan="2">Module name
Management of Educational Facilities and Infrastructure</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Discussion, independent work assignments</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)
1. Cognitive
- Quiz (10%).
- Attendance (5%)
- Assignment (5%)
- Mid-term Exam (10%).
- Final Exam (20%).
2. Participatory
- Case Study (20%).
- Team Based Project (30%).</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
</table>

Additional teacher involved:
Dr. Dra. Maria Dominika Niron, M.Pd

Syllabus

Understanding of the principles that need to be considered in managing school infrastructure, The process of managing the administration of infrastructure facilities, Arrangements and the use of facilities, skills in managing School/Madrasah Facilities and Infrastructure in the paradigm of Teaching and Learning Activities, including: planning, procurement, inventory/reporting, utilization, maintenance/maintenance, and elimination of school/madrasah infrastructure facilities.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understand how to identify educational facilities and infrastructure as one of the important and main resources in supporting the learning process in schools/madrasas.
- Understand the principles that need to be considered in managing school infrastructure, the process of managing the administration of infrastructure facilities, the arrangement and use of facilities.
- Skilled in the Management of School/Madrasah Facilities and Infrastructure in the paradigm of Teaching and Learning Activities, including: planning, procurement, inventory/reporting, utilization, maintenance/maintenance, and elimination of school/madrasah infrastructure.
- Understand how to identify educational facilities and infrastructure as one of the important and main resources in supporting the learning process in schools/madrasas.
- Understand the principles that need to be considered in managing school infrastructure, the process of managing the administration of infrastructure facilities, the arrangement and use of facilities.
- Skilled in the Management of School/Madrasah Facilities and Infrastructure in the paradigm of Teaching and Learning Activities, including: planning, procurement, inventory/reporting, utilization, maintenance/maintenance, and elimination of school/madrasah infrastructure facilities.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand how to identify educational facilities and infrastructure as the main learning resources.
- Comprehension: Understand the principles of management, administration, regulation, and use of school/madrasah infrastructure.
- Application: Implementing the process of managing infrastructure facilities through planning, procurement, inventory, utilization, maintenance, and disposal.
- Analysis: Analyze the effectiveness of infrastructure management in supporting teaching and learning activities.

- Synthesis: Designing an innovative model for the management of infrastructure facilities that meet the needs of schools/madrasas.
  - Evaluation: Evaluate the success of the management of school/madrasah infrastructure facilities.

Core readings:

- Arum, Wahyu Sri Ambar. 2007. Manajemen Sarana dan Prasarana Pendidikan. Jakarata: CV. Multi Karya Mulia.
- Bafadal, I. 2008. Manajemen Peningkatan Mutu Pendidikan Berbasis Sekolah Manajemen Perlengkapan Sekolah. Jakarta: Bumi Aksara
- Cepi Safruddin dkk. (2016). Manajemen Pendidikan. Yogyakarta: UNY Press
- Decenalized Basic Education (DBE) – USAID .2010. Petunjuk Teknis Pemeliharaan dan Pemeliharaan Aset Sarana-Prasarana Sekolah Bersama Masyarakat. Depdiknas, Direktorat Jenderal Pendidikan Dasar dan Menengah.
- Departemen Pendidikan Nasional. 2007. Pendidikan dan Pelatihan Manajemen Sarana dan Prasarana Pendidikan Persekolahan Berbasis Sekolah: Direktorat Tenaga Kependidikan Direktorat Jenderal Peningkatan Mutu dan Tenaga Kependidikan,
- Direktorat Pembinaan SMA. 2010. Juknis Analisis Standar Sarana dan Prasarana SMA Fauzan. 2016. Pengantar Sistem Administrasi Pendidikan; Teori dan Praktek. Yogyakarta: UII Press.
- Hanafi, Ivan. Dkk. 2001. Manajemen Sarana dan Prasarana Sekolah Lanjutan Tingkat Pertama Untuk Pelatihan Kepala Sekolah. Buku 7. Jakarta: Depdiknas.

<table>
<tr><td>Module number
MAP8204</td><td colspan="2">Module name
Strategic Management</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, quizzes/evaluations, independent work assignments</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)
1. Cognitive
- Attendance (5%)
- Mid-term Exam (5%).
- Final Exam (20%).
2. Participatory
- Case Study (50%).
- Team Based Project (20%).</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Ir. Zainal Arifin M.T</td></tr>
</table>

Syllabus

In the course, it discusses the concept and knowledge of strategic management concepts, educational quality approaches, frame work and management anatomy strategic, analyze the external and internal environment, analyze the environmental competition, environmental cost analysis planning, try to formulate strategic management models.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Explain the concept of strategic management (strategic management framework).
- Analyze environmental competition, environmental cost analysis planning.
- Trying to formulate strategic management models.
- Explain the concept of strategic management (strategic management framework).
- Analyze environmental competition, environmental cost analysis planning.
- Trying to formulate strategic management models.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Explain the concept of strategic management (strategic management framework).
- Comprehension: Understand the relationship between strategic management concepts and educational/organizational management practices.
- Application: Apply the basic concepts of strategic management to real cases.
- Analysis: Analyze environmental competition and environmental costs in planning.
- Synthesis: Formulating strategic management models.
- Evaluation: Evaluate the effectiveness of strategic management models in dealing with the dynamics of the organizational environment.

Core readings:

- Ansoff, H.Igor & Edward J. McDonnell (1990), Implanting Strategic Management, Second Edition, Prentice Hall International.
- Certo, Samuel C., J.Paul Peter, and Edward Ottensmeyer, (2002). Strategic Management, Concepts and Applications (3rd Edition)
- Hill, Charles W.L., & Gareth R. Jones. (1992). Strategic Management: An Integrated Approach. Second Edition. Boston Toronto: Houghton Company.
- Hoy, Wayne K dan Cecil G. Miskel, (2001), Educational Administration: Theory, Research and Practice, Toronto: Random House, Inc.
- Viljoen, John and Susan Dann, (2003), Strategic Management 4th edition, Prentice Hall, Pearson Education Australia
- Lantip Diat Prasojo, Manajemen Strategi, (2018), UNY Press Yogyakarta.

<table>
<tr><td>Module number
PAS8202</td><td colspan="2">Module name
Educational Research Methodology</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, quizzes/evaluations.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attenndance (2%)

- Quiz (10%)

- Assignment (3%)

- Mid-term Exam (15%).

- Final Exam (20%).

2. Participatory

- Case Study (25%).

- Team Based Project (25%).</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Prof. Dr. Sugiyono M.Pd.</td></tr>
</table>

Syllabus

This course contains several statistical techniques. Able to choose the right statistical techniques according to the type of data, and the scale of the data. Especially students It is expected to be able to: (1) distinguish between statistical types and data types, (2) descriptive statistics: frequency distribution, dispersion, central tendency, normal curves, (3) statistics parametrics: T-test, Variance Analysis, Pearson Correlations, Regression, (4) Nonparametric statistics: Chi-Square, Binomial, Spearman, C-Contingency, Kolmogorov-Smirnov, Kruskal-Wallis, Wilcoxon, Friedman, Cochran, (5) test assumptions: normality, linearity, homogeneity, validity, reliabitias, (6) analysis of test questions. Lecture It is carried out with a student-centered learning approach. Competency-based assessments involve active participation and communication of individual interactions and groups. Lectures are carried out with a student-centered learning approach. Competency-based assessments involve active participation and communication interaction in individuals and groups..

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understand the nature and characteristics of research in education.
- Understand the steps of educational research.
- Understand the approach and types of educational research.
- Able to prepare a design or research proposal for educational management

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand the nature and characteristics of research in education.
- Comprehension: Understand the steps of educational research.
- Application: Understand the approach and types of educational research and use it in the context of research.
- Analysis: Analyzing the suitability of the research approach, type, and steps with the educational problem being studied.
- Synthesis: Prepare a design or research proposal for educational management.
- Evaluation: Evaluating the quality of research designs/proposals based on scientific principles.

Core readings:

- Sujana. 2002. Metoda Statistika. Bandung: tarsito
- Sugiyono. 2017. Statistika untuk Penelitian. Bandung: Alfabeta
- Burhan Nurgiyantoro, dkk. 2009. Statistika Terapan. Yogyakarta: Gadjah Mada University Press.
- Muhammad Nisfiannoor. 2009. Pendekatan Statistika Modern untuk Ilmu Sosial. Jakarta: Salemba Humanika
- Chester L. Olson. 1987. Statistics Making Sense of Data. London: Allyn and Bacon, Inc.
- Elliot A. Tanis. 2001. Probability and Statistical Inference.New Jersey: Prentice-Hall, Inc.
- Bhisma Murti.1996. Penerapan Metode Statistik Non-Parametrik dalam Ilmu-Ilmu Kesehatan. Jakarta: PT Gramedia Pustaka Utama.
- Sugiyono. 2001. Statistik Nonparametrik untuk Penelitian. Bandung: CV Alfabeta.
- Dale H. Besterfield.1990. Quality Control. Canada: Prentice-Hall, Inc.
- Ronald E. Walpole.1997. Pengantar Statistika. Jakarta: PT Gramedia Pustaka Utama.
- Didik Setyawarno.-.Analisis Butir Soal dengan ITEMAN 4.3. Yogyakarta: http://fmipa.uny.ac.id
- Das Salirawati.-.Analisis Butir Soal dengan Program ITEMAN. Yogyakarta: FMIPA UNY

<table>
<tr><td>Module number
MAP8204</td><td colspan="2">Module name
Strategic Management</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, quizzes/evaluations, independent work assignments</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)
1. Cognitive
- Attendance (5%)
- Mid-term Exam (5%).
- Final Exam (20%).
2. Participatory
- Case Study (50%).
- Team Based Project (20%).</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
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5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Ir. Zainal Arifin M.T</td></tr>
</table>

Syllabus

In the course, it discusses the concept and knowledge of strategic management concepts, educational quality approaches, frame work and management anatomy strategic, analyze the external and internal environment, analyze the environmental competition, environmental cost analysis planning, try to formulate strategic management models.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Explain the concept of strategic management (strategic management framework).
- Analyze environmental competition, environmental cost analysis planning.
- Trying to formulate strategic management models.
- Explain the concept of strategic management (strategic management framework).
- Analyze environmental competition, environmental cost analysis planning.
- Trying to formulate strategic management models.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Explain the concept of strategic management (strategic management framework).
- Comprehension: Understand the relationship between strategic management concepts and educational/organizational management practices.
- Application: Apply the basic concepts of strategic management to real cases.
- Analysis: Analyze environmental competition and environmental costs in planning.
- Synthesis: Formulating strategic management models.
- Evaluation: Evaluate the effectiveness of strategic management models in dealing with the dynamics of the organizational environment.

Core readings:

- Ansoff, H.Igor & Edward J. McDonnell (1990), Implanting Strategic Management, Second Edition, Prentice Hall International.
- Certo, Samuel C., J.Paul Peter, and Edward Ottensmeyer, (2002). Strategic Management, Concepts and Applications (3rd Edition)
- Hill, Charles W.L, & Gareth R. Jones. (1992). Strategic Manajemen: An Integrated Approach. Second Edition. Boston Toronto: Houghton Company.
- Hoy, Wayne K dan Cecil G. Miskel, (2001), Educational Administration: Theory, Research and Practice, Toronto: Random House, Inc.
- Viljoen, John and Susan Dann, (2003), Strategic Management 4th edition, Prentice Hall, Pearson Education Australia
- Lantip Diat Prasojo, Manajemen Strategi, (2018), UNY Press Yogyakarta.

<table>
<tr><td>Module number
PAP6222</td><td colspan="2">Module name
Educational Organizations</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Assignments, case studies.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attenndance (5%)

- Assignment (15%)

- Mid-term Exam (15%).

- Final Exam (15%).

2. Participatory

- Case Study (30%).

- Team Based Project (20%).</td><td>2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Cepi Safruddin Abd Jabar M.Pd.</td></tr>
</table>

Syllabus

This course is a compulsory course that examines the basics of organizational science so that students can apply it in the organizational scope education. The study of this course includes being able to understand organizational theory and its development; able to analyze strengths and weaknesses structure and design of educational organizations; able to design and develop the right organizational structure; and able to evaluate effectiveness educational organizations. Assessments are carried out through individual and group assignments, mid-semester exams and end-of-semester exams and pay attention to student activity.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to understand organizational theory and its development.
- Able to analyze the advantages and weaknesses of the structure and design of educational organizations.
- Able to design and develop effective organizational structures.
- Able to evaluate the effectiveness of educational organizations.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand the theory of organization and its development.
- Comprehension: Explain the basic concepts of the structure and design of educational organizations.
- Application: Applying organizational theory in the context of managing educational institutions.
- Analysis: Analyze the advantages and weaknesses of the structure and design of educational organizations.
- Synthesis: Designing and developing an effective organizational structure.
- Evaluation: Evaluating the effectiveness of educational organizations.

Core readings:

- Robbins, S. P. (1987). Organization theory: Structure, design, and applications. Englewood Cliffs, N.J: Prentice-Hall.
- Stojanovi?-Aleksi?, V., Eri? Nielsen, J. and Boškovi?, A. (2019). Organizational prerequisites for knowledge creation and sharing: empirical evidence from
- Serbia. Journal of Knowledge Management, 23(8), 1543-1565.
- Sitar, A.S., Pahor, M. and Škerlavaj, M. (2018), "Learning-structure fit part II: Empirical examination of the relationship between employee learning and formalization, specialization and standardization of work", The Learning Organization, 25(6), 370-382.
- Sitar, A. S., & Škerlavaj, M. (2018). Learning-structure fit part I: Conceptualizing the relationship between organizational structure and employee learning. The Learning Organization, 25(5), 294-304.
- Mutebi, Henry dkk. (2020). Organisation size, innovativeness, self-organisation and inter-organisational coordination. International Journal of Emergency Services. 9(3). 359-394

- Lousa, Eva Petiz dan Duarte Gomes. (2017). The influence of technology, organizational size and age on Innovation. Revista Psicologia: Organizações e Trabalho. 17(4). 252-259
- Oh, Jinuk dan Semi Oh. (2017). Authentic leadership and turnover intention: does organizational size matter. Leadership & Organization Development Journal. 38(7). 912-926
- Angeles, R. (2021). Understanding the RFID Deployment at Sacred Heart Medical Center: Using Technology-Organization-Environment Framework Lenses. Procedia Computer Science, 196(2021), 445–453. https://doi.org/10.1016/j.procs.2021.12.035

<table>
<tr><td>Module number
MAP8205</td><td colspan="2">Module name
Educational Leadership Development</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, assignments/independent work</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)
1. Cognitive
- Attendance (10%)
- Assignment (20%)
- Mid-term Exam (10%).
- Final Exam (10%).
2. Participatory
- Case Study (35%).
- Team Based Project (15%).</td><td>2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Prof. Dr. Nurtanio Agus Purwanto S.Pd., M.Pd.</td></tr>
</table>

Syllabus

equipping students with knowledge and skills about educational leadership development. The scope of the material includes: basic concepts educational leadership, educational leadership development needs, educational leadership preparation and development programs in the country Progress and Development, Learning Strategies for Educational Leadership Development, Impact of Educational Leadership Development, Development leadership in the future. At the last meeting, the lecture will examine policies and programs for leadership preparation and development in Indonesia.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to explain the approaches, strategies, and learning models of educational leadership.
- Students are able to explain the trends of the educational leadership development curriculum.
- Students are able to explain international developments in educational leadership development policies and programs.
- Students are able to evaluate the effectiveness of the educational leadership development model.
- Students are able to explain the concept of educational leadership development.
- Students are able to develop effective 21st century school leadership preparation and development strategies.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Explain the concept of educational leadership development.
- Comprehension: Explain the approaches, strategies, and learning models of educational leadership.
- Application: Describe curriculum trends in educational leadership development.
- Analysis: Describes international developments in educational leadership development policies and programs.
- Synthesis: Develop effective 21st century school leadership preparation and development strategies.
- Evaluation: Evaluating the effectiveness of the educational leadership development model.

Core readings:

- Bush, T. 2008. Leadership & Management Development. London, New Delhi, Thousand Oaks: Sage
- Bush, T. 2009. Leadership Development and school improvement: contemporary issues in leadership development, Educational Review 61(4), 375–389
- Bush, T. 2010. Accelerating Leadership Development. Educational Management Administration & Leadership, 38(2) 147-148
- Bush, T. 2012. International perspectives on leadership development: making a difference, Professional Development in Education, 38 (4), 663-678, DOI: 10.1080/19415257.2012.660701

<table>
<tr><td>Module number
MAP8211</td><td colspan="2">Module name
Development of Educational Supervision</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, assignments/independent work, quizzes/evaluations</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)
1. Cognitive
- Attendance (5%)
- Assignment (5%)
- Quiz (5%)
- Mid-term Exam (15%).
- Final Exam (20%).
2. Participatory
- Case Study (50%).</td><td>2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Wiwik Wijayanti M.Pd.</td></tr>
</table>

Syllabus

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

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students understand the basic concept of educational supervision.
- Students are able to analyze and develop educational supervision programs.
- Students understand the basic concept of educational supervision.
- Students are able to analyze and develop educational supervision programs.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand the basic concepts of educational supervision.
- Comprehension: Explain the principles and objectives of educational supervision.
- Application: Apply the concept of supervision in practice in schools.
- Analysis: Analyze the needs and problems of educational supervision.
- Synthesis: Develop an educational supervision program.
- Evaluation: Evaluating the effectiveness of the implementation of educational supervision.

Core readings:

- Kaufman, J., Hughes, T. L., & Riccio, C. A. (Eds.). (2010). Handbook of Education, Training, and Supervision of School Psychologists in School and Community, Volume II: Bridging the Training and Practice Gap: Building Collaborative University/Field Practices (Vol. 2). Routledge.
- Caruso, J. J., & Fawcett, M. T. (2006). Supervision in early childhood education. Teachers College Press.
- Stones, E. (2002). Supervision in teacher education: A counselling and pedagogical approach. Routledge.
- Aseltine, J. M., Faryniarz, J. O., & Rigazio-DiGilio, A. J. (2006). Supervision for learning: A performance-based approach to teacher development and school
- improvement. ASCD.
- Leonard, E. C., & Trusty, K. A. (2015). Supervision: Concepts and practices of management. Cengage Learning.
- Savedra, M., & Hawthorn, J. (1990). Supervisory Management. In Supervision (pp. 9-30). Palgrave, London.
- Wiener, J., Mizen, R., & Duckham, J. (Eds.). (2002). Supervising and being supervised: a practice in search of a theory. Macmillan International Higher
- Education.
- Zepeda, S. J. (2013). Instructional supervision: Applying tools and concepts. Routledge.
- Watkins Jr, C. E., & Milne, D. L. (Eds.). (2014). The Wiley international handbook of clinical supervision. John Wiley & Sons.
- Bernard, J. M., & Goodyear, R. K. (2005). of Clinical Supervision. Supervision in Counseling: Interdisciplinary Issues and Research, 24(1-2), 3.
- Forrest, K., & Cooper, N. (Eds.). (2009). Essential guide to educational supervision in postgraduate medical education. John Wiley & Sons.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). Effective supervision: Supporting the art and science of teaching. Ascd.
- Everard, K. B., Morris, G., & Wilson, I. (2004). Effective school management. Sage.
- Caspi, J., & Reid, W. J. (2002). Educational supervision in social work. In Educational Supervision in Social Work. Columbia University Press.
- Hoy, W. K., & Miskel, C. G. (1987). Educational administration: Theory, research, and practice. Random House Trade.
- Corey, G., Haynes, R. H., Moulton, P., & Muratori, M. (2020). Clinical supervision in the helping professions: A practical guide. John Wiley & Sons.
- Rousmaniere, T. (2014). Using technology to enhance clinical supervision and training. The Wiley international handbook of clinical supervision, 204-237.
- Bishop, V. (2017). Clinical Supervision in Practice: some questions, answers and guidelines for professionals in health and social care. Bloomsbury Publishing.
- Risnawati, R. (2014). Administrasi dan Supervisi Pendidikan. Aswaja Pressindo, Yogyakarta.
- Danuri, P. P., Maisaroh, S., & Prosa, P. G. S. D. (2020). ADMINISTRASI DAN SUPERVISI PENDIDIKAN.
- Sohiron, S. (2016). ADMINISTRASI DAN SUPERVISI PENDIDIKAN.

- Syafaruddin, S., Wijaya, C., & Mesiono, M. (2015). Manajemen Organisasi Pendidikan: Perspektif Sains Dalam Islam.
- Ananda, R., & Rafida, T. (2017). Pengantar evaluasi program pendidikan. Cv. Pusdikra Mitra Jaya.
- Davys, A., & Beddoe, L. (2020). Best practice in professional supervision: A guide for the helping professions. Jessica Kingsley Publishers.
- Jackson, P. (2008). Coaching, mentoring and organizational consultancy: Supervision and development. Coaching: An International Journal of Theory, Research and Practice, 1(1), 102-105.
- Made, P. (2009). Supervisi Pendidikan Kontekstual. Jakarta: Rineka Cipta.
- Proctor, B. (2008). Group supervision: A guide to creative practice. Sage.
- Kadushin, A., & Harkness, D. (2014). Supervision in social work. In Supervision in Social Work. Columbia University Press.
- Hawkins, P., & McMahon, A. (2020). Supervision in the Helping Professions 5e.
- Muslim, S. B. (2010). Supervisi pendidikan meningkatkan kualitas profesionalisme guru.

<table>
<tr><td>Module number
MAP8206</td><td colspan="2">Module name
National Scientific Journal Writing</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, assignments/independent work, quizzes/evaluations</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (10%)

- Assignment (20%)

- Mid-term Exam (10%).

- Final Exam (10%).

2. Participatory

- Team Based Project (50%).</td><td>2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dwi Esti Andriani S.Pd., M.Pd., M.Ed.St., Ed.D..</td></tr>
</table>

Syllabus

This course provides knowledge and skills to write scientific papers for national and international publications. National publications directed to publication in Sinta 2 accredited national journals. International publications are directed to publications in indexed journals. Lecture materials include scientific publications (what, why, and how) and scientific papers (definitions, characteristics, types, and ways of scientific writing).

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Describe the urgency in publishing scientific papers.
- Determine the community in the scientific field (experts, and the development of knowledge in their fields).
- Identify the target journal for publication (at least Sinta 2) by paying attention to the purpose and scope of the journal.
- Explain the ethics of publishing in journals.
- Describe the urgency in publishing scientific papers

Classification of cognitive skills following Bloom (1956):

- Knowledge: Describe the urgency of publishing scientific papers.
- Comprehension: Explain the ethics of publishing in journals.
- Application: Determine the scientific community (experts and field development).
- Analysis: Identify the target journal publication by paying attention to the purpose and scope.
- Synthesis: Designing a strategy for publishing scientific papers according to the target of the journal.
- Evaluation: Evaluating the suitability of the manuscript with ethical standards and the quality of scientific journals.

Core readings:

- Bates College (n.d.). The Structure, Format, Content, and Style of a Journal-Style Scientific Paper. Retrieved from http://abacus.bates.edu/~ganderso/biology/resources/writing/HTWsections.html. 3 March 2018.
- Corbett, J. (2007). Writing the introduction and conclusion of a scholarly article. In Daniel Pl, J. S., Lucy, W., & Shona, M.,)(Eds). Writing for scholarly journals. Publishing in the Arts, Humanities and Social Sciences. Glasgow: eSharp. Pp. 24-33. Available online: http://www.sharp.arts.gla.ac.uk/
- Kotze, T. (2007). Guidelines on writing a first quantitative academic article (2nd Edition). Pretoria: Department of Marketing and Communication Management University of Pretoria.

- Kotze, T. (2007). Guidelines on writing a first quantitative academic article (2nd Edition). Pretoria: Department of Marketing and Communication Management University of Pretoria.

- Shamseer, L., et al., (2017). Potential predatory and legitimate biomedical journals: can you tell the difference? A cross-sectional comparison. BMC Medicine, 15(28), 1-14.

<table>
<tr><td>Module number
MAP8201</td><td colspan="2">Module name
Educational Planning and Budgeting</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, assignments/independent work, experiments/practice</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)
1. Cognitive
- Attendance (5%)
- Assignment (10%)
- Quiz (5%)
- Mid-term Exam (10%).
- Final Exam (19%).
2. Participatory
- Case Study (30%)
- Team Based Project (20%).</td><td>2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Drs. Udik Budi Wibowo, M.Pd.</td></tr>
</table>

Syllabus

This course discusses the basic concepts of finance, educational financing and management aspects which include Budgeting, Accounting, Auditing and Accountability for Education Financing.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to develop conceptual knowledge, interpersonal skills, and technical skills in planning and budgeting, analyzing obstacles and problems or the advantages and disadvantages of an implementation of educational planning and budgeting.
- Able to develop conceptual knowledge, interpersonal skills, and technical skills in planning and budgeting, analyzing obstacles and problems or the advantages and disadvantages of an implementation of educational planning and budgeting.
- Able to develop conceptual knowledge, interpersonal skills, and technical skills in planning and budgeting, analyzing obstacles and problems or the advantages and disadvantages of an implementation of educational planning and budgeting.
- Able to develop conceptual knowledge, interpersonal skills, and technical skills in planning and budgeting, analyzing obstacles and problems or the advantages and disadvantages of an implementation of educational planning and budgeting.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Know the basic concepts of education planning and budgeting.
- Comprehension: Understand the principles, stages, and objectives of education planning and budgeting.
- Application: Apply technical skills in the preparation of educational planning and budgeting.
- Analysis: Analyze the obstacles, problems, advantages, and weaknesses of the implementation of education planning and budgeting.
- Synthesis: Develop effective, innovative, and contextual planning and budgeting models.
- Evaluation: Evaluate the effectiveness of the implementation of educational planning and budgeting.

Core readings:

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

<table>
<tr><td>Module number
PAS8249</td><td colspan="2">Module name
Thesis Proposal Writing</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Discussions, tasks/independent work,</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)
1. Cognitive
- Attendance (10%)
- Assignment (20%)
- Mid-term Exam (10%).
- Final Exam (10%).
2. Participatory
- Team Based Project (50%).</td><td>2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Prof. Dr. Lia Yuliana S.Pd., M.Pd.</td></tr>
</table>

Syllabus

This course provides the concept and also the practice of writing scientific papers for national and international publications. National publications are directed to publication in Sinta-accredited national journals 2. International publications are directed to publications in indexed journals. Lecture materials include scientific publications (what, why, and how) and scientific papers (definitions, characteristics, types, and ways of scientific writing).

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to prepare proposals and present
- Students are able to prepare proposals and present

Classification of cognitive skills following Bloom (1956):

- Knowledge: Knowing the structure and components of research/scientific proposals.
- Comprehension: Understand the purpose and logic of the proposal drafting.
- Application: Prepare proposals according to scientific principles.
- Analysis: Analyze the suitability of the content of the proposal with the problems and objectives of the research.
- Synthesis: Integrating ideas, theories, and methods into a whole proposal.
- Evaluation: Presenting proposals and evaluating their quality based on feedback.

Core readings:

- Bates College (n.d.). The Structure, Format, Content, and Style of a Journal-Style Scientific Paper. Retrieved from http://abacus.bates.edu/~ganderso/biology/resources/writing/HTWsections.html. 3 March 2018.
- Corbett, J. (2007). Writing the introduction and conclusion of a scholarly article. In Daniel Pl, J. S., Lucy, W., & Shona, M.,)(Eds). Writing for scholarly journals. Publishing in the Arts, Humanities and Social Sciences. Glasgow: eSharp. Pp. 24-33. Available online: http://www.sharp.arts.gla.ac.uk/
- Hall, A. (2007). Turning your coursework into article. In Daniel Pl. J. S, Lucy, W., & Shona, M.,(Eds). Writing for scholarly journals. Publishing in the Arts, Humanities and Social Sciences. Glasgow: eSharp. Pp. 10-23. Available online: http://www.sharp.arts.gla.ac.uk/.
- Kotze, T. (2007). Guidelines on writing a first quantitative academic article (2nd Edition). Pretoria: Department of Marketing and Communication Management University of Pretoria.
- Shamseer, L., et al., (2017). Potential predatory and legitimate biomedical journals: can you tell the difference? A cross-sectional comparison. BMC Medicine, 15(28), 1-14.

<table>
<tr><td>Module number
PAS8250</td><td colspan="2">Module name
Thesis Proposal Seminar</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Discussions, lectures, assignments/independent work,</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (10%)

- Assignment (10%)

- Mid-term Exam (10%).

- Final Exam (20%).

2. Participatory

- Case Study (50%).</td><td>2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Prof. Dr. Lia Yuliana S.Pd., M.Pd.</td></tr>
</table>

Syllabus

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

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to use Information Technology in writing thesis proposals.
- Able to use speed reading techniques in looking for references.
- Able to cite indexed journal articles in the right way.
- Able to compile coherent parameters using a deductive thinking pattern.
- Able to systematically compile problem background and theoretical studies.
- Able to formulate problems, objectives and research methods appropriately.
- Able to write a thesis proposal according to a field of science that is worthy of a thesis

Classification of cognitive skills following Bloom (1956):

- Knowledge: Know the basic principles of academic writing and the structure of thesis proposals.
- Comprehension: Understand speed reading techniques, the use of information technology, and how to cite indexed journal articles correctly.
- Application: Apply coherent paragraph writing skills with deductive patterns and systematically compile background and theoretical studies.
- Analysis: Analyze research problems to formulate the right problems, objectives, and methods.
- Synthesis: Integrating references, theories, and methods into the design of thesis proposals according to the field of science.

  Evaluation: Evaluate the academic feasibility of a thesis proposal based on scientific standards.

Core readings:

- Pedoman Penulisan Tesis dan Disertasi UNY

<table>
<tr><td>Module number
PAS8203</td><td colspan="2">Module name
Statistical</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Discussions, lectures, questions and answers, manual calculation practice</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (10%)

- Mid-term Exam (20%).

- Final Exam (20%).

2. Participatory

- Reading Process (25%)

- Assignment (25%)</td><td>2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Apri Nuryanto, S.Pd., ST., MT..</td></tr>
</table>

Syllabus

Students can master several statistical techniques and are able to choose the right statistical techniques that are appropriate for the type of data and research objectives. Therefore, they need to be facilitated and encouraged to master: statistical concepts, descriptive statistics that include the way of presenting data, central tendencies (averages, modes, medians) and inferential statistics that include hypotheses, type I errors and type II errors, 1 group difference test, 2 group difference tests, 3 group difference tests with interval or ratio data. Correlations, multiple correlations and regression, different tests of 2 or more groups for ordinal or nominal data.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to develop new knowledge in the field of statistics and its application through research that is used systematically, objectively and straightforwardly so as to produce creative, original, tested, and harmonized works that are in line with the points of Pancasila and the vision of the Education Management Study Program PPs UNY.
- Able to keep up with the development of the field of statistics and able to solve various research problems using his expertise in the field of statistics through an inter, multi and transdisciplinary approach.
- Able to manage, lead and develop research and development in the field of statistics that are beneficial to science and the benefit of humanity, and able to receive national and international recognition.
- Able to publish research results in the field of learning and the application of statistics at the national and/or international levels to build a dignified society and have academic excellence.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Knowing the basic concepts of statistics and their role in educational research.
- Comprehension: Understand the development of statistics and its application in inter, multi, and transdisciplinary approaches.
- Application: Applying statistical skills to solve research problems in a systematic, objective, and straightforward manner.
- Analysis: Analyze research problems with a statistical approach to produce creative, original, and tested works.
- Synthesis: Develop research and models of statistical application that are beneficial to science and the benefit of humanity.

  Evaluation: Evaluating and publishing the results of statistical research at the national and international levels according to the academic vision.

Core readings:

- Phopam dan Sirotnik. 1973. Educational Statistics Use and Interpretation. San Fransisco: Harper & Row Publishers (PS)
- Sugiyono. 2012. Statistika untuk Penelitian. Bandung: Alfabeta. (SGY)
- Sutrisno Hadi. 1982. Statistic Jilid 1,2 dan 3. Yogyakarta: Yayasan Psikologi UGM (SH)
- Walpole, R.E. (2003). Pengantar Statistika (terjemahan). Jakarta: Gramedia (WR)

<table>
<tr><td>Module number
PAS6238</td><td colspan="2">Module name
Educational Supervision</td></tr>
<tr><td>Type of course
Core Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Discussions, lectures, quizzes/evaluations</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (5%)

- Mid-term Exam (20%).

- Final Exam (25%).

2. Participatory

- Case Study (25%)</td><td>2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Wiwik Wijayanti M.Pd.</td></tr>
</table>

Syllabus

This course provides various basic understandings and concepts of educational supervision as well as ways to implement educational supervision programs, both in formal and non-formal institutions. Learning outcomes were evaluated by written tests (UTS and UAS) and portfolio scrutiny.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students understand the Basic Concept of Educational Supervision.
- Students understand the Functions, Roles, and Principles of Educational Supervision.
- Students understand the Object, Compendency and Supervision Indicators.
- Students understand the various Approaches to Educational Supervision.
- Students understand the Educational Supervision Process.
- Students understand Educational Supervision Techniques.
- Students understand the meaning and skills in Clinical Supervision.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Knowing the basic concepts, functions, roles, principles, objects, and components of educational supervision.
- Comprehension: Understand the indicators, approaches, processes, techniques, and skills in educational supervision.
- Application: Apply a variety of educational supervision approaches and techniques, including clinical supervision.
- Analysis: Analyze the effectiveness of supervisory processes, principles, and techniques in the context of education.
- Synthesis: Develop an integrative educational supervision model based on theory and practice.
- Evaluation: Evaluate the success of educational supervision through relevant indicators and components.

Core readings:

- Arikunto, Suharsimi, & Lia Yuliana, 2008, Manajemen Pendidikan, Yogyakarta: Aditya Media & FIP UNY.

<table>
<tr><td>Module number
PAP6201</td><td colspan="2">Module name
Theory of Educational Administration and Management</td></tr>
<tr><td>Type of
course Core
Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity:
30 students</td></tr>
<tr><td>Teaching methods
Discussions,
quizzes/evaluations</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian
Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (5%)

- Quiz (10%)

- Assignment (5%)

- Mid-term Exam (10%).

- Final Exam (20%).

3. Participatory

- Case Study (20%)

- Team Based Project (30%)</td><td>2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester (26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18
ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours: 5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Cepi Safruddin Abd Jabar M.Pd.</td></tr>
</table>

Syllabus

This course discusses the basic concepts and implementation of education management which includes: the national education system, students, curriculum, personnel education, educational facilities, education financing, the management of educational institutions and the relationship between educational institutions and the community, and educational leadership and educational supervision.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to identify organizational dynamics and analyze their impact on the school independently.
- Students are able to analyze the administrative processes that run in the implementation of education.
- Students gain a basic understanding and are able to compare and reconstruct the basis of administrative philosophy in the world of education independently.
- Students are able to criticize the main tasks of education administration responsibly.
- Students have basic skills in educational administration strategies based on existing philosophical and cultural values.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Know the basic concepts of administration and dynamics of educational organizations.
- Comprehension: Understand the administrative process and philosophy of educational administration.
- Application: Apply basic skills of educational administration strategies according to philosophical and cultural values.
- Analysis: Analyze the organizational dynamics and educational administration process and its impacts.
- Synthesis: Compare and reconstruct the basic philosophy of educational administration independently.
- Evaluation: Criticizing the main tasks of education administration responsibly.

Core readings:

- Cepi Safruddin dkk. (2016). Manajemen Pendidikan. Yogyakarta: UNY Press
- Lunenburg, F.C & Ornstein, A.O. Ed 6. (2011). Educational Administration; Concept and Practice. California: Wadsworth Publishing
- Hoy & Miskel. Ed 9. (2012). Educational Administration; Theory Research and Practice. New York: McGrawhill
- Peraturan perundang-perundangan yang berkait dengan Pendidikan
- Kaluge, L. & Kustiani, L. 2019. "School-Based Management in Indonesian Basic Education: Good Practices in the Past" https://www.researchgate.net/publication/319485260_School-Based_Management_in_Indonesian_Basic_Education_Good_Practices_in_the_Past/link/5b04 1453a6fdccf9e4f7d3c8/download
- Dimensions of Instructional LeadershipTMINSTRUCTIONAL LEADERSHIP FRAMEWORK 2.0 https://info.k-12leadership.org/hs-fs/hub/381270/file-2563776150-pdf/documents/tools/UWCEL-4D-Smart-Card-V2.0.pdf?hsCtaTracking=93f13f05-1fed-4b67-ae6a-0a69bdb1e2c7%7Ccf854e41-63f2-4648-bd9c-da7d32a5b8ad

<table>
<tr><td>Module number
MAP8207</td><td colspan="2">Module name
Education Policy Theory and Process</td></tr>
<tr><td>Type of course Core
Module</td><td>Semester / Rotation
Semester 1 / Summer Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Discussion, assignments/independent work</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (5%)

- Quiz (5%)

- Assignment (10%)

- Mid-term Exam (10%).

- Final Exam (20%).

2. Participatory

- Case Study (30%)

- Team Based Project (20%)</td><td>2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours: 5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Wiwik Wijayanti M.Pd.</td></tr>
</table>

Syllabus

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

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to analyze and master policy concepts.
- Students are able to analyze the formulation process
- Students are able to analyze the implementation
- Students are able to analyze the evaluation of education policies

Classification of cognitive skills following Bloom (1956):

- Knowledge: Knowing the basic concepts of education policy.
- Comprehension: Understanding the process of formulating education policies.
- Application: Applying policy concepts in education case studies.
- Analysis: Analyze the implementation of education policies.
- Synthesis: Designing models for the formulation and implementation of education policies.
- Evaluation: Evaluating the effectiveness of education policies.

Core readings:

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

2nd Semester
Winter Term 2024/2025

<table>
<tr><td>Module number
PEP8302</td><td colspan="2">Module name
Combination Research Methodology</td></tr>
<tr><td>Type of course Core
Module</td><td>Semester / Rotation
Semester 2 / Winter Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, assignments/independent work</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (10%)

- Final Exam (40%).

2. Participatory

- Case Study (20%)

- Team Based Project (30%)</td><td>SKS (+Workload in hrs)
3 Credits × 16 meetings × 170/60 = 135.8 hours/Semester
(39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study =
135.8 hours)

ECTS (+Workload in hrs)
3 Credits × 1.6 = 4.77 ECTS
(39.8 hours of contact in class + 48 hours of structured + 48 hours of Assigments/self-study =
135.8 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours: 8.49 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Prof. Dr. Sugiyono M.Pd.</td></tr>
</table>

Syllabus

The material provided in this study is: combination research methods which include quantitative, qualitative and mixed methods research methods. The materials provided include: 1) Basic Concepts, Educational Management Research Methods. S3 research level 2) Quantitative Research Methods: a. Concept Basic, b. Research problems and variables c. Foundations of Theory and Hypothesis d. Population and sample e. Development and testing of e. Technique Quantitative data collection and analysis, f. Preparation of research proposals and reports 3) Qualitative Research Methods: a, Basic Concepts b. The role of theory in Qualitative Research c. Determination of research informant sample d. Techniques for data collection, analysis and validity test e. Preparation of Proposals and Reports Qualitative Research. 4) Combination research method a. Basic concepts b. Various desian met combinations c) Population and sample d) Research instruments e) Data collection and data analysis combination f) Preparation of research proposals and reports.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understand the differences between quantitative, qualitative, combination, R&D, action research, policy research and evaluation research methods

Classification of cognitive skills following Bloom (1956):

- Knowledge: Know a variety of research methods (quantitative, qualitative, combination, R&D, action, policy, evaluation).
- Comprehension: Understand the differences in the characteristics of each research method.
- Application: Applying research methods according to the context of educational studies.
- Analysis: Analyzes the advantages and limitations of various research methods.
- Synthesis: Integrating research method approaches to answer complex problems.
- Evaluation: Evaluate the suitability of the research method with the objectives and results of the research.

Core readings:

- Sugiyono, (2018). Metode penelitian kuantitatif. Bandung. Apfabeta
- Sugiyono, (2018). Metode penelitian kualitatif. Bandung. Apfabeta
- Sugiyono, (2017). Metode penelitian kombinasi. Bandung. Apfabeta

<table>
<tr><td>Module number
MAP8214</td><td colspan="2">Module name
Curriculum & Learning Management</td></tr>
<tr><td>Type of course Core Module</td><td>Semester / Rotation
Semester 2 / Winter Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, quizzes/evaluations</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (10%)

- Mid-Term Exam (20%)

- Final Exam (20%).

2. Participatory

- Case Study (50%)</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours: 5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Prof. Dr. Lia Yuliana S.Pd., M.Pd.</td></tr>
</table>

Syllabus

The Curriculum and Learning Management course is a compulsory course with a weight of 2 credits. Through Curriculum Management lectures And in this learning, students are expected to understand the basics of theory about curriculum management and learning, from the dimensions of curriculum components and learning, curriculum management and learning processes, problems of curriculum management in the field and expected of students can actively participate in developing a new curriculum or developing an existing curriculum in an educational institution.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to develop and evaluate curriculum and learning management

Classification of cognitive skills following Bloom (1956):

- Knowledge: Know the basic concepts of curriculum and learning management. combination, R&D, action, policy, evaluation).
- Comprehension: Understand the principles and functions of curriculum and learning management.
- Application: Implement curriculum and learning management in schools.
- Analysis: Analyze the effectiveness of curriculum implementation and learning.
- Synthesis: Develop curriculum and learning management strategies.
- Evaluation: Evaluate the success of curriculum and learning management.

Core readings:

- Scott, D. (2016). New perspectives on curriculum, learning and assessment. Cham, Switzerland: Springer.
- Allan, C., & Buckridge, M. (1993). Curriculum: Foundations, principles, and issues.
- Gosper, M., & Ifenthaler, D. (2014). Curriculum models for the 21st century. Springer.
- Kattington, L. E. (2010). Handbook of curriculum development. Nova Science.
- Scott, D. (2016). New perspectives on curriculum, learning and assessment. Cham, Switzerland: Springer.
- Dias, S. B., Diniz, J. A., & Hadjileontiadis, L. J. (2013). Towards an intelligent learning management system under blended learning: Trends, profiles and modeling perspectives (Vol. 59). Springer Science & Business Media.

<table>
<tr><td>Module number
PAP6240</td><td colspan="2">Module name
Contemporary Education Management</td></tr>
<tr><td>Type of course Core
Module</td><td>Semester / Rotation
Semester 2 / Winter Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, assignments/independent work</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (5%)

- Mid-Term Exam (15%)

- Final Exam (20%).

2. Participatory

- Case Study (50%)</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Cepi Safruddin Abd Jabar M.Pd.</td></tr>
</table>

Syllabus

This course introduces the development of education management from philosophical, conceptual, and practical aspects. Through discussion and case analysis, students invited to criticize the latest practices in educational institutional management.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to identify contemporary issues in the field of education in general and education management in particular.
- Able to identify contemporary issues in the field of education in general and education management in particular.
- Able to identify contemporary issues in the field of education in general and education management in particular.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Know contemporary issues in education and education management.
- Comprehension: Understand the background and context of contemporary issues of education.
- Application: Identify contemporary issues of education in real cases.
- Analysis: Analyze the impact of contemporary issues on education management practices.
- Synthesis: Developing alternative solutions to contemporary issues of education.
- Evaluation: Evaluating the effectiveness of solutions in addressing contemporary issues of education.

Core readings:

- Majid Ghasemy (no year) Theories of Educational Management and Leadership: A Review
- J.A. RIFFEL (1978) THE THEORY PROBLEM IN EDUCATIONAL ADMINISTRATION
- Tony Bush (2007) Educational leadership and management: theory, policy, and practice
- Roman Dorczak (2014) Contemporary Leadership
- Wayne K. Hoy, Cecil G. Miskel (2013) Educational Administration: Theory and Research.

<table>
<tr><td>Module number
MAP8203</td><td colspan="2">Module name
IT-Based Education Management</td></tr>
<tr><td>Type of course Core
Module</td><td>Semester / Rotation
Semester 2 / Winter Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Listening, Q&A, Discussion, Presentation, Exercise, Learning Experience</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Mid-Term Exam (25%)

- Final Exam (25%).

2. Participatory

- Participation (15%)

- Case Study (20%)

- Team-Based Project (15)</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours: 5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Setya Raharja, M.Pd.</td></tr>
</table>

Syllabus

In this lecture, the basic concepts of the education system and schools as a social system will be discussed; functions and education management field; the role of IT in the functions and fields of education management; identify the application of IT in the functions and fields of education management; Analyze and synthesize future IT-based education management; Designing innovations in management functions or fields IT-based education.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understand the basic concepts of the education system and schools as models of social systems
- Understand the basic concepts of the functions and areas of education management
- Mastering the basic concepts and roles of IT in the functions and fields of education management
- Able to identify the application of IT in the functions and fields of education management
- Able to analyze and synthesize IT-based education management in the future
- Able to design innovations in the function or field of IT-based education management.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Knowing the basic concepts of the education system, schools as a social system, as well as the functions and fields of education management.
- Comprehension: Understand the role of information technology (IT) in education management.
- Application: Identify the application of IT in the functions and fields of education management.
- Analysis: Analyze IT-based education management and synthesize opportunities for its development in the future.
- Synthesis: Designing IT-based innovations in educational management functions or fields.
- Evaluation: Evaluate the effectiveness of IT application in improving the quality of education management.

Core readings:

- Hoy, Wayne K. & Miskel, Cecil G. (2008). Educational Administration; Theory, Research,and Practice. New York: McGraw-Hill International.
- Passey, D, Breiter, A. and Visscher, A. (2012). Andreas Breiter Adrie (Eds.) Next Generation of Information Technology in Educational Management. 10th IFIP WG 3.7 Conference, ITEM 2012 Bremen, Germany, August 5-8, 2012 Revised Selected Papers. New York: Springer.
- Langer, A. M. (2018). Information Technology and Organizational Learning: Managing Behavioral Change in the Digital Age. (3rd Editon). New York: CRC Press.
- Veithzal Rifai dan Sylviana Murni. (2010). Education management: Analisis teori dan praktik. Jakarta: Rajawali Pers.
- Artikel ilmiah dari jurnal yang relevan (a.l. Tatnall, A & Pitman, A. 2002. Information Technology and Control in Educational Management. Conference Paper).

<table>
<tr><td>Module number
MAP8213</td><td colspan="2">Module name
Learner Organization and Knowledge Management</td></tr>
<tr><td>Type of course Core Module</td><td>Semester / Rotation
Semester 2 / Winter Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Discussions, lectures, quizzes/evaluations</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (5%)

- Mid-Term Exam (15%)

- Final Exam (30%).

2. Participatory

- Case Study (50%)</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours: 5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Cepi Safruddin Abd Jabar M.Pd.</td></tr>
</table>

Syllabus

The Learner Organization Management and Knowledge Management courses are compulsory courses with a weight of 2 credits. Through lectures Learner Organization and Knowledge Management This student is expected to understand the theoretical basics of Learning Organization and Management Knowledge of the basic concepts of Learner Organization and Knowledge Management, objectives, function principles, scope, Organizational Management Information System Learner and Knowledge Management, Learner Organization Model and Knowledge Management, Development and Evaluation of Learner Organizations and Knowledge Management and can find solutions to the problems of Learner Organizations and Knowledge Management in the field.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to understand the basic concepts of learning organization and knowledge management.
- Students are able to analyze learning and KM in the context of the organization.
- Students are able to design LO and KM.
- Students are able to manage/manage projects.
- Students are able to evaluate and control LO and KM in the institution.
- Students are able to make decisions to study in the organization.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand the basic concepts of learning organization (LO) and knowledge management (KM).
- Comprehension: Analyze learning and application of KM in an organizational context.
- Application: Designing LO and KM and managing projects in institutions.
- Analysis: Analyze the effectiveness of the implementation of LO and KM in the organization.
- Synthesis: Develop an integrated LO and KM management strategy.
- Evaluation: Evaluate and control LO and KM and make organizational learning decisions.

Core readings:

- Argyris, C. (2010). Organizational traps: Leadership, culture, organizational design. OUP Oxford.
- Robins, S. P. (2000). Essentials of organizational behavior robbins and judge.
- Argyris, C. (2004). Reasons and rationalizations: The limits to organizational knowledge. OUP Oxford.
- Argyris, C., & Schön, D. A. (1997). Organizational learning: A theory of action perspective. Reis, (77/78), 345-348.
- Schlechty, P. C. (2009). Leading for learning: How to transform schools into learning organizations. John Wiley & Sons.
- Dias, S. B., Diniz, J. A., & Hadjileontiadis, L. J. (2013). Towards an intelligent learning management system under blended learning: Trends, profiles and modeling perspectives (Vol. 59). Springer Science & Business Media.
- Langer, A. M. (2017). Information technology and organizational learning: Managing behavioral change in the digital age. CRC Press.

<table>
<tr><td>Module number
PAP6222</td><td colspan="2">Module name
Educational Organizations</td></tr>
<tr><td>Type of course Core
Module</td><td>Semester / Rotation
Semester 2 / Winter Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Assignments, Case studies, presentations.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (5%)

- Mid-Term Exam (15%)

- Final Exam (15%).

- Assignment (15%)

2. Participatory

- Case Study (30%)

- Team Based Project (20%)</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours: 5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dwi Esti Andriani S.Pd., M.Pd., M.Ed.St., Ed.D.</td></tr>
</table>

Syllabus

This course is a compulsory course that examines the basics of organizational science so that students can apply it in the organizational scope education. The study of this course includes being able to understand organizational theory and its development; able to analyze strengths and weaknesses structure and design of educational organizations; able to design and develop the right organizational structure; and able to evaluate effectiveness educational organizations. Assessment is carried out through individual and group assignments, mid-semester exams and end-of-semester exams and observes
Student Activity.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Able to understand organizational theory and its development.
- Able to analyze the advantages and weaknesses of the structure and design of educational organizations.
- Able to design and develop effective organizational structures.
- Able to evaluate the effectiveness of educational organizations

Classification of cognitive skills following Bloom (1956):

Explain the concept of the structure and design of educational organizations.

- Knowledge: Understand the theory of organization and its development.
- Comprehension: Explain the concept of the structure and design of an educational organization.
- Application: Designing and developing an effective organizational structure.
- Analysis: Analyzes the strengths and weaknesses of the structure and design of educational organizations.
- Synthesis: Integrating organizational concepts for the development of educational organizational design.
- Evaluation: Evaluating the effectiveness of educational organizations.

Core readings:

- Robbins, S. P. (1987). Organization theory: Structure, design, and applications. Englewood Cliffs, N.J.: Prentice-Hall.
- Stojanovi?-Aleksi?, V., Eri? Nielsen, J. and Boškovi?, A. (2019). Organizational prerequisites for knowledge creation and sharing: empirical evidence from Serbia. Journal of Knowledge Management, 23(8), 1543-1565.
- Sitar, A.S., Pahor, M. and Škerlavaj, M. (2018), "Learning-structure fit part II: Empirical examination of the relationship between employee learning and formalization, specialization and standardization of work", The Learning Organization, 25(6), 370-382.
- Sitar, A. S., & Škerlavaj, M. (2018). Learning-structure fit part I: Conceptualizing the relationship between organizational structure and employee learning. The Learning Organization, 25(5), 294-304.

- Mutebi, Henry et al. (2020). Organisation size, innovativeness, self-organisation and inter-organisational coordination. International Journal of Emergency Services. 9(3). 359-394
- Lousa, Eva Petiz and Duarte Gomes. (2017). The influence of technology, organizational size and age on Innovation. Revista Psicologia: Organizações e Trabalho. 17(4). 252-259
- Oh, Tamed and Semi Oh. (2017). Authentic leadership and turnover intention: does organizational size matter?. Leadership & Organization Development Journal. 38(7). 912-926
- Angeles, R. (2021). Understanding the RFID Deployment at Sacred Heart Medical Center: Using Technology-Organization-Environment Framework Lenses. Proceedings of Computer Science, 196(2021), 445–453. https://doi.org/10.1016/j.procs.2021.12.035

<table>
<tr><td>Module number
PAP6225</td><td colspan="2">Module name
Educational Planning</td></tr>
<tr><td>Type of course Core
Module</td><td>Semester / Rotation
Semester 2 / Winter Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Discussions, assignments/independent work, quizzes/evaluations.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (5%)

- Quiz (10%)

- Mid-Term Exam (10%)

- Final Exam (17%).

- Assignment (5%)

2. Participatory

- Case Study (20%)

- Team Based Project (30%)</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours: 5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Wiwik Wijayanti M.Pd.</td></tr>
</table>

Syllabus

This course discusses the basic concepts and implementation of educational planning which includes: types of educational planning, planning approaches education, assortment of basic data for educational planning, issues useful for educational planning, SWOT analysis for planning education, management analysis tools for educational planning (,Force field analysis, Brainstorming,problem tree diagram, fishbone diagram, causal model map, matrix model, check sheet, stratification, value scale model, ultrasound matrix, pareto diagram, problem priority model, comparison technique, cost benefit), Rensana Strategy (RENSTRA) and School Work Plan (RKS).

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Students are able to master the conceptual basis of educational planning.
- Able to use one of the educational planning tools.
- Able to diagnose educational problems.
- Able to perform mathematical calculations and data modeling of educational plans.
- Able to make the Institution's resource plan.
- Able to evaluate plans for various types of school development programs.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Mastering the conceptual basis of educational planning.
- Comprehension: Understand the use of educational planning tools.
- Application: Diagnosing educational problems.
- Analysis: Perform mathematical calculations and data modeling of educational plans.
- Synthesis: Create an institutional resource plan.
- Evaluation: Evaluate plans for different types of school development programs.

Core readings:

- Cepi Safruddin et al. (2016). Education Management. Yogyakarta: UNY Press
- Hoy & Miskel. Ed 9. (2012). Educational Administration; Theory Research and Practice. New York: McGrawhill
- Lunenburg, F.C. & Ornstein, A.O. Ed 6. (2011). Educational Administration; Concept and Practice. California: Wadsworth Publishing.

<table>
<tr><td>Module number
MAP8202</td><td colspan="2">Module name
Behavior and Development of Educational Organizations</td></tr>
<tr><td>Type of course Core Module</td><td>Semester / Rotation
Semester 2 / Winter Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, assignments/independent work</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (5%)

- Mid-Term Exam (10%)

- Final Exam (20%).

- Assignment (15%)

2. Participatory

- Case Study (20%)

- Team Based Project (30%)</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours: 5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Tina Rahmawati S.Pd., M.Pd.</td></tr>
</table>

Syllabus

This course discusses increasing organizational productivity by increasing work effectiveness in relation to psychological factors (ability, personality, values, attitude, motivation), increasing the effectiveness of employee work in relation to groups (leadership and communication), and The influence of organizational structure on employee performance and job satisfaction.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Understand the basic concepts of organizational behavior
- Understand psychological concepts: ability, personality, values, attitude, motivation and motivation that affect employee performance as human resources in the organization.
- Understand the concept of groups, interaction patterns of people in groups, and communication patterns within groups.
- Understand the impact of organizational structure on employee behavior (human resources).
- Apply the concepts and principles of knowledge mentioned above to improve employee performance and organizational productivity.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Understand the basic concepts of organizational behavior.
- Comprehension: Understand the psychological concepts (ability, personality, values, attitude, motivation) that affect performance.
- Application: Apply organizational behavioral concepts and principles to improve employee performance.
- Analysis: Analyze patterns of interaction, communication, and groups in an organization.
- Synthesis: Integrating organizational behavioral concepts, psychology, and organizational structure for productivity improvement strategies.
- Evaluation: Evaluating the impact of organizational structure on employee behavior and performance.

Core readings:

- Gibson, et al (2003). Organization: behavior, structure, process. New York: The Me Graw-Hill Company. Inc.
- Stephen, Robbin. P. (1994). Organization Behavior. New Jersey: Prentice-Hall, Inc.
- Stephen, Robbin. P. (2001). Organization Behavior. New Jersey: Prentice-Hall, Inc.

<table>
<tr><td>Module number
MAP8209</td><td colspan="2">Module name
Education Accreditation System</td></tr>
<tr><td>Type of course Core
Module</td><td>Semester / Rotation
Semester 2 / Winter Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, assignments/independent work</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Attendance (5%)

- Assignment (5%)

- Mid-Term Exam (15%)

- Final Exam (20%).

2. Participatory

- Case Study (40%)

- Team Based Project (15%)</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings ×
170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours:
5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Prof. Dr. Lantip Diat Prasojo S.T., M.Pd.</td></tr>
</table>

Syllabus

Course Description: This course is called the Education Accreditation System. The scope of study of this course includes: Government Policy Standards National Education Type and Level of Internal Quality Assurance Education (Type and Level of Education); Accreditation mechanisms, Instruments and indicators Technical accreditation, Accreditation Assessment Criteria, Accreditation Rating, Concept of visitas: Definition. Objectives, principles, principles and procedures, implementation of accreditation visitas and Accreditation visitation reporting techniques.

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Explain the policy concept of the National Standards for Higher Education.
- Analyze the internal quality assurance of Education (Academic – Vocational Education, Professional Education, Distance Education).
- Explain the accreditation mechanism for higher education.
- Explain about the instruments and technical instructions for higher education accreditation.
- Explain the Higher Education Accreditation Assessment Criteria.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Explain the policy concept of the National Standards for Higher Education.
- Comprehension: Explain the accreditation mechanism of higher education.
- Application: Apply organizational behavioral concepts and principles to improve employee performance.
- Analysis: Analyzing the internal quality assurance of education (academic, vocational, professional, distance).
- Synthesis: Integrating policy concepts, mechanisms, and accreditation instruments for the design of higher education quality strategies.
- Evaluation: Evaluating the assessment criteria for higher education accreditation.

Core readings:

- Phillips, S. D., & Kinser, K. (Eds.). (2018). Accreditation on the edge: Challenging quality assurance in higher education. JHU Press.
- Gaston, P. L. (2013). Higher education accreditation: How it's changing, why it must. Stylus Publishing, LLC.

<table>
<tr><td>Module number
MAP8208</td><td colspan="2">Module name
TQM Education</td></tr>
<tr><td>Type of course Core
Module</td><td>Semester / Rotation
Semester 2 / Winter Term</td><td>Student capacity: 30 students</td></tr>
<tr><td>Teaching methods
Lectures, discussions, assignments/independent work</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian Language</td></tr>
<tr><td colspan="2">Type of examination (Final Grade Composition)

1. Cognitive

- Assignment (10%)

- Mid-Term Exam (10%)

- Final Exam (20%).

2. Participatory

- Case Study (50%)

- Team Based Project (10%)</td><td>SKS (+Workload in hrs)
2 Credits × 16 meetings × 170/60 = 90.6 hours/Semester
(26.6 hours of contact in class + 32 hours of structured + 32 hours of assignment/self-study = 90.6 hours)

ECTS (+Workload in hrs)
2 Credits × 1.6 = 3.18 ECTS
(26.6 hours of contact in class + 32 hours of structured + 32 hours assignment/self-study = 90.6 hours)</td></tr>
<tr><td colspan="2">Module coordinator
Dr. Slamet Lestari, M.Pd</td><td>Semester week hours: 5.66 Hours</td></tr>
<tr><td colspan="3">Additional teacher involved:
Dr. Ir. Zainal Arifin M.T.</td></tr>
</table>

Syllabus

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

Learning goals and qualifications in this module students learn to:

Upon completing this module, students will be able to:

- Mastering the concept of quality as a demand in the world of education.
- Mastering knowledge of basic principles and development of quality assurance systems
- Mastering knowledge of the theory and practice of total quality management.
- Have the ability to plan and design strategies and models of quality assurance systems in a sustainable manner.
- Have the ability to implement quality management systems in formal and informal educational institutions.

Classification of cognitive skills following Bloom (1956):

- Knowledge: Mastering the concept of quality in the world of education.
- Comprehension: Grasping the basic principles and development of a quality assurance system.
- Application: Master the theory and practice *of Total Quality Management* (TQM).
- Analysis: Analyze the needs of the quality assurance system strategy and model.
- Synthesis: Plan and design a sustainable quality assurance system strategy/model.
- Evaluation: Implement and evaluate quality management systems in formal/informal educational institutions.

Core readings:

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


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