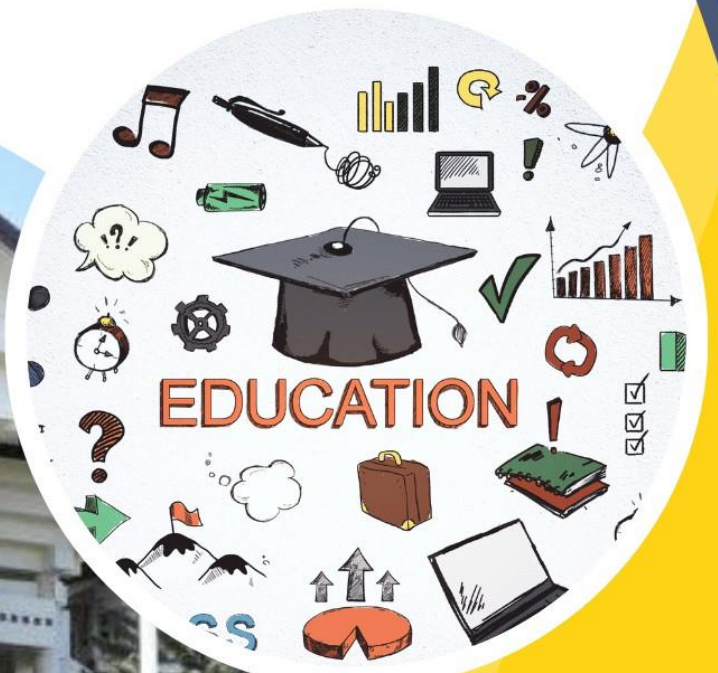
UNIVERSITAS NEGERI YOGYAKARTA

2022

CURRICULUM: MASTER OF EDUCATIONAL POLICY



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DEAN'S WELCOME

We express our gratitude to God Almighty for His grace and blessings, enabling the successful preparation and completion of this *2022 Curriculum Development document for the Master of Educational Policy Study Program* . This document is a crucial part of the Faculty of Education's efforts to ensure the academic quality and relevance of its study programs to the challenges of the times and the needs of society.

As part of an institution committed to the development of educational science and practice, the Faculty of Education consistently encourages each study program to periodically evaluate and innovate its curriculum. This curriculum development demonstrates this commitment, with a focus on strengthening the competencies of graduates who excel not only academically but also become agents of change in the national and global education policy ecosystem.

The Master of Educational Policy Study Program has formulated a robust vision and mission, grounded in research, educational foundations, and Pancasila values. This serves as the foundation for developing a curriculum that is both scientifically in-depth and adaptive to dynamic social and policy realities. We believe that by strengthening the roles of education policy analysts , education policy advocates , and education policy scientists , graduates of this study program will be able to present equitable, inclusive, and contextual policy solutions.

We extend our deepest appreciation to the Head of Study Program and the curriculum development team for their collaborative and reflective work in compiling this document. We also thank all stakeholders—including faculty, students, alumni, and partners—for their contributions and support in the curriculum development process.

Finally, we hope that this curriculum document can serve as a primary reference in implementing an educational program that is superior, competitive, and firmly rooted in scientific and humanitarian values.

Yogyakarta, April 2022
Dean of the Faculty of Education

FOREWORD FROM THE HEAD OF STUDY PROGRAM

We offer all praise and gratitude to the presence of God Almighty for His mercy and grace so that the document *Curriculum Development 2022 Master of Educational Policy Study Program* This document can be compiled and completed as well as possible. This document is the result of an evaluative and reflective process regarding the implementation of the previous curriculum, and also demonstrates the academic commitment to consistently presenting an adaptive, relevant, and visionary curriculum.

This document is the result of a continuous evaluation and development process of the previously implemented curriculum, which was prepared in response to the dynamics of scientific and technological developments, national and global education policies, and the needs of stakeholders, both internal and external. The curriculum also refers to the Indonesian National Qualifications Framework (KKNI), the National Higher Education Standards (SN-Dikti), and the principles of *outcome-based education* (OBE) to ensure the relevance and quality of graduates.

This curriculum aims to strengthen graduates' capacity to critically analyze, formulate, and evaluate education policies in a data-driven manner. The new curriculum is designed using an *outcome-based education* (OBE) approach and emphasizes the integration of policy theory, analytical skills, and the use of technology in educational decision-making.

The 2025 Curriculum is designed to equip students with holistic competencies, encompassing conceptual skills in education policy, data-driven analytical skills, and academic integrity as prospective professional education policy formulators and reviewers. This curriculum also addresses the need for technological mastery and its use in evidence-based *policymaking* .

The Master of Educational Policy Study Program envisions producing graduates who possess not only a solid theoretical foundation in education policy and advocacy, but also the ability to contribute strategically to the formulation, implementation, evaluation, and advocacy of education policies at various levels. Within this framework, the curriculum is designed to support the development of three primary graduate profiles:

1. Education Policy Analyst, who has the ability to produce quality information and education policy recommendations for stakeholders to be able to formulate and implement education programs and policies that are fair, inclusive, contextual, and effective in solving education problems.
2. Education Policy Advocate, who has the capacity as an advocate who is able to help marginalized and public interest-oriented community groups, both through advocacy (assistance) in changing educational programs and policies in the field of policy making and direct assistance in fulfilling the educational needs and rights of community members.
3. Education Policy Scientists, who are able to develop new knowledge through methodological, critical, and innovative policy research, and contribute to the development of education policy science at the national and global levels.

We extend our deepest appreciation and gratitude to the entire curriculum development team, faculty, students, alumni, collaborating partners, and other stakeholders for their contributions and commitment to the development of this document. We hope this document will serve as a solid academic guideline for guiding learning, research, and community service processes that are relevant to the needs of the times and the demands of the profession in the field of education policy.

We hope that this curriculum document can serve as a strong and visionary academic reference in guiding the Master of Educational Policy Study Program towards scientific excellence and sustainable social benefits.

Yogyakarta, April 2022
Head of the Master of Educational Policy

Prof. Dr. Mami Hajaroh, M.Pd.

STUDY PROGRAM IDENTITY

Name of Study Program	:	MASTER OF EDUCATIONAL POLICY
Establishment Permit	:	Decree of the Ministry of Education, Culture, Research and Technology Number 655/E/O/2022
Accreditation Rating	:	VERY WELL
Accreditation Certificate Number	:	94/SK/LAMDIK/Ak/M/II/2025
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INTRODUCTION

A. BACKGROUND

Curriculum development is based on the complexity of the educational context influenced by political, economic, socio-cultural, science and technology aspects, as well as the dynamics of globalization and decentralization. This curriculum was born from the need to respond to regulatory changes, demands for regional autonomy, and the challenges of inequality in the quality and access to education. In addition to being rooted in the ideology of Pancasila and the 1945 Constitution as a philosophical and legal foundation, its development also takes into account the social dynamics of pluralistic and multicultural Indonesian society, as well as the demands of the industrial revolution 4.0 and society 5.0. Therefore, the existence of the Master of Educational Policy Study Program is crucial to produce professional education policy analysts, advocates, and researchers who are relevant to community needs and able to provide solutions to complex education problems at the local, national, and global levels.

The Master of Educational Policy program, as part of higher education, needs to transform its curriculum to reflect changing times and the needs of the times. In the ever-evolving world of education, curriculum change is not only an obligation but also a necessity to ensure the relevance of the education provided to students. Graduates of the Master of Educational Policy program, which focuses on becoming *Educational Policy Analysts*, *Educational Policy Advocates,* and *Educational Policy Scientists*, need to transform and adapt to changing times.

Curriculum changes to the Master of Educational Policy program must encompass key aspects, such as updating learning content, developing student competencies, and adapting teaching methods to better meet the demands of society and the workplace. Furthermore, the Master of Educational Policy program must adopt a more data- and research-driven approach to ensure that the resulting education policies are truly based on valid and accountable evidence. It is also necessary to formulate the values that characterize the Master of Educational Policy program.

Graduates of the Master of Educational Policy program are expected to be able to analyze, advocate, and design equitable, inclusive, and contextual education policies. Therefore, students need to be equipped with the knowledge, values, and skills to think critically, creatively, and innovatively in formulating solutions to existing educational problems.

B. BASIS FOR CURRICULUM DEVELOPMENT

1. Philosophical Foundation

   Policy Science has a philosophical foundation in the aspects of ontology, epistemology, and axiology. Ontologically, educational policy is aimed at human welfare considering its position as the central point in educational policy studies. The perspective on humans according to Notonagoro is that humans are monopluralist. Humans are called monopluralist because they consist of a natural composition (physical and spiritual), natural characteristics (individual beings and social beings), and natural positions (autonomous beings and God's creatures), all of which are a single entity. Thus, educational policy refers to the interests of fulfilling monopluralist human welfare. Epistemologically, educational policy science is based on rational and empirical knowledge. Scientific studies in the field of educational policy follow the requirements of scientific thinking and procedures that fulfill four elements: 1) a

clear object of study and scientific perspective; 2) methods that have been tested and recognized by the scientific community; 3) an interrelated knowledge system; and 4) the universal nature of the knowledge produced. In a scientific context, educational policy will find the right path as one of the important instruments for realizing national civilization. Axiologically, educational policy benefits human life in achieving physical and spiritual well-being. Physical and spiritual well-being rests on a system of values and norms, which in the Indonesian context has been solidified as the foundation of the state philosophy of Pancasila. The state philosophy serves as the national educational philosophy. This means that the values of Pancasila serve as guidelines and goals, providing insight, foundation, and a summary of various external systems and teachings after being integrated into the national education system. Educational policy is imbued with the values of divinity, humanity, unity, democracy, and justice as its axiological foundation. Universal moral values serve as both the foundation and the goal of education outlined in educational policy.

The study of educational policy with three philosophical foundations is developed in the Master of Educational Policy Study Program. This study program plays a crucial role in ensuring the development and sustainability of the Indonesian nation through scientific studies and educational policy practices. Indonesian educational policy is, among other things, stipulated in the National Education System Law, which states the philosophical goal of national education, namely to educate the nation. As stated in Article 3 of the National Education System Law, the goal is to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. These Indonesian educational goals reflect the philosophy or outlook on life of the Indonesian people, both individually and collectively. These educational goals relate to the system of values and norms within a cultural context, which includes beliefs/religions, ideologies, languages, economic and social systems, languages, arts, and all aspects of life that are considered ideal and good for the organization of life together. Efforts to realize these holistic national educational goals require educational policies based on a holistic view of humanity.

2. Sociological Foundation

The sociological foundation for the development of the Master's Program in Educational Policy at the Faculty of Education, UNY, is structured based on the sociological context of the Indonesian nation, which is among the nations of the world, independent, and has unique cultural characteristics. The Indonesian nation has the characteristics of a pluralist and multicultural society, embodied in the motto 'Bhinneka Tunggal Ika'. Each region has its own socio-cultural, natural, demographic, economic, and political characteristics, all of which serve as the foundation for educational development through educational policies. Educational policies in Indonesia should accommodate the interests and characters of such diversity. The transformation into the era of the industrial revolution 4.0 and *society*
5.0 affects all aspects and changes in social structures, culture, social processes, and social interactions in various institutions, including education. Therefore, in the scientific study of educational policy, it is important to pay attention to the development of science and technology.

In addition, plurality and multiculturalism also contribute to the emergence of educational inequality issues, such as issues of equity, access, justice, and equality, as well as inequality in educational quality. The issue of educational inequality in Indonesia requires comprehensive solutions through strategic policies to equalize the quality and access to education. The shift from centralization to decentralization of education implies regional autonomy in educational development. Sociologically, educational policies need to be oriented towards adaptability to socio-cultural dynamics and the needs of their communities. Furthermore, the rapid development

of science and technology requires a proactive response from all stakeholders, particularly policymakers and implementers in education and school management.

3. Psychological Foundation

The Master of Educational Policy study program is a field of study that aims to design, analyze, and evaluate educational policies as a whole. In its development, this study program must have a psychological foundation so that the resulting policies are not only administratively based, but also consider aspects of individual development, motivation, and behavior in the educational environment. By considering the psychological foundation, learning in the study program will be effective in achieving individual learning and development goals. The psychological foundation in educational policy focuses on how humans learn, develop, and interact in the educational environment. The psychological foundation in developing the curriculum ensures that education in the Master of Educational Policy study program not only teaches knowledge, but also helps students develop cognitively, emotionally, and socially. By understanding developmental theory, learning theory, motivation, and social psychology, the Master of Educational Policy study program can be more effective in improving the quality of learning and student well-being.

4. Historical Foundation

Yogyakarta State University, as a higher education institution, has proven its ability to produce quality graduates to meet the needs of teaching staff in Indonesia. This is evidenced by its achievement of UNY's Excellence accreditation. UNY has also become a reference for other universities and a top choice for prospective students aspiring to become teachers or educational staff.

Optimizing human resources is a crucial prerequisite for preparing professional personnel with character to face the Industrial Revolution 4.0 and Society 5.0. One such optimization effort is the issuance of a nomenclature for professional personnel in the field of educational policy analysis by the Minister of Administrative and Bureaucratic Reform in 2021. Expert resources in educational policy development, whether as analysts, researchers, evaluators, or advocates working professionally in various public and private educational institutions, are an urgent need to be met. To date, no university in Indonesia has offered a Masters Program in Educational Policy. This opportunity was quickly responded to by the Head of the FSP Department and his staff to establish a Masters program in Educational Policy under the coordination of the Department of Philosophy and Sociology of Education, Faculty of Education and Psychology, Yogyakarta State University.

Preparation for the application for the Master of Educational Policy study program was carried out with a thorough conceptualization involving various stakeholders to obtain materials for compiling the academic paper and the establishment form for the Education Policy study program. After the academic paper was completed, it was submitted to the Faculty Senate and then brought to the University Senate after several revisions were made. The academic paper and complete study program establishment forms that had received approval from the University Senate were then submitted to the Directorate General of Higher Education, Ministry of Education, Research, and Technology in 2022. Finally, the Decree for the Establishment of the Master of Educational Policy Study Program was issued by the Directorate General of Higher Education, Ministry of Education, Culture, Research, and Technology with the number SK 655/E/0/2022 in 2022. In the even semester of the 2022/2023 academic year, the Master of Educational Policy Study Program accepted five students for the first time.

5. Legal Basis

Indonesia is a nation governed by the rule of law, so all activities, including educational activities, have a legal basis. The highest legal basis for the Indonesian

nation is Article 31, paragraph 1 of the 1945 Constitution, which states that every citizen has the right to an education. This article serves as the legal basis for establishing the Master's Program in Educational Policy, a further legal basis described below.

a. Law Number 20 of 2003 concerning the National Education System: Article 10 relates to the authority of the central government and regional governments in organizing education and Article 11 paragraph (1) regarding the obligations of the central government and regional governments to provide services and facilities as well as guarantees for the implementation of quality education for all citizens. Article 36 relates to curriculum development (paragraph 1), the principle of diversification in curriculum development (paragraph 2), the curriculum is compiled according to the level of education by paying attention to: increasing faith and piety, increasing noble morals, increasing potential, intelligence, and interests of students, the diversity of regional and environmental potential, demands of regional and national development, demands of the world of work, developments in science, technology, and art, religion, dynamics of global development, and national unity and national values.
b. Law Number 12 of 2012 concerning Higher Education: Article 15 paragraph (1) regulates the types of academic education; Articles 18, 19, and 20 concerning the authority of undergraduate programs, master's programs, and doctoral programs; Article 29 states 7 definitions and roles of the Indonesian National Qualifications Framework as a reference in determining the competencies of academic education graduates.
c. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 concerning National Standards for Higher Education: Article 1 paragraph 1 concerning the definition of National Standards for Higher Education and paragraph (5) concerning KKNI, paragraph (6) concerning curriculum, paragraph (9) concerning study programs that have curriculum and learning methods; Article 4 concerning National Standards for Education which include graduate competency standards, learning content standards, learning process standards, learning assessment standards, lecturer and education staff standards, learning management standards, and learning financing standards; Article 5 regulates Graduate Competency Standards.
d. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of the Indonesian National Qualifications Framework: Article 10 paragraph (4) stipulates that in the implementation of the KKNI, the higher education curriculum sector has its respective duties and functions: i. Each study program is required to compile a description of minimum learning outcomes referring to the KKNI in the higher education sector according to the level; ii. Each study program is required to compile a curriculum, implement, and evaluate the implementation of the curriculum referring to the KKNI in the higher education sector in accordance with policies, regulations, and guidelines regarding the preparation of the study program curriculum.
e. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 which stipulates the National Standards for Higher Education. The Indonesian National Qualifications Framework (KKNI) is a competency qualification grading framework that juxtaposes, equalizes, and integrates the fields of education and work training as well as work experience in providing recognition of work competencies in accordance with the job structure in various sectors. f. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 7 of 2020 concerning the Establishment, Changes, Dissolution of State Universities, and the Establishment, Changes, and Revocation of Permits for Private Universities Article 24 (1) The opening of a Study Program at the Main Campus as referred to in Article 23 paragraph (1)

must meet the minimum requirements for Study Program accreditation in accordance with the National Standards for Higher Education.

C. VISION, MISSION, GOALS, AND TARGETS OF THE UNIVERSITY AND FACULTY

1. Vision, Mission, Goals, and Targets of Universitas Negeri Yogyakarta

Vision

A world-class educational university that is superior, creative, and innovative in a sustainable manner.

Mission

a. Organizing superior, creative, and innovative sustainable academic, vocational, and professional education.
b. Conducting research and development in the fields of science and technology, social humanities, sports-health, and arts and culture that are superior, creative, and innovative in a sustainable manner.
c. Organizing superior, creative, and innovative sustainable community service activities for community empowerment and welfare.
d. Organizing and building sustainable networks at national and international levels.
e. Organizing transparent and accountable institutional governance, services, and quality assurance.

Objectives

1. Producing graduates who are superior, creative, innovative, pious, independent and intellectual.
2. Producing discoveries, developments, and dissemination of science, technology, art, and/or sports that improve the welfare of individuals and society, support regional and national development, and contribute to solving global problems.
3. The implementation of community service and empowerment activities that encourage the development of human, community and natural potential to realize community welfare.
4. Generating networks involving the community, academics, industry and media at national and international levels.
5. Produce transparent and accountable university governance in the implementation of higher education autonomy.

UNY's Goals/ Strategies

UNY Target Table

No.	Strategic Goals
A	**Education**
1	The implementation of superior education with an innovative learning process that is capable of Developing the full potential of students, respecting diversity, developing educational and non-educational sciences to produce graduates who are superior professionals, creative, innovative, pious, independent and intellectual.
2	The implementation of professional education for teachers and other professions that are able to produce graduates with professionalism according to their field of expertise as a reference for preparing teachers and other professions in the national, regional and global scope.

No.	Strategic Goals
3	The implementation of vocational education and applied scientific fields that can become a reference for the quality of development of vocational education and applied fields and contribute to solving local, national, regional and global problems.
4	The implementation of Postgraduate Education as a center for scientific development in the field of education and various non-educational fields that is capable of producing findings that have high originality and usefulness.
5	Implementation of student achievement development based on excellence in the field reasoning, arts, sports, well-being, and special interests
6	Implementation of coaching, services, empowerment, and alumni participation in the development of student institutions based on excellence in the fields of reasoning, arts, sports, welfare, and special interests.
7	Implementation of library services and e-library information systems
B	**Study**
1	Development of superior, high-value research that is able to address local, national, and global problems in the fields of education and innovation in the fields of science, technology, mathematics, arts, culture, and sports.
2	Strengthening the capacity and role of researchers who are competent, productive and able to play a role at the national, regional and global levels through study centers, research groups and groups. studies for the development of mono and multidisciplinary sciences
3	Improving the culture of research, down streaming, publication, research results and IPR
4	Enhancing the role of the Directorate of Research and Community Service as a center of innovation excellence to support a “world class university”
C	**Community Service Sector**
1	Increasing the focus and characteristics of empowerment-based community service by exploring the characteristics and uniqueness of target areas.
2	Realization of community service based on research and empowerment to increase community productivity and welfare
D	**Cooperation Area**
1	Increasing networks involving the community, academics, industry and media at national and international levels
E	**Governance Field**
1	Developing an organizational structure that is adaptive, effective, accommodating to academic and managerial development needs.
2	Developing organizational systems and climate based on the values of piety, independence, scholarship, and collegiality
3	Creating governance towards good university clean government
F	Infrastructure
1	Modernization of facilities and infrastructure so as to foster an academic/scientific climate, excellence, innovation, humanist, religious and national values.
2	Finance
3	Modernization of effective, systematic, transparent, healthy and accountable financial management supported by sufficient sources of income so as to be able to support the operational implementation of education.
G	Information Systems
1	Strengthening the Information System towards a “Cyber University” supported by solid information technology literacy towards services that meet customer satisfaction. Coverage, service quality and integration

No.	Strategic Goals
H. Resources	
1	Strengthening the qualifications, competencies and capacities of qualified teaching and education personnel in their fields of expertise, with personality and productivity so that they are able to provide excellent and comprehensive services according to their respective duties and functions.

2. Vision, Mission, Goals, and Targets of the Faculty of Education

Vision

To become a faculty that is superior, creative, and continuously innovative in enlightening educational science and psychology.

Mission

To realize the faculty vision above, the faculty mission is determined as follows.

1. Organizing and managing education in the academic and professional fields for all educational paths and levels that require self-development of lecturers and encourage students to have basic individual values in acquiring knowledge, skills, attitudes in accordance with the basic values of Pancasila, and global competitiveness.
2. Organizing, managing, and disseminating research and development results that produce new discoveries in the fields of education and psychology.
3. Organizing, managing, and disseminating community service activities that are oriented towards the results of studies and research for community empowerment and welfare.
4. Organizing and building networks with stakeholders at local, regional and international levels.
5. Organizing faculty governance with excellent service, transparent and accountable quality assurance and fast-moving management following current developments.

Objectives

Based on the vision and mission above, faculty sets the following objectives.

1. The realization of graduates who meet the learning outcomes set out in the graduate profile according to the standards of each study program.
2. The realization of discoveries, developments, and dissemination in the fields of educational and non-educational sciences, which improve the welfare of individuals and society, support regional and national development, and contribute to solving global problems.
3. The realization of community service activities that are oriented towards the results of studies and research for the development of human potential, empowerment and community welfare.
4. The realization of networks with stakeholders at local, regional and international levels.
5. The realization of faculty governance based on excellent service and accountable quality assurance.

Target

Based on the vision, mission, and objectives above, the faculty implementation has established nine strategic targets for the nine areas of faculty development. These nine areas are as follows.

Faculty's Strategic Objectives Table

Field	Strategic Goals	Strategic Program
Field of education	Improving the quality of education	1. Improving the quality of learning beyond the National Higher Education Standards (SNPT) 2. International mobility 3. Improving the integration of the *tridharma* of higher education in learning 4. Improving the implementation of Indonesian character education
Research Fields	Increasing the relevance and productivity of research and development	1. Increasing research relevance and productivity 2. Improving journal research performance 3. Improving the quality of journal publications
Entrepreneurship Field	Strengthening innovation and entrepreneurship capacity	1. Strengthening innovative capacity 2. Improving the quality of entrepreneurship
Community Development Sector	Increasing the relevance and productivity of community service	1. Improving the relevance and productivity of community service 2. Improving community service performance
Governance Field	Improving the quality of governance, service and cooperation	1. Realizing good governance 2. Organizing study programs 3. Realizing high governance and support 4. Improving the quality of science and technology institutions 5. Strengthening international programs and academic reputation through collaboration 6. Improving faculty ranking
Human Resources Division	Improving the relevance, quality and quantity of human resources	1. Improving the qualifications and competencies of lecturers 2. Improving the competence of educational staff
Facilities and Infrastructure Sector	Strengthening infrastructure and supporting facilities	1. Strengthening supporting infrastructure 2. Strengthening supporting facilities
Financial Sector	Improved financial performance and accountability	Improve financial performance and accountability
Information Systems Field	Improved quality of service and high	Improving the quality of ICT-based services Improving the quality of academic databases

Field	Strategic Goals	Strategic Program
	support in all ICT-based units	
Student Affairs	Improving the quality of students and alumni	1. Improving the quality of student affairs 2. Improving alumni traceability 3. Enhancing the role of alumni

D. CURRICULUM DEVELOPMENT STAGES

The world of work and industry continues to evolve rapidly, creating a need for graduates who are adaptive, innovative, and possess relevant competencies. Higher education is required to adapt, both in terms of curriculum, learning methods, and graduate output. Schematically, based on this regulation, the stages in curriculum development are presented in Figure 1 below.

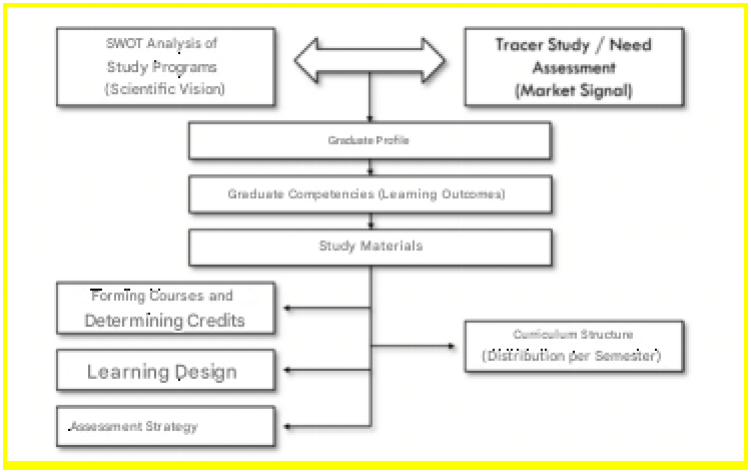

Figure 1. Stages of Curriculum Development

1. Analysis of the Needs for the Master of Educational Policy Study Program

In the first stage, the Master of Educational Policy Study Program conducts a SWOT analysis to identify its potential, adapt to needs, and contextualize challenges. This stage identifies the needs of the workplace, society, and the development of science and technology by involving *stakeholders* (lecturers, bureaucrats, alumni, and graduate users) and aligns it with the institution's vision and mission and national achievements.

2. Determination of Graduate Profile

The second stage is formulating a graduate profile. This stage determines a graduate profile that reflects the strengths of the Master of Educational Policy Study Program, according to the needs of stakeholders and the workplace. Then, the graduate profile is determined to serve as the basis for determining Graduate Learning Outcomes (PLO).

A graduate profile is the role a graduate can play in a specific field of expertise or work after completing their studies. The profile is determined based on a study of job market needs, identified by the government, the business world, and industry, as well as the needs of developing science and technology. Graduate profiles for study programs

should be developed by groups of similar study programs to achieve a consensus that is acceptable and can be used as a national reference. To be able to fulfill the roles outlined in the profile, graduates of study programs require the skills outlined in the PLO formulation.

3. Formulating Graduate Competencies *(Learning Outcomes)* or Graduate Learning Achievements (PLO)

The third stage is determining Graduate Learning Outcomes (PLO). This stage formulates PLO by referring to the SN-Dikti (in Permendikbudristek 53/2023) and aligning it with the KKNI (National Qualifications Framework) and global needs. This PLO covers attitudes, knowledge, general skills, and specific skills. The determination of Graduate Competency Standards is formulated by integrating the values of attitudes, knowledge, and skills that demonstrate students' achievements from their learning outcomes at the end of the higher education program. Attitude, knowledge, and skills competencies are no longer described in detail.

4. Formation of Courses and Determination of the Number of Credits

The fourth stage involves determining the courses and determining the number of credits (SKS) in accordance with established regulations. Determining courses for the current curriculum is done by evaluating each course against the previously established study program's PLO (Competency Standards). Evaluation is conducted by examining the extent to which each course (learning materials, assignment formats, exam questions, and assessments) relates to the established PLO. The creation of new courses is based on several PLO points assigned to them.

The credit unit weight of a course is defined as the time required for students to acquire the skills outlined in the course. The factors determining the estimated credit unit weight include: the level of skill to be achieved; the depth and breadth of the learning material to be mastered; and the learning methods/strategies chosen to achieve these skills.

5. Determination of Study Materials and Learning Materials

The fifth stage is the preparation of Course Learning Outcomes (CPMK) based on the study materials and learning materials. This stage translates the successfully compiled PLO into each course and designs the CPMK to directly contribute to PLO achievement.

Each study program's PLO (Curriculum of Excellence) contains study materials that will be used to develop courses. These study materials can encompass one or more branches of science and their sub-disciplines, or a body of knowledge integrated into a new body of knowledge agreed upon by a forum of similar study programs as characteristic of that particular field of study. The study materials are further elaborated into more detailed learning materials. The breadth and depth of the learning materials are based on the PLO.

6. Arrangement of Course Organization in Curriculum Structure

The sixth stage, Mapping and Structuring the Matriculation Curriculum between courses to ensure all PLO is achieved measurably. This stage establishes the curriculum structure of the Master of Educational Policy study program: compulsory faculty courses, compulsory study program courses, electives, and a final project.

The organization of courses within the curriculum structure needs to be carried out carefully and systematically to ensure that students' learning stages are appropriate, ensuring that learning is carried out efficiently and effectively to achieve the Study Program's PLO. The organization of courses within the curriculum structure consists of horizontal and vertical organizations. The horizontal organization of courses within the semester is intended to expand students' discourse and skills in a broader context. Meanwhile, the vertical organization of courses within the semester level is intended to provide mastery of abilities according to the level of learning difficulty to achieve the established PLO for the Study Program.

7. Learning Process Design

The seventh stage is the development of the Semester Learning Plan (RPS). This stage concretizes the CPMK in an RPS containing materials, methods, and evaluation strategies. Each RPS emphasizes student-centered learning and output-based outcomes.

Learning process planning is the activity of formulating: (a) learning outcomes that become learning objectives; (b) how to achieve learning objectives through learning strategies and methods; and (c) how to assess the achievement of learning outcomes.

Implementation of the learning process is the implementation of learning activities in a structured manner according to the direction of the lecturer and/or team of lecturers in charge with certain forms, strategies, and learning methods.

Learning is the process of interaction between students, lecturers, and learning resources in a learning environment. The learning process is implemented by: (a) creating a pleasant, inclusive, collaborative, creative, and effective learning atmosphere; (b) providing equal learning opportunities without differentiating educational, social, economic, cultural, linguistic, student admission pathway, and special student needs backgrounds; (c) ensuring the safety, comfort, and well-being of the academic community; and (d) providing flexibility in the educational process to facilitate lifelong continuing education.

8. Learning Assessment Strategy

At this stage *conducting* curriculum evaluation and improvement. This stage is conducted periodically through the SPMI (Internal Quality Assurance System) using various data sources including lecturer/student feedback, PLO assessments, and other stakeholders. This stage implements active, contextual, project/research/innovation-based learning, as well as evaluation of learning outcomes.

Learning process assessment is an activity that assesses the planning and implementation of the learning process with the aim of improving it. Learning process assessment is conducted by lecturers and/or a team of lecturers in coordination with the study program management unit.

Assessment of learning outcomes is conducted in a valid, reliable, transparent, accountable, fair, objective, and educational manner. Assessment of student learning outcomes takes the form of formative and summative assessments. Formative assessments aim to: (a) monitor student learning progress; (b) provide feedback to ensure students meet their learning outcomes; and (c) improve the learning process. Summative assessments aim to assess student learning outcomes as a basis for determining course completion and study program completion, with reference to the fulfillment of graduate learning outcomes. Summative assessments are conducted in the

form of written exams, oral exams, project assessments, assignment assessments, competency tests, and/or other similar forms of assessment.

STUDY PROGRAM CURRICULUM
Master of Educational Policy

A. RATIONAL

The master's Program in Educational Policy requires contextual curriculum development based on the needs and demands of the times. This is influenced by the dynamic development of science, technology, and the needs of the times, so curriculum development must be adaptive and contextual, in order to produce competent and competitive graduates. This indicates that the curriculum cannot be static but must continue to evolve in accordance with the dynamics of environmental changes, both global, national, and local. Curriculum development is a systematic process that aims to update and adapt learning content, strategies, and evaluation according to student needs, scientific developments, and the demands of the times.

Graduates of the Master of Educational Policy program, with competencies as education policy analysts, education policy advocates, and education policy scientists, certainly need competency updates through curriculum development based on current developments and societal demands. This is especially true in current conditions, such as digital technology disruption, unequal access to education, and the post-pandemic learning crisis, which provide contextual reasons for addressing education issues in society. Therefore, the Master of Educational Policy program urgently needs contextual curriculum development to produce graduates as education policy analysts, education policy advocates, and education policy scientists.

The competencies required of an education policy analyst include logical, systematic, and strategic thinking in understanding the social, economic, political, cultural, political, and technological contexts that impact education. Therefore, strengthening competencies in critical policy review, research methodology, and evidence-based analysis is a strategic rationale for developing the Master of Educational Policy curriculum. This will further enhance the commitment to producing graduates capable of producing quality information and recommendations for equitable, inclusive, contextual, and effective education policies to address educational issues.

Furthermore, the competencies required to become an education policy advocate include effective communication skills, leadership skills, and a deep understanding of the principles of justice, inclusive, and contextualization. Furthermore, they must be able to act as a bridge between stakeholders and the community in advocating for policies that favor marginalized communities and groups. Therefore, developing a contextual curriculum is a strategic step to strengthen graduates of the Master of Educational Policy program.

Finally, the competencies required as an educational policy scientist include the ability to conduct theoretical and empirical studies that contribute to the development of educational policy science. Furthermore, graduates should be able to write scientific papers, publish research findings in journals or popular media, and participate in academic forums at local, national, and international levels. Therefore, the curriculum development of the Master of Educational Policy program needs to provide ample space for students to develop research and publication capacity, as well as strengthen partnership networks at local, national, and even international levels.

B. VISION, MISSION, AND OBJECTIVES OF THE STUDY PROGRAM

1. Study Program's Scientific Vision

Developing the scientific discipline of educational policy based on research, educational foundations, and the values of Pancasila, aimed at producing excellent, creative, and innovative graduates capable of formulating and advocating for just, inclusive, and context-sensitive educational policies.

2. Study Program Mission

a. Organizing quality, equal, and equitable research-based education for students in developing educational policies and educational advocacy based on educational foundations and Pancasila values that can be a solution to educational problems.
b. Conducting innovative studies and research in the field of education policy based on local wisdom and a global perspective that serves as a reference in the analysis of education policies that benefit society.
c. Organizing the development of educational community resources in improving academic skills in the educational policy and advocacy process.
d. Expanding national and international networks oriented towards improving the quality of educational processes and products with a global perspective in the field of educational policy.
e. Organizing study program governance that is fair, proactive, *agile,* transparent, and accountable.

3. Educational Objectives of the Study Program

Educational Objectives of the Master of Educational Policy Study Program (PEO) – UNY:

PEO 1	Producing graduates of the master's degree in educational policy who are fair, analytical, critical, creative, and capable of developing educational policies and advocacy based on research, educational foundations, and Pancasila values that can provide solutions to educational problems.
PEO 2	Producing innovative research findings in the field of education policy science based on local wisdom and a global perspective, as well as becoming valuable information in education policy analysis and advocacy.
PEO 3	Improving the academic skills of community resources Education in the education policy and advocacy process
PEO 4	Developing national and international networks oriented towards improving the quality of educational processes and products with a global perspective in the field of educational policy and advocacy.
PEO 5	Building study program governance that is fair, proactive, *agile* , transparent, and accountable.

a. Alignment of the Study Program's Educational Objectives with the vision of the university, faculty, and study program.

Table 1. PEO Conformity Matrix with the Vision of the Higher Education Institution, Faculty, and Study Program

PEO	UNY Vision			Vision of the Faculty of Education			Scientific Vision of the Master of Educational Policy Study Program		
	superior	creative	Sustainable Innovation	superior	creative	Sustainable Innovation	superior	creative	Sustainable Innovation
PEO 1	v	v	v	v	v	v	v	v	v
PEO 2	v	v	v	v	v	v	v	v	v
PEO 3	v	v	v	v	v	v	v	v	v
PEO 4	v	v	v	v	v	v	v	v	v
PEO 5	v	v	v	v	v	v	v	v	v

b. Alignment of study program objectives with the Indonesian Qualifications Framework (IQF)

Table 2. Conformity of Educational Objectives of the Master of Education Policy Study Program with 8th level of IQF

IQF Level 8 Descriptors		***Program Educational Objectives***			
	PEO1	**PEO2**	**PEO3**	**PEO4**	**PEO5**
Able to develop knowledge, technology and/or art in his/her scientific field or professional practice through research, to produce works innovative and proven.	V	V		V	V
Able to solve problems in science, technology and/or art in their scientific field through an inter or multidisciplinary approach.			V	V	V
Able to manage research and development that is beneficial to society and science, and able to gain national or international recognition.		V		V	V

4. Study Program Targets

Based on the vision, mission, and objectives above, the faculty implementation has established nine strategic targets for the nine areas of faculty development. These nine areas are as follows.

Table 3. Strategic Objectives of the KP Study Program

No	
A. Education	
1	Organizing learning that can build students' abilities in analytical, critical and creative thinking, integrity, and competence in developing educational policies.
2	Updating learning in lectures and lesson plan by incorporating lecturers' research results.
3	Reviewing the curriculum to adapt to the demands of science and technology progress and stakeholder needs.
4	Increasing contributions to the development of national education policies.
5	Increasing the number of Master of Educational Policy students.
6	Accelerating student graduation and ensuring the quality of student theses.
7	Increase the number of professors and senior lecturers.
8	Institutional capacity development or capacity building of the masters study program to become a national reference in establishing an Education Policy study program and developing education policy science.
B. Research	
1	Implementation of research and community service based on regional, national and international partnerships.
2	Improving lecturers' abilities in writing and publishing articles in reputable international journals and writing books based on research results.
3	Development of educational policy research based on the foundations of education and Pancasila values.
4	Improving students' abilities in policy research, writing scientific publications, and preparing policy recommendations.
C. Community Services	
1	Increasing contributions to the development of national education policies.
2	Implementation of research and community service based on regional, national and international partnerships.
3	Increasing the number of articles resulting from national and international PkM.
D. Collaboration	
1	Strengthening *global networking* through *joint research, joint publications* and *joint seminars* with other universities abroad.
2	Institutional development of the KP Masters Study Program to gain national and international recognition
3	Building partnerships with local governments in order to promote the Master of Educational Policy study program.

C. CURRICULUM DEVELOPMENT PROCESS

1. Needs Analysis for the Master of Educational Policy Study Program

The analysis of the Study Program's needs was carried out through academic workshops with stakeholders, leaders, lecturers, and experts in the field of education policy.

a. Educational Policy Workshop at Wisma Ainard.

The workshop on the development of educational policy science was held in collaboration with the Public Administration and Educational Management study programs of UNY. The existence of educational policy science as part of the social sciences is written in the Nomenclature of the Decree of the Minister of Research and

Higher Education in Appendix I No. 48 of the Decree of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 257/M/KPT/2017 concerning the name of study programs in higher education. In the appendix, Educational Policy is stated as a social science of public affairs related to public administration, public policy, and social welfare. In the perspective of educational science, Educational Policy has the same material object as educational administration but differs in its formal object. The formal object of educational policy views education from the perspective of the policy process, while educational administration views it from the perspective of its administration.

The position of Education Policy is crucial in the context of educational decentralization, where each region requires human resources to develop education policies that incorporate academic competency in the field of education policy. Scientific developments are increasingly clarifying the position and boundaries of education policy and educational administration. Therefore, it is crucial to strengthen the focus of Education Policy studies to clarify the boundaries between other study programs.

Based on the detailed description above, the differences in the scientific knowledge of the Educational Policy study program with Public Administration and Educational Management are as shown in the following table.

Public Administration	**Educational Administration / Educational Management**	**Educational Policy**
Public Administration is closely related to Education Policy, based on the study program nomenclature issued by the Directorate General of Higher Education. Education Policy is public policy in the field of education. Therefore, education policy shares the same formal object as public administration but overlaps in the material object: education matters become public affairs. Therefore, in the field of education policy, public administration serves as the initial study that leads to education policy. The breadth of public policy studies has led to a lack of studies on education policy that also encompass a broad scope. Therefore, education policy studies require separate study.	Educational Management focuses on the management of education, managerial techniques, so it is called Educational Management. The achievements of educational management graduates are as professional administrators in the fields of education; *school leadership; educational leadership;* educational implementer; and organizers of the teaching and learning process in formal education. According to the agreement Educational management experts are in the realm of theory and practice of schooling *education.*	Education Policy has an epistemological basis in political science by providing the Core and Foundation for the political dimension of Education. The world of education requires policy analysis competencies, educational data providers for policy formulation and educational advocacy as something that cannot be avoided in the existence of educational democracy. This has implications for strengthening and clarifying the profile of Education Policy graduates as policy analysts at the macro, mezzo, and micro levels in formal, non-formal, and informal education. Graduates will contribute as *policy makers* , implementers, and evaluators.
Collaboration Complementing and Strengthening Each Other		

b. Workshop on Formulating Graduate Profiles, Curriculum Development, and Learning Outcomes

This workshop involved various experts and stakeholders in education policy, including education policy expert Dwi Agus Yuliantoro, Ph.D., an alumnus of the Educational Policy Department at Michigan University, and Chali Setiawan, Ph.D., an alumnus of the State University of New York at Albany. Also, an expert Public Policy (Dwi Harsono, Ph.D.), from La Trobe University Melbourne Australia and Prof. Sukirno, Ph.D. economic expert, alumni of Asian Institute of Technology Thailand. Also invited are educational stakeholders in Indonesia from the Department of Education, educational NGOs, and alumni of the Education Policy graduate program who have worked as Education Policy Analysts. The discussion points are as follows:

a) Educational policy is inseparable from public policy. Four *future skills are* essential: *problem-solving, critical thinking, communication, and collaboration.* Collaboration in educational policy extends beyond academic disciplines to interdisciplinary collaboration. Therefore, educational policy studies can involve collaboration with fields such as medicine, agriculture, mining, management, and others.
b) Educational foundation courses are indispensable in the study of education policy. Study program courses consist of courses in the study program's expertise and concentration. Those choosing to become a policy analyst in the field of education must have a strong grasp of economics, politics, sociology, and evaluation. Concentrations can be developed into competencies in policy analysis, school policy analysis, education financing policy analysis, and education policy advocacy.
c) In the study of educational policy, it is possible to study Introductory Organizational Analysis, Social Analysis, Quantitative Methods, Sociology of Sports Education, Micro Sociology, Qualitative Research, Social Welfare, Inter professional Leadership, Action Theory, Classroom Action Research.

D. GRADUATE PROFILE

1. Formulation and Determination of Graduate Profiles

a. Graduate Profile and Profile Description

A graduate profile is a characteristic or role that a graduate can fulfill in a specific field of expertise or work after completing their studies. A graduate profile can be determined based on the results of a study of the job market needs of the government, the business world, and industry, as well as the needs of developing science and technology. Ideally, a graduate profile of a study program should be compiled by a group of similar study programs to achieve a consensus that can be accepted and used as a national reference. The formulation of a graduate profile can be as follows:

(1) specific occupation or profession followed by a description of competencies
(2) competencies of a single occupation/specific profession followed by a description of the competencies.

The following is a profile of graduates of the Master of Educational Policy and profile description.

Graduate Profile	Profile Description
Educational Policy *Analyst* **Choice of profession:** Education policy analyst at: government	Analysts who can produce quality information and educational policy recommendations for stakeholders to be able to formulate and implement educational programs and policies that are fair, inclusive, contextual, and effective in solving educational problems.

institutions; national and international private school foundations; philanthropic foundations; private companies; political parties (parliament).	
Educational *Policy* Advocate Choice of profession: Member of Parliament; NGO facilitator; organizational activist; social worker; community activist	Advocates who are able to assist marginalized and public interest-oriented community groups, both through advocacy (assistance) in changing educational programs and policies in the field of policy-making and direct assistance in fulfilling the educational needs and rights of community members.
Education Policy Scientist *(Educational Policy Scientist)* Choice of profession: Lecturer (academic); Researcher; Consultant in the field of education policy	Researchers who can conduct research to produce knowledge for the development of educational policy science. This knowledge is not only needed by educational policy analysts to provide equitable, inclusive, and contextual educational policy recommendations, but also by educational policy advocates to drive changes in educational programs and policies.

b. Compliance of Graduate Profile with Study Program Objectives

To ensure the suitability between the graduate profile and the objectives of the study program – PEO can be done through a matrix or table of suitability of the graduate profile with PEO as follows.

Table 5. Compliance of Graduate Profiles with the PEO of the UNY Educational Policy Masters Study Program

Graduate Profile	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
Educational Policy Analyst	V	V			V
Educational Policy Advocate		V	V	V	V
Educational Policy Scientist		V		V	V

E. GRADUATES' LEARNING OUTCOMES

1. Formulation of Graduate Learning Outcomes

The determination of PLO is formulated by integrating the values of attitudes, knowledge, and skills that show the student's achievements from their learning outcomes at the end of the higher education program.

The PLO is designed to prepare students to become members of society who are faithful, pious, and have noble morals, with character in accordance with the values of Pancasila, capable and independent in applying, developing, and discovering science

and technology that benefits society, and actively developing their potential. The PLO for each study program encompasses competencies that include:

(1) mastery of science and technology, specific skills/expertise and their application to 1 (one) or a group of specific scientific fields.
(2) general skills required as a basis for mastering science and technology and relevant fields of work.
(3) knowledge and skills needed for the world of work and/or to continue studies at a higher level or to obtain a professional certificate; and
(4) intellectual ability to think independently and critically as a lifelong learner.

The PLO formulation refers to the IQF qualification level. The formulated PLO must be clear, observable, measurable, and achievable in the learning process, as well as demonstrable and assessable. Each PLO item contains abilities (*behavior/cognitive process)* and study materials (subject *matters), and context* can be added (Tyler, 2013; Anderson & Krathwohl, 2001).

The Program Learning Outcome is based on the study program's vision, mission, and objectives, considering the Indonesian National Qualifications Framework (KKNI Level 8) and the European Qualifications Framework (EQF) Level 7, Second Cycle (Master's). The following is the PLO for the Master of Educational Policy study program, compiled in line with the established graduate profile; the IQF level (SNDikti), and the European Qualification Network.

Table 6. PLO for the Master of Educational Policy Study Program

No	PLO Description
PLO-1	Demonstrate professional ethics and agile leadership qualities in conducting critical analysis, policy advocacy, and scholarly development of educational policy grounded in the values of Pancasila and academic norms
PLO-2	Master the theoretical foundations and scientific frameworks of educational policy to formulate and implement educational policies that are equitable, inclusive, contextually relevant, and effective in addressing educational problems.
PLO-3	Apply theories and practices of advocacy to drive changes in education policies and programs for marginalized communities, oriented toward public interest both at the level of policy making and grassroots engagement in fulfilling educational rights.
PLO-4	Master policy research and evaluation theories and methodologies, enabling education policy analysts to generate evidence-based recommendations and to advocate for informativeness and inclusive educational policy reform.
PLO-5	Develop logical, critical, systematic, and creative thinking through scientific research that upholds humanistic values in the field of education policy and disseminate the results through academic journals and public media.
PLO-6	Interpret and contextualize global and national education policies to support the development of equitable and inclusive educational policies at the regional and school levels, especially in early childhood, primary, and secondary education.
PLO-7	Conduct research and advocacy in education policy for marginalized communities, while developing collaborative and strategic networks at local, national, and international levels to promote impact education policy transformation.

2. Compliance between PLO, EQF, and IQF

Second-cycle learning or master's level, in the European Qualifications Framework (EQF) has the following characteristics:

a. Knowledge: Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study.

b. Skills: Critical awareness of knowledge issues in a field and at the interface between different fields.

c. Responsibility and Autonomy: Ability to manage and transform work or study contexts that are complex, unpredictable, and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.

Table 7. PLO Compliance Table with IQF

8th Level of IQF	**Program Learning Outcomes of Master of Educational Policy**						
	1	2	3	4	5	6	7
Able to develop knowledge, technology, and/or the arts within their field of expertise or professional practice through research, leading to the production of innovative and tested works.		√		√			
Able to solve problems in science, technology, and/or the arts within their field of expertise through interdisciplinary or multidisciplinary approaches.			√	√	√		
Able to manage research and development activities that are beneficial to society and the advancement of science, as well as capable of gaining national or international recognition.	√				√	√	√

Table 8. PLO Compliance Table with EQF Standards

No	**Program Learning Outcomes (PLO)**	**European Qualification Framework**
1	Demonstrate professional ethics and agile leadership qualities in conducting critical analysis, policy advocacy, and scholarly development of educational policy grounded in the values of Pancasila and academic norms	Responsibility and Autonomy: Manage and transform study contexts that are complex, unpredictable, and require new strategic approaches, show ethical leadership.

2	Master the theoretical foundations and scientific frameworks of educational policy to formulate and implement educational policies that are equitable, inclusive, contextually relevant, and effective in addressing educational problems.	Knowledge: Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study.
3	Apply theories and practices of advocacy to drive changes in education policies and programs for marginalized communities, oriented toward public interest both at the level of policymaking and grassroots engagement in fulfilling educational rights.	Skills: Problem solving, integrating knowledge across fields
4	Master policy research and evaluation theories and methodologies, enabling education policy analysts to generate evidence-based recommendations and to advocate for transformative and inclusive educational policy reform.	Skills + Knowledge: Innovative methods for evaluation and research
5	Develop logical, critical, systematic, and creative thinking through scientific research that upholds humanistic values in the field of education policy and disseminate the results through academic journals and public media.	Skills + Responsibility: Original contribution, publishable research
6	Interpret and contextualize global and national education policies to support the development of equitable and inclusive educational policies at the regional and school levels, especially in early childhood, primary, and secondary education.	Knowledge + Responsibility: Cross-level, interdisciplinary adaptation
7	Conduct research and advocacy in education policy for marginalized communities, while developing collaborative and strategic networks at local, national, and international levels to promote impact education policy transformation.	Responsibility and Autonomy: Professional collaboration, impact beyond academia

3. PLO Structure based on Competence, Study Material, and Context

Furthermore, this PLO can be identified as containing learning capabilities, study materials for learning, and determining the learning context. The study materials are then developed into study program course names with descriptions, and course outcomes, which serve as the basis for developing the semester learning plan.

Table 9. PLO Structure Identification Based on Competence, Study Material, and Context

PLO	PLO Statement	Ability (Behavior)	Subject Matter	Context
PLO -1	Demonstrate professional ethics and agile leadership qualities in conducting critical analysis, policy advocacy, and scholarly development of	Demonstrates professional ethics in the field of education policy.	Professional ethics in the practice of analysis, advocacy, and the development of educational policy studies	within the academic environment and professional settings related to policy analysis, advocacy, and

	educational policy grounded in the values of Pancasila and academic norms			educational policy scholarship
PLO -2	Master the theoretical foundations and scientific frameworks of educational policy in order to formulate and implement educational policies that are equitable, inclusive, contextually relevant, and effective in addressing educational problems.	Masters the theories and practices of policy formulation, implementation, and evaluation in education.	Foundational knowledge in educational policy, educational policy studies, public policy, selected topics in educational policy	academic and professional environments for educational policy analysis at the micro, meso, macro, and global levels
PLO -3	Apply theories and practices of advocacy to drive changes in education policies and programs for marginalized communities, oriented toward public interest both at the level of policymaking and grassroots engagement in fulfilling educational rights.	Masters the theories and practices of education policy advocacy, particularly for marginalized communities.	Knowledge of educational policy advocacy and applied advocacy practice	classroom environments and marginalized communities for educational policy advocacy targeting disadvantaged groups
PLO -4	Master policy research and evaluation theories and methodologies, enabling education policy analysts to generate evidence-based recommendations and to advocate for transformative and inclusive educational policy reform.	Master's the theories and practices of education policy research and evaluation.	Research and evaluation of education policies and programs, formulation of evidence-based policy recommendations	program-level, institutional, and community settings for conducting policy research and advocacy
PLO -5	Develop logical, critical, systematic, and creative thinking through scientific research that upholds humanistic values in	Master's the development of research, conducts independent research, and disseminates	Research methodology, writing scientific and popular works	Programs and campus environment

	the field of education policy and disseminate the results through academic journals and public media.	findings through publications.		
PLO -6	Interpret and contextualize global and national education policies to support the development of equitable and inclusive educational policies at the regional and school levels, especially in early childhood, primary, and secondary education.	Master's the understanding of global and national education policies in the fields of early childhood, primary, and secondary education.	Research methodology, academic and popular writing Thesis, Academic Article Writing, and Policy Brief	Program-level and educational institutional settings
PLO -7	Conduct research and advocacy in education policy for marginalized communities, while developing collaborative and strategic networks at local, national, and international levels to promote impactful education policy transformation.	Demonstrates the competencies of a researcher in education policy and advocacy, with the ability to formulate policy recommendations in written form.	Development Expertise in educational policy and advocacy, including policy recommendation writing	Service users, stakeholders, and the broader community

4. Compliance of PLO with PEO

The PLO is a breakdown of the PEO, so it's important to ensure that all PEOs are distributed within the PLO. Conversely, all PLOs are linked to the PEO, ensuring that no PLOs exist outside the PEO. The following table summarizes the alignment between the PLO and the PEO.

Table 10. Compliance between PLO and PEO

No.	Graduate Learning Outcomes (PLO)	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PLO1	Demonstrate professional ethics and agile leadership qualities in conducting critical analysis, policy advocacy, and scholarly development of educational policy grounded in the values of Pancasila and academic norms	V			V	V
PLO-2	Master the theoretical foundations and scientific frameworks of educational	V				

No.	Graduate Learning Outcomes (PLO)	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
	policy in order to formulate and implement educational policies that are equitable, inclusive, contextually relevant, and effective in addressing educational problems.					
PLO-3	Apply theories and practices of advocacy to drive changes in education policies and programs for marginalized communities, oriented toward public interest both at the level of policymaking and grassroots engagement in fulfilling educational rights.			V	V	
PLO-4	Master policy research and evaluation theories and methodologies, enabling education policy analysts to generate evidence-based recommendations and to advocate for transformative and inclusive educational policy reform.	V	V		V	
PLO-5	Develop logical, critical, systematic, and creative thinking through scientific research that upholds humanistic values in the field of education policy and disseminate the results through academic journals and public media.	V	V			
PLO-6	Interpret and contextualize global and national education policies to support the development of equitable and inclusive educational policies at the regional and school levels, especially in early childhood, primary, and secondary education.		V	V	V	
PLO-7	Conduct research and advocacy in education policy for marginalized communities, while developing collaborative and strategic networks at local, national, and international levels to promote impactful education policy transformation.				V	V

Based on the matrix or table of compatibility between PLO and PEO above, it can be seen that all PEOs are outlined in the PLO. Conversely, all PLOs support the existence of a PEO, and there is no PLO outside of the PEO.

5. CompliancePLO with Graduate Profile

The following table shows the suitability between PLO and the graduate profile .

Table 11. Table of Compliance between PLO and Graduate Profile

Graduate Profile	PLO						
	1	2	3	4	5	6	7
Educational Policy Analyst	V	V	V	-	-	V	V
Educational Policy Advocate	V	V	-	V	-	V	V
Educational Policy Scientist	V	V	-	-	V	V	V

F. STUDY MATERIALS AND FORMATION OF COURSES

1. Selection of Study Materials and Learning Materials

Each study program's PLO (Curriculum for Learning) item contains the study materials that will be used to develop the course. This study material can be one or more branches of science and their sub-disciplines, or a group of knowledge that has been integrated into a new body of knowledge agreed upon by a forum of similar study programs as a characteristic of that study program's field of study. The study material is then further elaborated into learning materials. The breadth and depth of the learning materials refer to the PLO as stipulated in the SN Dikti.

Study materials and learning materials that are in accordance with the 7 PLO ar:e

a. Professional ethics, educational leadership
b. Policy theory, philosophy of science
c. Advocacy strategy, educational justice
d. Research methodology, evaluation
e. Policy research, publications
f. International policy, decentralization
g. Policy & reform network

Each PLO item contains skills and study materials, along with their contexts appropriate to its level. The study materials align with the disciplines developed in the study program and meet the student's learning needs at each study program level.

Table 12. Conformity of PLO and Study Materials

No	PLO Study Program	Study Materials						
		a	b	c	d	e	f	g
PLO-1	Demonstrate professional ethics and agile leadership qualities in conducting critical analysis, policy advocacy, and scholarly development of educational policy grounded in the values of Pancasila and academic norms	√						
PLO-2	Master the theoretical foundations and scientific frameworks of educational policy in order to formulate and implement educational policies that are equitable, inclusive, contextually relevant, and effective in addressing educational problems.		√					
PLO-3	Apply theories and practices of advocacy to drive changes in education policies and programs for marginalized communities, oriented toward public interest both at the level of policymaking and grassroots engagement in fulfilling educational rights.			√				
PLO-4	Master policy research and evaluation theories and methodologies, enabling education policy analysts to generate evidence-based recommendations and to advocate for transformative and inclusive educational policy reform.				√			

No	PLO Study Program	Study Materials						
		a	b	c	d	e	f	g
PLO-5	Develop logical, critical, systematic, and creative thinking through scientific research that upholds humanistic values in the field of education policy, and disseminate the results through academic journals and public media.					√		
PLO-6	Interpret and contextualize global and national education policies to support the development of equitable and inclusive educational policies at the regional and school levels, especially in early childhood, primary, and secondary education.						√	
PLO-7	Conduct research and advocacy in education policy for marginalized communities, while developing collaborative and strategic networks at local, national, and international levels to promote impactful education policy transformation.							√

Each PLO item contains skills and study materials, along with their contexts appropriate to its level. The study materials align with the disciplines developed in the study program and meet the student's learning needs at each study program level.

2. Course Formation

1.) Formation of Courses based on PLO

Developing a new study program curriculum requires the development of new courses. The development of new courses is based on several PLO (Cultural Learning Plan) points assigned to them. Based on the PLO, the course materials are structured as follows.

Faculty Courses

a. Philosophy of Science Research
b. Methodology of Education

Study Program Courses

a. Foundations of Education Policy
b. Education Policy and Public Administration
c. Analysis of Issues and Formulation of Education Policy
d. Economical Aspects in Education
e. Policy School and Community
f. Educational Reform: History, Policy, and Practice of Education
g. Policy Analysis for Preschool, Primary, and Secondary Schools
h. Proposal Seminar
i. Thesis

Matriculation Courses Include

a. Educational Science**
b. Policy Process**
c. Comparative Study**

Elective Courses

a. Statistics
b. Politics and Education Policy

c. Evaluation of Education Policy
d. School as Organization/Society
e. Educational Disparities*
f. International Education Financing Policy*
g. Teacher and Learning Policy Analysis*
h. Analysis of Educational Movement*
i. Economic Analysis of Educational Development

The mechanism for creating new courses can be assisted by using the matrix in Table 11.

Table 13. Formation of Courses based on PLO

PLO Study Program	Subject																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
PLO-1 Demonstrate professional ethics and agile leadership character in implementing analytical practices, advocacy, and developing educational policy science based on Pancasila values and academic norms.	√		√	√			√								√		√				√		
PLO-2 Mastering the foundational theories and scientific principles of educational policy to formulate and implement educational policies that are fair, inclusive, contextual and effective in solving educational problems.	√	√	√	√	√	√	√						√				√						√
PLO-3 Mastering the theory and practice of advocacy in driving changes in educational programs and policies for marginalized and public interest-oriented community groups in the field of policy making and direct assistance in fulfilling the educational needs and rights of the community.					√		√	√				√		√		√	√		√		√	√	√
PLO-4 Mastering the theories of research and evaluation of educational policies required by educational policy analysts to provide recommendations for equitable, inclusive, and contextual educational policies and to advocate for educational		√			√				√	√	√		√		√	√		√					

PLO Study Program	Subject																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
policies to encourage changes in educational programs and policies.																							
PLO-5 Develop logical, critical, systematic, and creative thinking through scientific research that applies humanist values in the field of educational policy and publishes research results in scientific journals and mass media.	√	√						√	√	√	√		√			√					√		
PLO-6 Interpret global and national policies for the development of educational policies at the regional and educational unit levels in the field of early childhood education, primary and secondary education that are fair, inclusive and contextual .			√		√	√			√	√	√	√		√			√	√		√			
PLO-7 Conduct research and advocacy on education policies for marginalized communities and are oriented towards public interests by developing local, national and international networks of cooperation and collaboration.		√			√		√	√		√	√				√	√			√	√		√	√

2) Determination of the Amount of Credits Weight

The credit unit weight of a course is defined as the time required by students to acquire the skills formulated in a course. The factors determining the estimated credit unit weight include: the level of ability to be achieved; the depth and breadth of the learning material to be mastered; and the learning method/strategy chosen to achieve these skills. The semester credit unit as defined in the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 is the amount of learning time assigned to students per week per semester in the learning process through various forms of learning and the amount of recognition for the success of student efforts in participating in curricular activities in a study program. The study load of 1 (one) semester credit unit is equivalent to 45 (forty-five) hours per semester.

G. CURRICULUM STRUCTURE AND COURSE DISTRIBUTION

1. Curriculum Structure

The organization of courses within the curriculum structure is carried out carefully and systematically to ensure that students' learning stages are appropriate, ensuring that learning is carried out efficiently and effectively to achieve the Study Program's PLO. The curriculum for the Master of Educational Policy Study Program is designed with a study load of 48 credits and a curriculum duration of eight semesters. Thus, students can graduate after completing a total of 46 credits. Details of course groups, semester plotting, compliance with PLO, and the number of credits are presented in detail below.

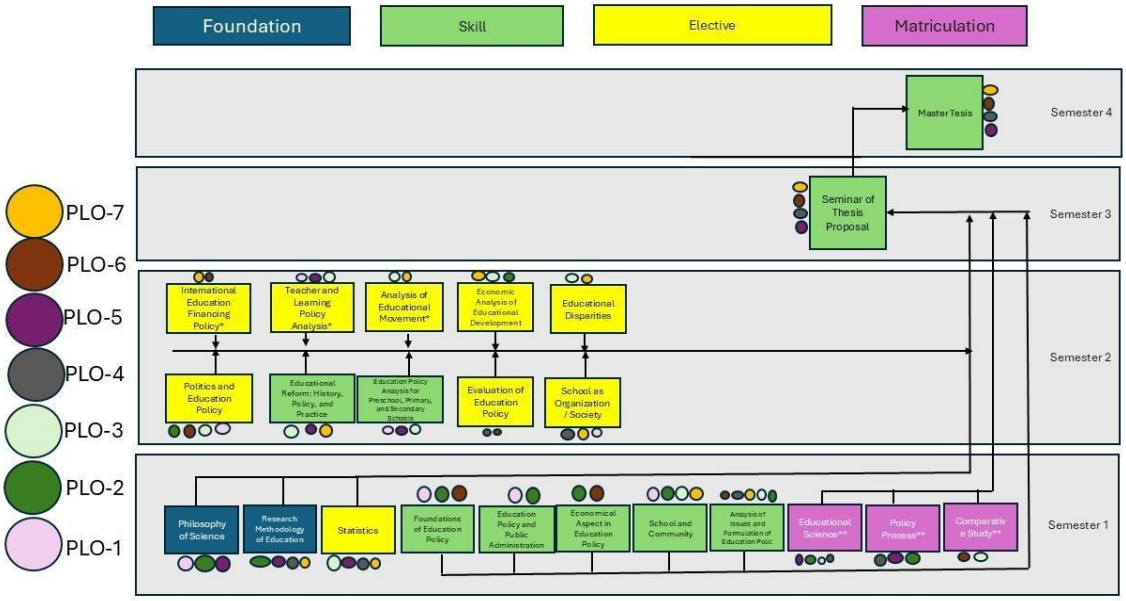

Figure 2. Courses in Master of Educational Policy

Table 14. Course Groups and Number of Credits

No	Course Type	The amount of ECTS in Semester				Total
		1	2	3	4	
1	Foundation	[5 credits] = 16.15 ECTS	-	-	-	[5 credits] = 22.61 ECTS
2	Skill	[11 credits] = 35.53 ECTS	[6 credits] = 19.38 ECTS	[8 credits] = 25.84 ECTS*	[6 credits] = 19.28 ECTS*	[25 credits] = 80.75 ECTS
3	Elective		[6 credits] = 19.38 ECTS			[6 credits] = 19.38 ECTS
4	Matriculation	[6 credits] = 19.38 ECTS	-	-	-	[6 credits] = 19.38 ECTS
Total		[16/22 credits] = 51.68 /71.06 ECTS	(12 credit) 38.76 ECTS	(8 credit) 25.84 ECTS		[36/42credits] = 116.28/ 135.66 ECTS

*) : The 6 credits thesis can be completed starting in semester 3. If it is not completed in

semester 4, it can be retaken.

The Master of Policy Study Program with graduates working as Education Policy Analysts can choose additional competencies as school policy analysts, education financing policy analysts and education policy advocacy with the following course structure per semester.

Table 15. Curriculum Structure

MK Code	Subject	Credit [ECTS]				PLO						
		Qty	T	P	L	1	2	3	4	5	6	7
Semester 1												
MKP8 201	Philosophy of Science	2 [6.46]	2	-	.	√	√			√		
MKP8 302	Education Research Methodology	3 [9.69]	2	1	.		√		√	√		√
MKP8 203	Statistics*	2 [6.46]	1	1	.			√	√	√		√
MKP8 204	Foundations of Education in Educational Policy	2 [6.46]	2	-		√	√				√	
MKP8 205	Educational Policy and Public Administration	2 [6.46]	1	1	.	√	√					
MKP8 206	Analysis of Issues and Formulation of Educational Policy	3 [9.69]	2	1	.		√	√	√		√	√
MKP8 207	Economic Aspect in Educational Policy	2 [6.46]	2	-	.		√				√	
MKP8 208	School and Society	2 [6.46]	1	1		√	√	√				√
MKP8 621	Educational Science**	2 [6.46]	2	-	.	√	√		√	√		
MKP8 622	Policy Process**	2 [6.46]	2	-	.		√		√	√		
MKP8 623	Comparative Study**	2 [6.46]	2	-	-			√			√	
Amount		16/24	13/	5	-							

MK Code	Subject	Credit [ECTS]				PLO						
		Qty	T	P	L	1	2	3	4	5	6	7
		[51.68/ 77.52]	2 1									
Semester 2												
MKP8 209	Politics and Educational Policy*	2 [6.46]	2	-	.	√	√	√			√	
MKP8 210	Educational Reform: History, Policy, and Practice	3 [9.69]	2	1	.			√		√		√
MKP8 211	Policy Analysis of Early Childhood, Primary, and Secondary Education	3 [9.69]	2	1	.				√	√	√	
MKP8 212	Evaluation of Educational Policy*	2 [6.46]	1	1	.				√		√	
MKP8 213	School as an Organization/ Society	3 [9.69]	2	1		√			√			√
MKP8 214	Educational Disparities*	3 [9.69]	2	1				√				√
MKP8 218	Comparative Educational Financing Policy*	3 [9.69]	2	1							√	√
MKP8 215	Policy Analysis of Teachers and Teaching*	3 [9.69]	2	1		√		√		√		
MKP8 216	Analysis of Educational	3 [9.69]	2	1				√				√

MK Code	Subject	Credit [ECTS]				PLO						
		Qty	T	P	L	1	2	3	4	5	6	7
	Movement *											
MKP8217	Economic Analysis of Educational Development	3 [9.69]	2	1			√	√				√
		12 [38.76]	11	5								
Semester 3												
MKP8219	Seminar of Thesis Proposal	2 [6.46]	-	2					√	√	√	√
MKP8620	Master Thesis***	6 [19.38]	-	6					√	√	√	√
Semester 4												
MKP8620	Master Thesis***	6 [19.38]	-	6					√	√	√	√
	Number of credits	8 [25.84]	-	8								
	Total Credits	36- 42 [116.28 - 135.42]										

*) Elective courses. Each student is allowed to choose a maximum of 6 credits.
**) Mandatory for non-teaching undergraduates; recommended for teaching students.
***) 6 credits of master thesis can be taken in semester 3, but if students could not complete it in semester 3, master thesis can be retaken in semester 4.

H. LEARNING PROCESS

The learning process in the Master of Educational Policy Study Program is conducted in accordance with the National Standards for Higher Education, which include the characteristics of the learning process, learning process planning, learning process implementation, and student study load. The characteristics of the learning process include interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered nature. Learning process planning is prepared for each course and presented in semester learning plans (RPS) developed by lecturers independently or together in a group of expertise.

The implementation of the learning process takes place in the form of interactions between lecturers, students, and learning resources in a specific learning environment. The implementation of the learning process is carried out using various learning methods: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes.

Each course can use one or a combination of several learning methods and is accommodated in a learning form in the form of: (1) lectures, (2) assignments, (3) seminars, (4) field practice, (5) internships, (6) research, (7) humanitarian projects, (8) entrepreneurship, (9) case studies, (10) other forms of community service. These forms of learning accommodate students' interests, potential, and learning styles to develop themselves as part of the freedom to learn to achieve the desired learning outcomes.

Learning in the Master of Educational Policy program has leveraged technological advances. Several courses have developed online courses that can be used both fully and through blended learning. Students are also required to utilize technology through various available applications.

A student's study load is expressed in semester credit units (SKs). One credit of lectures is equivalent to 45 hours per semester. This equates to 170 (one hundred and seventy minutes: 50 minutes of face-to-face instruction, 60 minutes of structured assignments, and 60 minutes of independent work) learning activities per week per semester. Each course is worth at least 1 (one) credit unit. A semester is a unit of effective learning activity time lasting 16 (sixteen) weeks.

The learning process aims to meet the study program's competency goals, as outlined in the Graduate Learning Outcomes and Course Learning Outcomes. Achieving these competencies requires a student-centered learning system. Learning emphasizes strengthening personal, social, pedagogical, and professional competencies.

Learning can be conducted through face-to-face/meeting systems, including *e-learning,* structured assignments, independent assignments, and other equivalent activities, seminars, practical work, research, and community service. Learning can also be conducted through blended learning or a full *e-learning model.* The total learning period is 16 meetings per semester. Students are required to attend at least 75% of the face-to-face lectures.

The implementation of learning in principle involves three stages: the introduction, core activities/presentations, and closing. Related to the principle of complete learning, learning activities are a process of facilitating students to gain learning experiences and completeness in accordance with the achievement of predetermined competencies. Therefore, a contextual approach with activities that encourage students to be active, innovative, creative, inspiring, and create a pleasant atmosphere, is a learning process that is continuously developed. The perspective of character, national values and entrepreneurial spirit are inseparable parts in building the meaning of learning. Through the developed learning process, student success is determined not only by *hard skills* , intellectual abilities (achievement index), but also *soft skills* by looking at cognitive abilities, character, personality and morality.

I. ASSESSMENT

Process assessment is used to assess student engagement in lectures, including soft skills such as participation in lecture activities, the ability to articulate ideas, foster responsibility and independence, foster solidarity and collaboration, and encourage increased student motivation. Process assessment is conducted using observation, peer review, and portfolio methods. These assessments are conducted throughout the lecture process and are one of the components that determine the final grade.

Outcome assessment is used to assess students' ability to achieve the competencies that constitute the learning outcomes. Outcome assessment is conducted through competency tests for each sub-competency or sub-learning goal taught, midterm exams, performance tests, and final exams. Outcome assessment methods include written exams, essays/papers, presentations and discussions, and projects.

The assessment techniques used include observation, participation, performance demonstrations, and written tests. Learning process assessment instruments can include rubrics and/or portfolio assessments. The final assessment results are a combination of the various assessment techniques and instruments used.

Objective assessment covers all domains of competence developed in each course, including knowledge, attitudes, and skills. Assessment is conducted through both tests and non-tests to ensure authentic assessment results and reflect the specific competencies or learning outcomes of the course. Non-test assessments encompass the 4Ps (Performance, Product, Project, and Portfolio). Assessments also consider validity, reliability, comprehensiveness, character, and sustainability, in accordance with SN-Dikti.

Assessment reporting is a qualification of student success in completing a course, expressed in a range of numbers and letters in accordance with applicable academic regulations. Students with high academic achievement are those who have a semester grade point average (GPA) greater than 3.50 (three point five zero) and meet academic ethics.

Notes:
PLO measurement is carried out using an Outcome-Based Assessment (OBA) approach to ensure that each student achieves the established competencies.

a. PLO is measured through more specific learning goals.
b. Every course must have a learning goal that contributes to a specific PLO.
c. Each learning goal must have a measurable assessment that is relevant to the PLO.
d. The form of assessment varies according to the level of competency (attitude, knowledge, general skills, specific skills).
e. Accumulation of assessment results is carried out after students complete all courses related to a particular PLO.
f. Methods used:
    1. Student Portfolio → Assess student learning outcomes from assignments, projects, and reports during studies.
    2. Final Competency (Capstone Project, Thesis, or Comprehensive Exam) → Students work on a major project that reflects mastery of PLO.
    3. Tracer Study and User Satisfaction Survey → Evaluation of PLO after students graduate, involving industry and academia.
g. PLO (Graduate Learning Outcomes) scoring is done by converting individual student achievements in relevant courses.

$$PLO\ Score = \sum \frac{Course\ Score\ x\ Credits}{\Sigma Credits}$$

J. CURRICULUM QUALITY ASSURANCE

The quality assurance system implemented is an *outcome-based quality assurance system,* a monitoring and evaluation system to ensure continuous quality improvement and ensure the achievement of learning standards and outcomes set by the educational program. The outcome-based quality assurance system is a system that ensures the establishment of learning standards/outcomes at the beginning and ends by ensuring the achievement and improvement of these standards/outcomes in a systematic and sustainable manner.

In line with the implementation of the Higher Education Internal Quality Assurance System, curriculum quality assurance in the Master of Educational Policy Study Program is carried out in line with the implementation of the Quality Assurance system at the Faculty of Education and Psychology Level by implementing a quality assurance cycle in the form of determination, implementation, evaluation, control and improvement (PPEPP). The following are the steps for curriculum quality assurance in line with the higher education quality assurance system:

1. **Curriculum Determination**
   - The curriculum is determined by the head of the university (at least every 4-5 years) by determining the profile, study program objectives, PLO, courses and their weights, and an integrated curriculum structure.
   - Curriculum determination is carried out by formulating/ verifying standard documents. Guidelines and manuals can be added.
2. **Curriculum Implementation**
   - Implementation of the curriculum is the implementation of established standards.
   - The implementation of the curriculum is carried out through the learning process, by paying attention to the achievement of PLO, both for graduates, learning outcomes at the course level (learning goal) at each stage of learning in lectures (Sub-Learning Goal).
   - The implementation of the curriculum refers to the RPS prepared by lecturers or a team of lecturers by considering the achievement of PLO at the course, learning goal, and sub-learning goal levels.
   - Sub-learning goal and learning goal at the course level must support the achievement of the PLO assigned to each course.
3. **Curriculum Evaluation**
   - Curriculum evaluation is carried out against established standards.
   - Formative evaluation is conducted to assess the achievement of the PLO. This is done through the evaluation of the learning goal and sub-learning goal, which are determined at the beginning of the semester by the lecturer/ teaching team and study program.
   - Evaluation is also carried out on the form of learning, learning methods, assessment methods, RPS, and supporting learning tools.
   - Summative evaluation is conducted periodically every 4-5 years, involving internal and external stakeholders, reviewed by experts in the field of study programs, industry, associations, and in accordance with developments in science and technology and user needs.
4. **Curriculum Control**
   - Control of curriculum implementation is carried out every semester with indicators of PLO achievement measurement results.
   - Curriculum control is carried out by the study program and is monitored and assisted by the Higher Education Quality Assurance Unit/Institution.
5. **Curriculum Improvement**
   - Curriculum improvement is based on the results of both formative and summative curriculum evaluations.

K. COURSE DESCRIPTION

LIST OF COURSE CODES AND NAMES
Master of Educational Policy

Code	Description
MKP8201	Course Name: Philosophy of Science Credits: 2 Semester: 1 Description This course discusses in depth the philosophical foundations that underlie science and education policy. Students are invited to understand the nature of knowledge, the structure of science, and scientific logic in the context of educational policy-making. The study includes the basic concepts of philosophy, philosophical schools, sources of scientific truth and characteristics of science, the history of the development of science, the three philosophical foundations of science education policy, scientific paradigms and scientific methods in education policy, and critical reflection on issues of science development, the relationship between science, technology, ethics (scientific ethics), and religion, as well as the relationship between philosophy of science, ideology, and public policy in education. It also discusses the epistemology and ontology of policy and normative and analytical approaches in the formulation and evaluation of education policies. Learning Goals 1. Explains the basic concepts of the philosophy of science and its implications for educational policy. 2. Analyzing the relationship between scientific paradigms, ideological values, and educational policies. 3. Criticizing educational policies based on philosophical and ethical approaches. 4. Formulate educational policy arguments based on reflective thinking and scientific logic. Reference 1. Ahmad Tafsir, 2012. Philosophy of Science: Unraveling Ontology, Epistemology and Axiology of Knowledge. Bandung: Remaja Rosdakarya. 2. Bleicher, Josef. 2003. Contemporary Hermeneutics: Hermeneutics as Method, Philosophy, and Criticism. Yogyakarta: Fajar Pustaka Baru. 3. Dardiri, A. (2021). The Educational Philosophy of Pesantren Al Falah and Its Contribution to Character Development. KnE Social Sciences, pp.567-583. 4. Endang Komara.2011. Philosophy of Science and Research Methodology. Bandung: Refika Aditama. 5. Ewing, A.C. 2008. Fundamental Questions of Philosophy. Yogyakarta: Student Library. 6. Hansson, Sven Ove. 2015. The Role ofTechnology in Science: Philosophical Perspectives. Dordrecht-Heidelberg-New York-London: Springer. 7. Hook. C & Haryono Imam. 1989. Philosophy of Science. Jakarta: Gramedia 8. Noeng Muhadjir. 2011. Philosophy of Science. Yogyakarta: Rake Sarasin

	9. Ravertz, Jerome R. 2009. Philosophy of Knowledge: History & Scope of Discussion. Yogyakarta: Student Library. 10. Rizqon Halal Shah. (2020). Philosophy of Science and Education Policy: A Theoretical Study. Journal of Philosophy of Education. 11. Surajiyo. 2009. Philosophy of Science and Its Development in Indonesia. Jakarta: PT. The Earth of Scripts. 12. Yuyun Suriasumantri. 2007. Philosophy of Science – A Popular Introduction. Jakarta: Sinar Harapan Library.
MKP8302	Course Name: Educational Research Methodology Credits: 3 Semester: 1 Description This course equips students with theoretical understanding and practical skills in designing and implementing research in the field of education, especially education policy. The main focus is on relevant research approaches, strategies, and techniques to analyze the formulation, implementation, and evaluation of education policies. Students will learn various research paradigms, both quantitative, qualitative, and mixed methods, as well as data collection and analysis techniques used in policy studies. In addition, this course emphasizes the relationship between methodological design and the socio-political context of policy, the use of evidence in decision-making, and ethics in education policy research. Through discussions, case studies, and mini-research exercises, students are expected to be able to prepare critical, systematic, and problem-solving research proposals for education policies in the world of education Learning Goals 1. Explain paradigms and approaches in education policy research. 2. Design policy research that is appropriate to the problem and context. 3. Analyze education policy data methodologically and reflectively. 4. Evaluate the quality and relevance of research results in supporting educational policy making. Reference 1. Berkley, R. M. (2008). Educational Policy and the Law. SAGE Publications. 2. Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education. Routledge. 3. Creswell, John W. & Creswell, J. David. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 5th ed. Los Angeles: SAGE. 4. Hajaroh, Mami, et al. 2023. Development of the Theoretical Construction Model of Muslim Religious Character with Confirmatory Factor Analysis to Develop a Measurement Scale. International Journal of Islamic Thought, 2023, 23: 65-78. 5. Hajaroh, Mami, et al. 2024. Islamic-Based Religious Character Education. Yogyakarta: UNY Press. 6. Hajaroh, Mami, et al. 2025. Qualitative Research Development Strategy. Yogyakarta. UNY Press. 7. Levin, H. M., & Belfield, C. R. (2003). The Economics of Education: A Comprehensive Overview. Academic Press. 8. Patton, M. Q. (2015). Qualitative Research & Evaluation Methods. SAGE Publications.

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MKP8203	Course Name: Statistics Credits: 2 Semester: 1 Description This course equips students with knowledge and skills in analyzing quantitative data using traditional approaches (inferential statistics) which are strengthened by artificial intelligence (AI) technology. Students will learn AI algorithm-based data exploration and prediction techniques such as machine learning (ML), deep learning, and neural networks used for education policy analysis. In addition, students will use software such as Python, R, Orange, SPSS Modeler, and Google AutoML to process big data, detect patterns, and generate predictive and recommendatory models that are valid and relevant for policy decision-making. Learning Goals 1. Explain the basic concepts of quantitative data analysis and the role of AI in data-driven decision-making. 2. Using statistical software and AI to perform descriptive, inferential, and predictive analysis 3. Interpret the results of quantitative analysis based on machine learning and AI accurately and critically. 4. Evaluate the accuracy, reliability, and bias in AI-based education policy prediction models. 5. Develop AI-based quantitative data analysis reports to support evidence-based policy recommendations. Reference 1. Chollet, F. (2021). Deep Learning with Python (2nd ed.). Manning. 2. Field, A. (2017). Discovering Statistics Using IBM SPSS Statistics (5th ed.). SAGE Publications. 3. Géron, A. (2022). Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow (3rd ed.). O'Reilly Media. 4. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). Multivariate Data Analysis (8th ed.). Cengage. 5. Herwin, H., Senen, A., Nurhayati, R., & Dahalan, S. C. (2022). Improving student learning outcomes through mobile assessment: A trend analysis. International Journal of Information and Education Technology, 12(10), 1005-1011. 6. IBM. (2020). SPSS Modeler Documentation. IBM Knowledge Center. 7. James, G., Witten, D., Hastie, T., & Tibshirani, R. (2021). An Introduction to Statistical Learning with Applications in R (2nd ed.). Springer. 8. Kuhn, M., & Johnson, K. (2019). Feature Engineering and Selection: A Practical Approach for Predictive Models. CRC Press. 9. Microsoft. (2022). Azure Machine Learning Documentation. Microsoft Learn

	10. Provost, F., & Fawcett, T. (2013). Data Science for Business. O'Reilly Media. 11. Witten, I. H., Frank, E., Hall, M. A., & Pal, C. J. (2016). Data Mining: Practical Machine Learning Tools and Techniques (4th ed.). Morgan Kaufmann.
MKP8204	Course Name: Foundations of Education in Educational Policy Credits: 2 Semester: 1 Description This course provides an in-depth understanding of the basic foundations of education—philosophical, psychological, sociological, historical, and cultural—that serve as the basis for the formulation and implementation of education policy. Students will explore how core educational values influence the direction and content of public education policy, and how theoretical and historical frameworks are used to analyze the dynamics and changes in education policy over time. Through an interdisciplinary approach and case studies, students are encouraged to understand the relationship between educational theory and policy practice, and develop analytical skills in critically and transformatively evaluating the philosophical, social, and psychological foundations of national and regional education policies. Students also examine how these educational foundations interact in formulating inclusive, equitable, and sustainable policies. Learning Goals 1. Explain the basic foundations of education and their relationship to education policy. 2. Analyze educational policies based on philosophical, sociological, psychological, and historical perspectives. 3. Analyze the impact of basic educational values in policy formulation and implementation. 4. Design educational policy arguments based on relevant theoretical approaches for equitable, inclusive, contextual, and sustainable policies. Reference 1. Dardiri, A. (2021). The Educational Philosophy of Pesantren Al Falah and Its Contribution to Character Development. KnE Social Sciences, pp.567-583. 2. Darmaningtyas. (2004). Poor Education. Yogyakarta: Galangpress. 3. Dewey, John. (1916/2004). Democracy and Education. New York: Free Press. 4. Freire, Paulo. (1998). Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. Lanham: Rowman & Littlefield. 5. Gutek, G.L. (2011) Historical and Philosophical Foundations of Education: A Biblographical Introduction (5th ed.). Pearson. 6. National Education System Law and other national policy documents (RPJMN), Strategic Plan of the Ministry of Education, etc.). 7. Ozmon, H. & Craver, S.M. (2011). Philosophical Foundations of Education (9th ed.). Pearson. 8. Ornstein, Allan C. & Levine, Daniel U. (2017). Foundations of Education. 13th Ed. Boston: Cengage Learning 9. Sadker, D., & Zittleman, K.R. (2018). Teachers, Scholls, and Society; A Brief Introduction to education (5th ed.). McGraw-Hill Education.

	10. Spring, J. (2013). Education and the Rise of the Global Economy. Rouledge 11. Tilaar, H.A.R. (2002). Social Change and Education: An Introduction to Transformative Pedagogics for Indonesia. Jakarta: Grasindo.
MKP8205	Course Name: Educational Policy and Public Administration Credits: 2 Semester: 1 Description This course examines and explores the scope of public policy, the principles of public administration, and educational policies that need to be practiced effectively and efficiently to realize appropriate public policies and the ideals of *good governance* . This course will elaborate in detail on the science and orientation of public policy, *good governance, Old Public Administration, New Public Management, New Public Service* (NPS), dimensions of public administration, and public service innovation. Furthermore, public interest, citizenship, and democracy are studied in more depth because they are part of the current discourse on public policy within the NPS framework. These various perspectives need to be understood in order to build a comprehensive theoretical framework for understanding and applying principles in educational policy. Learning Goals: 1. Explain the basic concepts and theories of public policy and public administration in the context of education. 2. Analyze the relationship between the public administration system and the dynamics of education policy formulation. 3. Evaluate the practice of education policy governance at the central and regional levels from the perspective of public administration. 4. Designing education policy proposals based on the principles of public administration that are effective, accountable, and participatory Reference 1. Bartik, T. J., & Hollenbeck, K. M. (2014). The Economics of Education. University of Michigan Press. 2. Dewey, J. (1938). Experience and Education. Macmillan. 3. Dwi, H., Pandhu, Y., & Fransisca, W. (2021). The governance of the special autonomy fund in improving welfare in special region of Yogyakarta. 4. Frederickson, H. George et al. (2016). The Public Administration Theory Primer. 3rd Ed. Boulder: Westview Press 5. Grindle, M. S. (1980). Politics and Policy Implementation in the Third World. Princeton University Press. 6. Mulgan, R. (2007). Public Policy in the Twenty-First Century: Making the State Work. Oxford University Press. 7. Nugroho, R. (2010). Politics and Education Policy in Indonesia. Ministry of Education and Culture
MKP8206	Course Name: Analysis of Issues and Formulation of Educational Policy Credits: 2 Semester: 1 Description This course examines the stages of issues and formulation in policy formulation. The policy issue stage examines in more detail the definition of

	policy issues, the differences between educational issues and problems, types of substantive educational issues, *current issues, and emerging trends.* related to political, economic, sociocultural aspects, and educational issues at the regional, national, and global levels based on educational policy theory. Meanwhile, policy formulation elaborates on the principles in formulating alternative solutions using various exploratory methods. This course discusses strategic issues in education at the local, national, and global levels, as well as the process of formulating effective, data-driven educational policies. Students will learn to analyze various contemporary issues in education, evaluate existing policies, and design alternative policies that are responsive to educational challenges and needs. Learning Goals 1. Identify strategic issues in education policy critically and systematically. 2. Analyze the causative and impact factors of education issues using a policy analysis framework. 3. Predict various alternatives and evidence-based education policy recommendations. 4. Prepare education policy formulation documents professionally, such as policy briefs and issue papers. Reference 1. Anderson, J. E. (2014). Public Policymaking (8th ed.). Cengage Learning. 2. Ball, S. J. (1994). Education Reform: A Critical and Post-Structural Approach. Open University Press. 3. Cochran, C. L., & Malone, E. F. (2014). Public Policy: Perspectives and Choices. 4. Dunn, W. N. (2018). Public Policy Analysis: An Introduction. 5. Dye, T. R. (2013). Understanding Public Policy (14th ed.). Pearson Education. 6. Fowler, F. C. (2013). Policy Studies for Educational Leaders: An Introduction (4th ed.). Pearson. 7. Milwan, M., Suharno, S., & Prasetyo, D. (2024). Evaluation the Merdeka Belajar Kampus Merdeka Programme in Indonesia:: Sustainability and Challenges. International Journal of Multidisciplinary Sciences, 2(3), 234–246. https://doi.org/10.37329/ijms.v2i3.3167 8. National Education Council. (2006). National Education Roadmap 2005–2025. Jakarta: Ministry of National Education. 9. Ozga, J. (2000). Policy Research in Educational Settings: Contested Terrain. Open University Press. 10. Permendikbud, Presidential Regulation, and official documents of education policy from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (access via https://www.kemdikbud.go.id). 11. Policy documents of the Ministry of Education and Culture and OECD related to education. 12. Rizky , A. (2021). Education Policy in Indonesia: Theory and Practice. 13. Sagala, S. (2013). Strategic Management in Improving the Quality of Education. Alphabet. 14. Suharno, S. 2021. PUBLIC POLICY AND SPECIAL AUTONOMY IN PAPUA AND WEST PAPUA. Natapraja. 9, 2 (Dec. 2021), 121–130. DOI:https://doi.org/10.21831/natapraja.v9i2.43789.

	15. Suharno, S. (2022). Analisis Kritis Terhadap Pelaksanaan Pembelajaran Tematik Oleh Guru Dengan Pendekatan Contextual Teaching And Learning Di SD Negeri 1 Jatilawang (studi kasus) (Doctoral dissertation, Universitas Muhammadiyah Purwokerto). 16. Suharsaputra, U. (2010). Educational Administration: Theory and Practice. Aditama Review. 17. Tilaar, H. A. R. (2002). Social Change and Education: An Introduction to Transformative Pedagogics for Indonesia. Fat. 18. UNESCO. (2015). Rethinking Education: Towards a Global Common Good? Paris: UNESCO Publishing. 19. World Bank. (2018). World Development Report 2018: Learning to Realize Education's Promise. Washington, DC: World Bank. 20. Weimer, D. L., & Vining, A. R. (2011). Policy Analysis: Concepts and Practice (5th ed.). Pearson.
MKP8207	Course Name: Economic Aspects in Educational Policy Credits: 2 Semester: 1 Description This course discusses the role and relevance of economic aspects in the formulation, implementation, and evaluation of education policies. Students will learn the basic theories of educational economics, education financing, cost-benefit analysis, efficiency and effectiveness of resource allocation, and the relationship between education and economic development. The study covers strategic issues such as access inequality, public vs. private financing, the role of markets in education, and human resource investment policies in Indonesia and globally. Thus, students are equipped with analytical skills to assess education policies from an economic perspective, as well as to make data-based recommendations. Learning Goals 1. Students are able to explain the basic theory of educational economics and its relevance in education policy. 2. Students are able to analyze education financing, efficiency, and effectiveness in the management of educational resources. 3. Students are able to evaluate the impact of education policies on economic development and social equity. 4. Students are able to prepare an analysis of education policies based on economic approaches (cost-benefit analysis, human capital, efficiency-equity). Reference 1. Becker, G. S. (1993). Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education. University of Chicago Press. 2. Hanushek, E. A., & Woessmann, L. (2015). The Knowledge Capital of Nations: Education and the Economics of Growth. MIT Press. 3. Levin, H. M., & McEwan, P. J. (2001). Cost-Effectiveness Analysis: Methods and Applications. Sage. 4. Marsono, M., Siswanto, S., & Suprayitno, S. (2023). Penyusunan Laporan Keuangan Badan Usaha Milik Desa (BUMDes) Sektor Manufaktur. Jurnal Pengabdian Pada Masyarakat, 8(1), 1-9

	5. Psacharopoulos, G., & Patrinos, H. A. (2018). Returns to Investment in Education: A Decennial Review of the Global Literature. The World Bank. 6. Siswanto, S., & Rosa, L. (2022). The Influence of Peers, Learning Interest, and Student Creativity on Financial Accounting Learning Achievement. SOCIA: Jurnal Ilmu-Ilmu Sosial, 19(1), 61-73. 7. Sukarno, S., Haryati, S., Siswanto, S., Trisnowati, E., & Setiati, F. N. (2024). The Development of Entrepreneurship Courses for Prospective Teacher Students: Competency Analysis and Study Materials. AL-ISHLAH: Jurnal Pendidikan, 16(3), 3350-3359. 8. Todaro, M. P., & Smith, S. C. (2020). Economic Development (13th ed.). Pearson.
MKP8208	Course Name: School and Society Credits: 2 Semester: 1 Description This course discusses the reciprocal relationship between family, school, and community in the context of inclusive and equitable education development. Students will examine how the interaction between these three important elements forms an educational ecosystem that supports student development, improves the quality of learning, and strengthens accountability and public participation in education. Topics covered include: the role of the family in children's education; school partnerships with parents; the influence of social, cultural, and economic factors on education; the role of civil society, NGOs, and the business world in supporting education; as well as policies and programs that encourage collaboration between schools, families, and communities. Through literature studies, policy discussions, and case study analysis, students are expected to be able to understand the strategic role of these tripartite relationships in the development of education policies, as well as be able to formulate collaborative strategies that are relevant to local, national, and global contexts. Learning Goals 1. Analyze the role and function of family, school, and community in supporting education. 2. Examine policies and practices of collaboration between schools, families, and communities. 3. Evaluate the sociocultural and economic factors that affect the relationship between the three. 4. Designing strategies to strengthen school, family, and community partnerships systemically. Reference 1. Amaruddin, Hidar; Dardiri, Achmad; Efianingrum, Ariefa. 2024. Novel Totto-Chan by Tetsuko Kuroyanagi: A Study of Philosophy of Progressivism and Humanism and Relevance to the Merdeka Curriculum in Indonesia. De Gruyter Brill Open Education Studies; 6. 2. Amaruddin, Hidar; Dardiri, Achmad; Efianingrum, Ariefa. 2024. Popular Culture in Social Media & Online Games: Between Morality, Fear, and Expectations from Families and Schools. Journal of Education, Culture, and Society dari University of Wroclaw, Polandia, No. 2. 3. Bronfenbrenner, U. (1979). The Ecology of Human Development: Experiments by Nature and Design. Harvard University Press.

	4. Desforges, Charles & Abouchaar, Alberto (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review. UK: DfES. 5. Efianingrum, Ariefa, et al. Intervention and Initiation of Anti-Bullying Policies in Schools: Praxis in Yogyakarta City Junior High Schools 6. Epstein, J. L. (2001). School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Westview Press. 7. Henderson, Anne T. & Mapp, Karen L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin: Southwest Educational Development Laboratory (SEDL). 8. Hornby, Garry (2011). Parental Involvement in Childhood Education: Building Effective School-Family Partnerships. New York: Springer. 9. Ministry of National Education (2007). Guidelines for School-to-Community Partnership. 10. Official document from the Ministry of Education and Culture that contains guidelines for building educational collaboration in Indonesia. It can be accessed through the Ministry of Education and Culture's website. 11. Suyadi & Ulfah, M. (2019). The Basic Concept of Early Childhood Education. Prenadamedia Group. 12. Suyanto , S. (2016). Building School and Community Partnerships. Yogyakarta: UNY Press. 13. UNESCO (2015). Rethinking Education: Towards a Global Common Good? 14. UNESCO. (2020). Global Education Monitoring Report: Inclusion and Education – All Means All.
MKP8621	Course Name: Educational Science Credits: 2 Semester: 1 Description This course examines in depth the foundations, concepts, and development of Educational Science as a scientific discipline. Students will be invited to critically examine various classical and contemporary educational theories and understand their relevance to educational practice in the modern era. The discussion covers the philosophical, historical, sociological, psychological, and cultural dimensions of education, as well as their relationship to educational policy and innovation. Students will also explore scientific approaches to studying educational problems and develop reflective and analytical thinking skills in designing solutions to complex educational challenges. This course serves as a foundation for developing comprehensive, critical, and contextual educational insights for prospective researchers, academics, and educational practitioners at the advanced level. Learning Goals 1. Students are able to explain the basic concepts, scope, and nature of Educational Science as a discipline. 2. Students are able to analyze educational theories within the context of the history and development of educational thought. 3. Students are able to critique contemporary educational issues using a scientific and multidisciplinary approach. 4. Students are able to develop theoretically based ideas and arguments to solve educational problems.

	5. Students are able to demonstrate a reflective and ethical attitude in understanding and responding to the dynamics of education. Reference 1. Abin Syamsuddin Makmun. (2019). Psikologi Kependidikan. Bandung: Remaja Rosdakarya. 2. Dardiri, A. (2006). Understanding Education. Educational Science, 36. 3. Dardiri, A. (2005). Education, Humanization, and Humanization. Foundation, 1(6). 4. Drost, J. (2003). Pendidikan yang Relevan untuk Pembangunan Bangsa. Jakarta: Grasindo. 5. Hasbullah. (2009). Dasar-dasar Ilmu Pendidikan. Jakarta: Raja Grafindo Persada. 6. Salimi, M., Dardiri, A., & Sujarwo, S. (2020). Learning Activities for Social Skills in Elementary School. Universal Journal of Educational Research, 8(11), 5222-5236 7. Saptono, B. (2025). Ilmu Pendidikan. UNY Press. https://unypress.uny.ac.id/buku/preorder-buku-ilmu-pendidikan 8. Siswoyo, D. (2016). Ilmu pendidikan dalam tantangan. Jurnal Penelitian Ilmu Pendidikan, 9(2), 123–134. https://onesearch.id/Record/IOS173.article-9198 9. Siswoyo, D., Sulistyono, T., & Dardiri, A. (2007). Educational Science. 10. Sudjana, N. (2004). Dasar-dasar Proses Belajar Mengajar. Bandung: Sinar Baru Algensindo. 11. Suharyadi, A. (2013). Implementasi e-learning di Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta. Jurnal Mahasiswa Pendidikan, 2(3), 1–10. https://journal.student.uny.ac.id/fipmp/article/view/591 12. Suyono, & Hariyanto. (2017). Belajar dan Pembelajaran: Teori dan Konsep Dasar. Bandung: PT Remaja Rosdakarya. 13. Tilaar, H. A. R. (2002). Perubahan Sosial dan Pendidikan: Pengantar Pedagogik Transformatif untuk Indonesia. Jakarta: Grasindo. 14. Zuhdan, P. (2018). Filsafat Ilmu Pendidikan. Yogyakarta: UNY Press
MKP8622	Course Name: Policy Process Credits: 2 Semester: 1 Description The Policy Process course examines the stages of the public policy cycle, from problem identification and policy formulation to decision-making, implementation, and evaluation. Students will learn policy theories and models, as well as the roles of actors in the policy process. The primary objective of this course is to equip students with a deep understanding of the dynamics of the policy process and the analytical skills to critically examine public policy.. Learning Goals 1. Students are able to explain the basic concepts and stages of the public policy process. 2. Students are able to analyze the roles of actors in each stage of the policy process. 3. Students are able to apply policy theories and models to real-life case studies.

	4. Students are able to evaluate the effectiveness of policy implementation and provide recommendations for improvement. Reference 1. Anderson, J. E. (2015). Public Policymaking. Cengage Learning. 2. Birkland, T. A. (2019). An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making (5th ed.). Routledge. 3. Hamdi, Muchlis. (2013). Kebijakan Publik: Proses, Analisis, dan Partisipasi. Ghalia Indonesia: Bogor. 4. Howlett, M., Ramesh, M., & Perl, A. (2013). Studying Public Policy: Policy Cycles and Policy Subsystems (3rd ed.). Oxford University Press. 5. Sabatier, P. A. (2007). Theories of the Policy Process. Westview Press. 6. Smith, K. (2015). Theories of Public Policy: An Introduction. SAGE Publications. 7. Rohman, A. (2012). Education policy: Analysis of the dynamics of formulation and implementation. Aswaja Pressindo. 8. Winarno, Budi. (2012). Kebijakan Publik: Teori, Proses, dan Studi Kasus. CAPS: Yogyakarta.
MKP8623	Course Name: Comparative Education Credits: 2 Semester: 1 Description The Comparative Education course examines the comparison of education systems across countries and regions to understand how social, economic, political, cultural, and public policy factors influence educational outcomes. Students are encouraged to examine comparative study theory and methodology, analyze educational practices from various international contexts, and draw policy lessons relevant to the development of the Indonesian education system. Through a policy analysis approach, this course fosters critical and reflective thinking skills in assessing the successes and challenges of global education reform, including issues of equity, quality, governance, and educational innovation. Learning is conducted through a combination of theoretical studies, cross-country case studies, critical discussions, and comparative education policy analysis projects.. Learning Goals 1. Students are able to explain the basic concepts, scope, and approaches in comparative education studies (knowledge domain). 2. Students are able to analyze the differences and similarities in education systems across countries based on their social, political, and economic contexts (analytical cognitive domain). 3. Students are able to critically assess the relevance and implications of education policies from other countries for the Indonesian context (evaluative domain). 4. Students are able to design comparative policy studies using international data and indicators (such as UNESCO, OECD, and World Bank Education Indicators) in a scientific manner (innovative and research skills domain). 5. Students are able to demonstrate an open and reflective attitude toward the diversity of education systems and respect global values in the development of national education policies (attitude and professionalism domain).

	Reference 1. Bray, M., Adamson, B., & Mason, M. (2014). Comparative Education Research: Approaches and Methods (2nd ed.). Springer. 2. Crossley, M., & Watson, K. (2012). Comparative and International Education: Policy Transfer, Context Sensitivity and Professional Development. Routledge. 3. Noah, H. J., & Eckstein, M. A. (1998). Toward a Science of Comparative Education. Macmillan. 4. Phillips, D., & Schweisfurth, M. (2014). Comparative and International Education: An Introduction to Theory, Method, and Practice (2nd ed.). Bloomsbury. 5. Rust, V. D., Soumaré, A., Pescador, O., & Shibuya, M. (Eds.). (1999). Research Strategies in Comparative Education. Garland Publishing. 6. Sobri, K. M., Hanum, F., Zulnaidi, H., & Ahmad, A. R. (2019). A comparative study of school environment for students' skills development in Malaysia and Indonesia. Kasetsart Journal of Social Sciences, 40(1), 149-154. 7. Wiryosutomo, H. W., Hanum, F., & Partini, S. (2019). History of Development and Concept of Person-Centered Counseling in Cultural Diversity. International Journal of Educational Research Review, 4(1), 56-64. https://doi.org/10.24331/ijere.477347
MKP8209	Course Name: Politics and Educational Policy Credits: 2 Semester: 1 Description This course examines the relationship between politics and education policy in local, national, and global contexts. Students are invited to understand how the political process affects the birth of education policy, the role of actors (government, parliament, civil society, international organizations), and the dynamics of interests in the formulation, implementation, and evaluation of education policies. In addition, students are trained to analyze conflicts, negotiations, and compromises in the policy process and develop critical thinking about the politics of democratic, inclusive, and equitable education. Learning Goals 1. Students are able to explain basic political theory and public policy as well as their relevance to the field of education. 2. Students are able to analyze the relationship between political processes, policy actors, and educational policies. 3. Students are able to criticize political issues of education in the context of democracy, social justice, and educational governance. 4. Students are able to compile an analysis of education policies by considering local, national, and global political dynamics. Reference 1. Ball, S. J. (2012). Global Education Inc.: New Policy Networks and the Neo-liberal Imaginary. Routledge. 2. Howlett, M., Ramesh, M., & Perl, A. (2009). Studying Public Policy: Policy Cycles and Policy Subsystems. Oxford University Press. 3. Lindblom, C. E. (1980). The Policy-Making Process. Prentice Hall. 4. Rizvi, F., & Lingard, B. (2010). Globalizing Education Policy. Routledge.

	5. Rohman, A. 2022. Adaptive Political Communication through E-Government Amidst Changing Campaign Methods in the Election of the Regent and Deputy Regent of Tolitoli Regency Under the Threat of the Coronavirus Disease 19 Outbreak. JASPL, Vol. 1, No. 2, October 2022. 6. Rohman, A. 2013. Teacher Power in Regional Government Bureaucracy. Journal of Humanities Research. Vol. 18 (2). Available at: https://journal.uny.ac.id/index.php/humaniora/article/view/3167/2653 7. Weiler, H. N. (1990). Comparative Perspectives on Educational Decentralization: Political and Policy Dimensions. Educational Evaluation and Policy Analysis.
MKP8210	Course Name: Educational Reform: History, Policy , and Practice Credits: 2 Semester: 1 Description This course discusses the dynamics of education reform in Indonesia from a historical perspective, public policy, and implementation practice in the field. Students are invited to trace the historical roots of the Indonesian education system from the colonial period, the independence period, the New Order, to the reform and Freedom of Learning era. Learning focuses include how political, economic, and social changes affect educational orientation and policy; how actors such as states, international institutions, and civil society influence education reform; and how education policies are realized in practice at various levels and contexts. This course also provides a space to analyze the successes and challenges of various education reform initiatives in Indonesia, including decentralization of education, Competency-Based Curriculum, 2013 Curriculum, Independent Curriculum, school-based management, and evaluation and assessment policies. Students are expected to be able to develop a critical understanding of the education reform process, as well as formulate reform strategies that are context-based and oriented towards social justice, quality, and sustainability of education. Learning Goals 1. Explains the historical development and waves of educational reform in Indonesia. 2. Analyzing education policies in various eras of government. 3. Evaluating the implementation of educational reform in practice at the institutional and regional levels. 4. Formulate reform proposals based on historical and contextual analysis. Reference 1. Bjork, Christopher. (2005). Indonesian Education: Teachers, Schools, and Central Bureaucracy. New York: Routledge. 2. Buchori, Mochtar & Malik, A. (2004). Education Reform in Indonesia. Yogyakarta: INSIST Press.. 3. Carnoy, Martin. (1999). Globalization and Educational Reform: What Planners Need to Know. 4. Cathrin, S., Hanum, F., Dwiningrum, S. I. A., Efianingrum, A., & Suyantiningsih, S. (2023). The problem of affordable education in Indonesia: The emergence of online tutoring service in primary education level. Jurnal Prima Edukasia, 11(2). 5. Efianingrum, A., Hanum, F., Cathrin, S., Maryani, M., & Wikandaru, R. (2023). Intervention and initiation of anti-bullying policies in schools:

	Praxis in Yogyakarta City Junior High Schools. Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran, dan Pembelajaran. 6. Fiske, Edward B., & Ladd, Helen F. (2004). Elusive Equity: Education Reform in Post-Apartheid South Africa. Washington DC: Brookings Institution Press. 7. Jalal, Fasli & Musthafa, Dedi. (2001). Education Reform in the Context of Regional Autonomy. 8. Ministry of Education and Culture. (2022–2024). a.Independent Curriculum Implementation Guide b.Indonesian Education Report Card c.Master Design of Digital Transformation of Indonesian Education. 9. Sahlberg, Pasi. (2011). Finnish Lessons: What Can the World Learn from Educational Change in Finland? 10. Suyanto & Asep Jihad. (2022). Education Policy in Indonesia: Theory, Concept, and Application. Jakarta: Rajawali Press. 11. Tilaar, H. A. R. (1999). National Education Reform: In the Context of Regional Autonomy. Jakarta: Grasindo. 12. UNESCO. (2015). Education for All 2000–2015: Achievements and Challenges. 13. World Bank. (2020). Indonesia: A Reform Agenda for the Education Sector.
MKP8212	Course Name: Evaluation of Educational Policy Credits: 2 Semester: 2 Description This course discusses theories, approaches, and techniques in systematically evaluating educational policies and programs. The main focus is on developing understanding and skills in designing, implementing, and assessing education policy evaluation—both formatively, summatively, and impact-oriented. Students will learn various evaluation models such as *CIPP (Context, Input, Process, Product), Logic Model, Theory-Based Evaluation, and Utilization-Focused Evaluation.* This course also discusses policy/program performance indicators, data collection and analysis methods (quantitative and qualitative), and evaluation reporting strategies for decision-making purposes. Based on case studies in Indonesia and other countries, students will be trained to draft policy evaluations and assess the effectiveness, efficiency, relevance, and sustainability of an educational policy or program. Learning Goals 1. Explain the concept and model of policy evaluation and educational programs. 2. Analyze instruments and indicators in the evaluation of educational programs. 3. Designing an evaluation plan that is in accordance with the policy/program objectives. 4. Assess the success or failure of educational policies/programs based on the results of the evaluation. 5. Prepare Evaluation reports and Policy recommendations for the purpose of policy making.

	Reference 1. Budiastuti, Emy; Hajaroh, Mami; Rosnawati, Raden. Assessment Instrument Development for Academic Culture. In: 6th International Conference on Educational Research and Innovation (ICERI 2018). Atlantis Press, 2019. p. 401-406. 2. Hajaroh, Mami. Theory Tree of Policy and Program Evaluation. Educational Policy, 2018, 9: 26-42. 3. Ministry of Education and Culture of the Republic of Indonesia. (2022–2024). a. Indonesian Education Report Card b. Evaluation of BOS Programs, Driving Schools, and Independent Curriculum 4. OECD. (2015). Evaluation and Assessment Frameworks for Improving School Outcomes. Paris: OECD Publishing. 5. Patton, Michael Quinn. (2008). Utilization-Focused Evaluation. 4th Ed. Thousand Oaks: Sage Publications. 6. Rossi, Peter H., Lipsey, Mark W., & Henry, Gary T. (2018). Evaluation: A Systematic Approach. 8th Ed. Thousand Oaks: Sage Publications. 7. Stufflebeam, Daniel L., & Coryn, Chris L.S. (2014). Evaluation Theory, Models, and Applications. 2nd Ed. San Francisco: Jossey-Bass. 8. Sugiyono. (2018). Evaluative Research Methods. Bandung: Alfabeta. 9. Sukmadinata, N. S. (2011). Educational Evaluation: Concepts, Principles, and Practices. Remaja Rosdakarya. 10. UNESCO-IIEP. (2010). Guidebook for Planning Education Evaluation Referensi
MKP8211	Course Name: Policy Analysis of Early Childhood, Primary, and Secondary Education Credits: 2 Semester: 2 Description This course critically examines the dynamics and direction of education policy at the preschool, primary, and secondary levels in Indonesia in the context of social, political, economic, and globalization. The main focus is directed at the analysis of policy formulation, implementation, and evaluation that affect the quality, accessibility, relevance, and equity of education at the primary and secondary education levels. Students will explore contemporary issues such as Freedom of Learning, digital transformation of education, school-based management, inclusive education, national standards of education, and education funding. In this course, students are also trained to use an *evidence-based policy analysis* approach and understand the political and bureaucratic processes that influence national education policies. This course is expected to encourage students to develop a critical and constructive attitude in evaluating the policies that have been implemented, as well as being able to formulate policy recommendations based on scientific analysis for the improvement of the Indonesian education system. Learning Goals 1. Identify key strategic and policy issues in preschool, primary, and secondary education in Indonesia. 2. Analyze the formulation and implementation of national education policies based on scientific approaches.

	3. Evaluate the impact and effectiveness of education policies using data and case studies. 4. Formulate alternative policies or recommendations that are relevant and applicable. Reference 1. Arief, R. (2013). Analysis of Education Policy in Indonesia. Bandung: Remaja Rosdakarya. 2. Cathrin, S., Hanum, F., Dwiningrum, S. I. A., Efianingrum, A., & Suyantiningsih, S. (2023). The problem of affordable education in Indonesia: The emergence of online tutoring service in primary education level. Jurnal Prima Edukasia, 11(2). 3. Firdaus, F. M., Yuliana, L., Prasojo, L. D., Wijaya, W. M., Fadhli, R., Aman, A., & Rochmah, E. N. (2024). Development of the Fun School Movement Program in elementary schools in support of the Merdeka Belajar curriculum. International Journal of Public Devotion, 7(2), 111–120. 4. Husnaini, A. (2017). National Education Policy: Transformation, Policy and Implementation. Jakarta: Kencana. 5. Mukminin, A., Habibi, A., Prasojo, L. D., Idi, A., & Hamidah, A. (2019). Curriculum reform in Indonesia: Moving from an exclusive to inclusive curriculum. CEPS Journal, 9(2), 53–72. 6. OECD. (2020). Education Policy Outlook: Indonesia. Organisation for Economic Co-operation and Development (OECD). 7. Setyaningsih, E., Purwanto, N. A., Prasojo, L. D., & Firmansyah, F. (n.d.). Evaluation of the literacy and numeracy strengthening program in elementary schools of Kemantren Tegalrejo. DWIJA CENDEKIA: Jurnal Riset Pedagogik, 9(2). 8. Sunardianta, R., Prasojo, L. D., Yuliarto, H., & Firmansyah, F. (2024). Child-friendly school-based learning management model for health and physical education. Jurnal Cakrawala Pendidikan, 43(2), 459–469. 9. Surya, P., Purwanto, N. A., Yuliana, L., Suharyadi, A., & Prasojo, L. D. (2021). The opinions of junior high school students about the implementation of the child-friendly school program. KnE Social Sciences, 1–20. 10. Suryadarma, D., & Sumarto, S. (2010). Educational Policy and Its Impact in Indonesia: A Case Study of Primary Education. Journal of Education Policy, 25(4), 425-448. 11. World Bank. (2019). Improving Education Quality in Indonesia. World Bank Report.
MKP8213	Course Name: School as an Organization /Society Credits: 2 Semester: 2 Description This course discusses schools from an organizational and societal perspective. Schools are seen not only as formal educational institutions, but also as social organizations that have internal structure, culture, and dynamics, as well as as part of a broader society. Students will analyze the role of schools in the context of learning organizations, educational governance, community participation, and the reciprocal relationship between schools and the sociocultural environment. Thus, this course equips students

	to understand, criticize, and develop school management strategies as an effective, adaptive, and empowered organization in society. Learning Goals 1. Students are able to explain the theory and concept of the school as an organization and as part of society. 2. Students are able to analyze the internal dynamics of the school (structure, culture, leadership, inter-stakeholder relationships). 3. Students are able to criticize the relationship between school and society, including aspects of participation, accountability, and empowerment. 4. Students are able to formulate school development strategies as learning organizations and community development centers. Reference 1. Amaruddin, Hidar; Dardiri, Achmad; Efianingrum, Ariefa. 2024. Novel Totto-Chan by Tetsuko Kuroyanagi: A Study of Philosophy of Progressivism and Humanism and Relevance to the Merdeka Curriculum in Indonesia. De Gruyter Brill Open Education Studies; 6. 2. Amaruddin, Hidar; Dardiri, Achmad; Efianingrum, Ariefa. 2024. Popular Culture in Social Media & Online Games: Between Morality, Fear, and Expectations from Families and Schools. Journal of Education, Culture, and Society dari University of Wroclaw, Polandia, No. 2. 3. Bush, T. (2020). Theories of Educational Leadership and Management (5th ed.). Sage. 4. Efianingrum, Ariefa, et al. Intervention and Initiation of Anti-Bullying Policies in Schools: Praxis in Yogyakarta City Junior High Schools 5. Hoy, W. K., & Miskel, C. G. (2013). Educational Administration: Theory, Research, and Practice (9th ed.). McGraw-Hill. 6. Owens, R. G., & Valesky, T. C. (2015). Organizational Behavior in Education: Leadership and School Reform. Pearson. 7. Senge, P. (2006). The Fifth Discipline: The Art and Practice of the Learning Organization. Doubleday. 8. Sergiovanni, T. J. (2009). The Principalship: A Reflective Practice Perspective. Pearson.

MKP8214	Course Name: Educational Disparities Credits: 2 Semester: 2 Description The Educational Disparity course aims to analyze the gaps and inequalities in access, quality, opportunities in education, and educational outcomes that occur in various regions, social, economic, and cultural groups. In this course, students will study the factors that affect educational disparities, such as socioeconomic conditions, geography, education policies, and the role of the government and society in overcoming educational inequalities. This course teaches students to see education not only as a formal process in the classroom, but also in a broader social, economic, and political context, and provides insight into how to achieve equitable education for all. With materials that combine theory and practical case studies, students are expected to develop critical perspectives on global and local education challenges and be able to design innovative solutions to reduce educational disparities at various levels. Learning Goals 1. Explain the concept and theory of inequality and justice in education. 2. Analyze the factors that cause educational disparities in various contexts. 3. Evaluate government policies and intervention programs in reducing educational inequality. 4. Design data-driven policy recommendations to address educational disparities in a sustainable manner. Reference 1. Apple, Michael W. (2012). Education and Power. 2nd Edition. Routledge. 2. Ar Raafi', Fahrozi; Efianingrum, Ariefa. 2025. Advocacy for Special Needs Education: A Case Study in the Special Region of Yogyakarta. Foundasia, Vol. 16 No. 1. 3. Bappenas. (2022). Analysis of Disparities in Primary and Secondary Education in Indonesia. 4. Duflo, E., & Saez, E. (2003). "The Role of Education in Reducing Poverty." The Quarterly Journal of Economics, 118(1), 1-34. 5. Efianingrum, Ariefa, et al. Intervention and Initiation of Anti-Bullying Policies in Schools: Praxis in Yogyakarta City Junior High Schools 6. Ghufronudin; Hastuti; Efianingrum, Ariefa. 2025. From Critical Consciousness to Collective Action: A Freirean Netnographic Study on Public Engagement in Watchdoc's Mangrove Restoration Advocacy. International Journal of Sustainability in Economic, Social, and Cultural Context; Volume: 21 Issue: 2 7. Hadith, Abdul. (2020). Disparity and Inclusion in Indonesian Education: Theory, Policy, and Practice. Yogyakarta: Student Library. 8. OECD. (2018). "Equity in Education: Breaking Down Barriers to Social Mobility." OECD Publishing. 9. Putro, Bayu A.; Efianingrum, Ariefa. 2025. A Map of High School Students' Aspirations in Continuing Their Studies in the Context of the Transformation of the National Selection for New Student Admissions

	(SNPMB) Policy. Multidisciplinary Scientific Journal, Volume 8, Number 8. 10. Reay, Diane. (2017). Miseducation: Inequality, Education and the Working Classes. Polity Press. 11. Sen, Amartya. (1999). Development as Freedom. Oxford University Press. 12. SMERU Research Institute. (2021). Educational Inequality in Indonesia: Challenges and Policy Recommendations. 13. Suryadarma, D., & Sumarto, S. (2011). "Educational Inequality in Indonesia: The Effects of Social and Economic Factors." Indonesian Journal of Education and Learning. 14. UNESCO. (2020). Global Education Monitoring Report: Inclusion and Education – All Means All. Paris: UNESCO. 15. UNESCO. (2021). "Education for Sustainable Development Goals: Learning Objectives." United Nations Educational, Scientific and Cultural Organization.
MKP8215	Course Name: Policy Analysis of Teachers and Teaching Credits: 2 Semester: 2 Description This course critically discusses education policies in Indonesia related to teachers and learning. The focus of the study includes regulations, programs, and policy implementation related to teacher competence, certification, continuous professional development (PKB), curriculum, assessment, and classroom learning practices. Students are invited to analyze the effectiveness of teacher and learning policies with theoretical and empirical approaches, examine their impact on the quality of education, and compare them with good practices at the international level. Through discussions, case studies, and small research, students will be skilled in identifying problems, evaluating policies, and developing evidence-based recommendations for improving teacher policy and learning in Indonesia. Learning Goals 1. Students are able to explain the concepts, regulatory frameworks, and dynamics of teacher policy and learning in Indonesia. 2. Students are able to analyze the implementation of policies related to teachers (recruitment, certification, PKB, welfare) and learning (curriculum, assessments, learning strategies). 3. Students are able to criticize the effectiveness of teacher and learning policies based on empirical data and academic studies. 4. Students are able to develop evidence-based alternative policy recommendations to improve the quality of teachers and learning in Indonesia. Reference 1. Darling-Hammond, L. (2017). Teacher Education Around the World: What Can We Learn from International Practice?European Journal of Teacher Education, 40(3). 2. OECD. (2019). PISA 2018 Results. OECD Publishing. 3. Barber, M., & Mourshed, M. (2007). How the World's Best-Performing School Systems Come Out on Top. McKinsey & Company.

	4. Hamidulloh Ibda, Ibnu Syamsi & Rukiyati. 2022. Professional elementary teachers in the digital era: A systematic literature review. International Journal of Evaluation and Research in Education (IJERE) Vol. 12, No. 1, March 2023, pp. 459–467. DOI: 10.11591/ijere.v12i1.23565 5. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi RI. (2022). Laporan Pendidikan Indonesia. Jakarta: Kemendikbudristek. 6. Norma Yunaini, Rukiyati, Mulyo Prabowo, Nurulhuda Md Hassan, Agus Kichi Hermansyah. 2022. The Concept of the Independent Learning Curriculum (Merdeka Belajar) in Elementary Schools in View of Progressivism Educational Philosophy. PGMI Scientific Journal. Palembang. UIN Raden Fatah. 7. Indonesian Regulation Number 14/2005 about Teacher and Lecturer.
MKP8216	Course Name: Analysis of Educational Movement Credits: 2 Semester: 2 Description This course discusses the dynamics of various educational movements that have grown in response to inequality, injustice, and crises in the formal education system. Students will explore how education movements, whether community-based, socio-political, religious, to contemporary digital movements, play a role as transformative forces that challenge and shape the direction of education policy. The focus of the study includes the theory of social movements and their applications in education, the history and critical analysis of progressive education movements, alternative education movements (such as homeschooling, people's schools, eco-schools), and the movement of teachers, students, and civil society in the struggle for the right to education. This includes global movements such as Education for All, Right to Education, and Decolonizing Education. Through the analysis of local, national, and global case studies, students are invited to understand the collective power in changing unjust educational structures and design fair, inclusive, sustainable policy interventions based on the aspirations of grassroots communities. Learning Goals 1. Explain the basic concepts and theories of social movements in the context of education. 2. Analyze the factors that give birth to the education movement in a local and global context. 3. Examine the role and impact of education movements on educational policies and practices. 4. Formulate advocacy strategies and policy interventions based on educational social movements. Reference 1. Andre Kurowski. (2022). Covid, Homeschooling and Inequalities, 41–53. https://doi.org/10.17951/lrp.2022.41.2.4 2. Apple, Michael W. (2013). Can Education Change Society? New York: Routledge.. 3. Aswan , A., Zaidi, M., & Amiruddin, B. (2020). Character Education-Based School Literacy Movement for Children of Indonesian

	Migrant Workers in Sabah, Malaysia. October. https://doi.org/10.33654/sti.v5i2 4. Ball, Stephen J. (1998). Big Policies/Small World: An Education Policy Perspective on Globalization. Comparative Education, 34(2), 119–130. 5. Banks, J., Forlin, C., & Chambers, D. (2023). Home schooling in the Republic of Ireland. August. https://doi.org/10.1111/1467-8578.1246 6. Darmaningtyas. (2003). School is Opium!. Yogyakarta: Galang Press. 7. Freire, Paulo. (2005). Pedagogy of the Oppressed. New York: Continuum. 8. Giroux, Henry A. (2011). On Critical Pedagogy. New York: Bloomsbury. 9. Indonesian Corruption Watch (ICW) & Unlimited Schools (2020). Education Advocacy Report and School Citizen Movement. 10. Liu, Y. (2023). An Analysis of the Legitimacy of Home Schooling and an Exploration of Its Path to Legalization in China. 0, 230–238. https://doi.org/10.54254/2753-7048/25/20230775 11. Mami Hajaroh, L. Andriani Purwastuti, Rukiyati. 2018. Child-Friendly School Policy in Coastal Tourism Areas. Yogyakarta. UNY Press. 12. Mami Hajaroh, Rukiyati, L. Andriani P, Bambang Saptono. 2020. The Implementation of Indonesia's Child-Friendly School Policy based on Environment in the Coastal Area of Gunungkidul, Indonesia. GeoJournal of Tourism and Geosites Year , vol. 31, no. 3. 13. Marsudi, M. S. (2021). Muhammadiyah Progressive Movement in the Reform of Islamic and Social Religious Education in Indonesia. 12(2), 160–179. 14. Mayo, Peter. (1999). Gramsci, Freire and Adult Education: Possibilities for Transformative Action. London: Zed Books. 15. Putri, W. A., Muchtar, I., Hanif, H., Amelia, L., & Jakarta, U. N. (2024). Implementing curriculum at Sekolah Rimba Indonesia. Psychology, 3(2), 289–300. 16. Rukiyati, R., Mami Hajaroh, Siti Irene Astuti Dwiningrum, & Betania Kartika. (2025). Assessing Religious Character Among Muslim University Students in Yogyakarta Indonesia. Jurnal Pendidikan Agama Islam, 22(1), 157–174. https://doi.org/10.14421/jpai.v22i1.10927 17. Saleh, M. N. I., Hanum, F., & Rukiyati. (2025). Approaches to implementing peace education in high schools for nonviolent conflict resolution. Cogent Education, 12(1), 2553004. 18. Suyanto & Suparlan. (2004). Alternative Education in Indonesia. Jakarta: Kompas 19. Suyato, S., & Arpannudin, I. (2022). Interpretation of the book "Democracy and Education" by John Dewey by supporters of liberal and neoliberal democracy. Fondasia Journal. 13(1), 40–4 20. Trilisiana, N., Surjono, H. D., Rukiyati, R., & Wahyuningsih, D. (2025). Technologies in digital literacy training: how are collaborative, seamless, and online learning approaches utilized?. Jurnal Pendidikan Teknologi Dan Kejuruan, 31(1). https://doi.org/10.21831/jptk.v31i1.82522
MKP8217	Course Name: Economic Analysis of Educational Development Credits: 2 Semester: 2 Description This course discusses the theory, concepts, and practices of development economics with a focus on the education sector. Students will analyze the relationship between economic development and educational development, including issues such as education financing, human resource investment,

	equity and equity of access, and the role of education in sustainable development. With a critical and analytical approach, students are trained to understand how economic policies affect education policies, and conversely, how education contributes to growth, equity, and improvement of the quality of nation development. Learning Goals 1. Students are able to explain the basic theories and concepts of development economics and its relevance to education. 2. Students are able to analyze the relationship between investment in education, economic growth, and human development. 3. Students are able to criticize financing policies and equitable distribution of education in the context of national and global development. 4. Students are able to design educational policy analysis based on a reflective and applicable development economics approach. Reference 1. Todaro, M. P., & Smith, S. C. (2020). Economic Development (13th ed.). Pearson. 2. Psacharopoulos, G., & Patrinos, H. A. (2018). Returns to Investment in Education: A Decennial Review of the Global Literature. World Bank. 3. Schultz, T. W. (1961). Investment in Human Capital. The American Economic Review. 4. Hanushek, E. A., & Woessmann, L. (2015). The Knowledge Capital of Nations: Education and the Economics of Growth. MIT Press. 5. Becker, G. S. (1993). Human Capital: A Theoretical and Empirical Analysis. University of Chicago Press. 6. Sukarno, S., Haryati, S., Siswanto, S., Trisnowati, E., & Setiati, F. N. (2024). The Development of Entrepreneurship Courses for Prospective Teacher Students: Competency Analysis and Study Materials. AL-ISHLAH: Jurnal Pendidikan, 16(3), 3350-3359. 7. Siswanto, S., & Rosa, L. (2022). The Influence of Peers, Learning Interest, and Student Creativity on Financial Accounting Learning Achievement. SOCIA: Jurnal Ilmu-Ilmu Sosial, 19(1), 61-73. 8. Siswanto, S. (2024). The effect of self-directed learning (SDL) in higher education: Increasing student independence and achievement. Jurnal Inovasi Teknologi Pendidikan, 11(1), 35–43. https://doi.org/10.21831/jitp.v11i1.60338 9. Marsono, M., Siswanto, S., & Suprayitno, S. (2023). Penyusunan Laporan Keuangan Badan Usaha Milik Desa (BUMDes) Sektor Manufaktur. Jurnal Pengabdian Pada Masyarakat, 8(1), 1-9.
MKP8218	Course Name: Comparative Educational Financing Policy Credits: 2 Semester: 2 Description This course discusses the concepts, theories, and practices of education financing policies with a focus on aspects of differences and inequality between regions. Students will examine the dynamics of education fiscal policy in Indonesia, the central-regional fund transfer mechanism, the formula of the General Allocation Fund (DAU), the Special Allocation Fund (DAK), and the Non-physical Transfer Fund for education, including its implications

	for the equitable distribution of education services. In addition, students will analyze the issues of equity, efficiency, and effectiveness in financing education in various regions, as well as compare them with international practices. Learning Goals 1. Students are able to explain the theory and concept of education financing in the context of decentralization and regional autonomy. 2. Students are able to analyze fiscal transfer policies and their implications for inter-regional education financing. 3. Students are able to evaluate the inequality of education financing between regions and their impact on the quality and access to education. 4. Students are able to design an analysis of inter-regional education financing policies that are fair, effective, and contextual. Reference 1. Hanushek, E. A., & Woessmann, L. (2015). The Knowledge Capital of Nations: Education and the Economics of Growth. MIT Press. 2. Levin, H. M., & McEwan, P. J. (2001). Cost-Effectiveness Analysis: Methods and Applications. Sage. 3. Ministry of Education, Culture, Research, and Technology. (2021). Financial Statements and Education Statistics. Jakarta: Ministry of Education and Culture. 4. Ministry of Finance of the Republic of Indonesia. (2022). Financial Memorandum and State Budget. Jakarta: Ministry of Finance. 5. Nuraini, S. D. ., Rukiyati, R., & Putera, A. R. (2024). The contribution of profit company on education in Indonesia: An analysis of character education management in public elementary school. Journal of Educational Management and Instruction (JEMIN), 3(1), 51–62. https://doi.org/10.22515/jemin.v3i1.7913 6. Psacharopoulos, G., & Patrinos, H. A. (2018). Returns to Investment in Education. World Bank. 7. World Bank. (2018). World Development Report 2018: Learning to Realize Education's Promise. World Bank
MKP8219	Course Name: Thesis Proposal Seminar Credits: 3 Semester: 2 Description This course is designed to facilitate students in the preparation and presentation of thesis proposals. Students are trained to formulate the background of the problem, research questions, objectives, theoretical framework, research methods, and the relevance of the educational policy being studied. Through seminars, students receive constructive input from lecturers and peers, resulting in thesis proposals that are suitable for submission and academic testing. This course also trains academic communication skills, scientific argumentation, and ethics in academic forums.

	Learning Goals 1. Students are able to formulate relevant and significant educational policy research problems. 2. Students are able to prepare theoretical frameworks and literature reviews critically and systematically. 3. Students are able to design research methods that are in accordance with the thesis topic. 4. Students are able to present, defend, and argue thesis proposals scientifically and ethically in academic seminars. Reference 1. Bogdan, R. C., & Biklen, S. K. (2007). Qualitative Research for Education. Pearson. 2. Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches(5th ed.). Sage. 3. Dunn, W. N. (2017). Public Policy Analysis: An Introduction (6th ed.). Routledge. 4. Mami Hajaroh, et al. 2025. Qualitative Research Development Strategy. Yogyakarta: UNY Press. 5. Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches (7th ed.). Pearson. 6. Sabatier, P. A., & Weible, C. M. (2014). Theories of the Policy Process (3rd ed.). Westview Press.
MKP8620	Course Name: Master Thesis Credits: 6 Semester: 3 Description This course is a scientific forum for students to discuss research plans in front of experts and education practitioners to get input for their research. This course provides students with direct experience to conduct research in collaboration with education policy stakeholders. Research as well as practice develops education policy recommendations based on the foundations of education and science contained in the education recommendation report. Learning Goals 1. Students are able to identify relevant issues or phenomena as the background of research problems. 2. Students are able to formulate the formulation of problems, objectives, and benefits of research in a clear and logical manner. 3. Students are able to compile state-of-the-art-based literature reviews using the latest scientific sources. 4. Students are able to design research methods that are in accordance with the scientific approach and the problem being studied. 5. Students are able to prepare thesis proposals systematically, academically, and in accordance with the rules of scientific writing. Reference 1. Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). Sage Publications.

	2. Machi, L. A., & McEvoy, B. T. (2016). The Literature Review: Six Steps to Success. Corwin Press. 3. Mami Hajaroh, et al. 2025. Qualitative Research Development Strategy. Yogyakarta: UNY Press. 4. Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches (7th ed.). Pearson. 5. Riduwan. (2020). Methods and Techniques for Preparing Research Proposals. Alphabet.

L. SEMESTER LEARNING PLAN (RPS) FORMAT

SEMESTER LEARNING PLAN

Study program	:	EDUCATION POLICY - S2
Course /Code	:	Policy Process /MKP8218
Number of credits	:	2
Academic Year	:	2023
Semester	:	1
Prerequisite Courses	:	-
Supporting lecturer	:	Prof. Dr. Arif Rohman , M.Sc.
Language of instruction	:	Indonesian

A. COURSE DESCRIPTION

Eye This containing study theoretical reflective objective about various draft, theory, approach, And strategy in process analysis formulation, implementation, And evaluation of education policies and their implications

B. GRADUATES LEARNING OUTCOMES AND COURSE LEARNING OUTCOMES

No	Learning Goals	PLO
1	Capable understand room general scope of public policy	Understanding regional, national and global education policies .
		Able to interpret global and national policies for the development of regional education policies.

2	Student capable understand public policy in the education sector and meta-analysis	Able to develop logical, critical, systematic and creative thinking through scientific research, which pays attention to as well as apply mark humanities in accordance with field his expertise And publish his findings.
		Capable identify field science Which become object his research And positioning to in a research map developed through an interdisciplinary or multidisciplinary approach
		Understanding regional, national and global education policies .
3	Student capable understand policy process cycle	Able to develop logical, critical, systematic and creative thinking through scientific research, which pays attention to as well as apply mark humanities in accordance with field his expertise And publish his findings.
		Able to interpret global and national policies for the development of regional education policies.
4	Students are able to understand and apply the principles of agenda preparation policy based on perspectives and foundations of education	Demonstrate a responsible attitude towards work in the field of education policy expertise independently
		Able to develop logical, critical, systematic and creative thinking through scientific research, which pays attention to as well as apply mark humanities in accordance with field his expertise And publish his findings.
		Understanding regional, national and global education policies .
		Able to interpret global and national policies for the development of regional education policies.
5	Students are able to understand and apply principles formulation of alternative policies based on educational perspectives and foundations	Demonstrate a responsible attitude towards work in the field of education policy expertise independently
		Able to develop logical, critical, systematic and creative thinking through scientific research, which pays attention to as well as apply mark humanities in accordance with field his expertise And publish his findings.
		Understand dynamics education in context social, culture, political, And history in education formal, informal at global, national and local levels
		Understanding regional, national and global education policies .
		Able to develop education policies at the regional and educational unit levels
6	Students are able to understand and apply principles Decision making (policy adoption) based on educational perspectives and foundations	Able to develop logical, critical, systematic and creative thinking through scientific research, which pays attention to as well as apply mark humanities in accordance with field his expertise And publish his findings.
		Capable identify field science Which become object his research And positioning to in a research map developed through an interdisciplinary or multidisciplinary approach
		Understanding regional, national and global education policies .
		Able to interpret global and national policies for the development of regional education policies.

7	Students are able to understand and apply principles monitoring policy implementation based on educational perspectives and foundations	Demonstrate a responsible attitude towards work in the field of education policy expertise independently
		Able to develop logical, critical, systematic and creative thinking through scientific research, which pays attention to as well as apply mark humanities in accordance with field his expertise And publish his findings.
		Understand aspect philosophical, political, economy, socio-cultural And religion in policy education in education policy
8	Students are able to analyze and review policy education global level based on perspective And foundation of education	Understand dynamics education in context social, culture, political, And history in education formal, informal at global, national and local levels
		Understanding regional, national and global education policies .
		Understanding education policy issues at the micro, meso, macro, and global levels
9	Students are able to analyze and review national level education policies. based on perspective And foundation of education	Demonstrate a responsible attitude towards work in the field of education policy expertise independently
		Understanding regional, national and global education policies .
		Understanding education policy issues at the micro, meso, macro, and global levels
		Able to develop education policies at the regional and educational unit levels
10	Student capable analyze and review regional education policies based on perspective And foundation of education	Able to develop education policies at the regional and educational unit levels
11	Process stages	Understand dynamics education in context social, culture, political, And history in education formal, informal at global, national and local levels
		Understanding regional, national and global education policies .
		Understanding education policy issues at the micro, meso, macro, and global levels

C. ACTIVITIES :

Week 4	LO	Study Materials	Form/ Learning methods	Learning Experience	Assessment Indicators	Assessment Techniques	Time	Reference
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	1	PROBLEM AND ISSUE EDUCATION POLICY	1. Lecture 2. Field work 3. Quiz/Evaluation			1. Presence/Activity 2. Quiz 3. Presentation	2 x 50 minutes	1.5

2	1	DYNAMICS SOCIAL POLITICAL IN EDUCATION POLICY	Lecture			1. Presence/Activity 2. Quiz	2 x 50 minutes	1
3	3	CYCLE AND DYNAMICS EDUCATION POLICY PROCESS	Lecture			1. Presence/Activity 2. Quiz	2 x 50 minutes	2

4	3	INTERVENTION AND PENETRATION IN THE EDUCATION POLICY CYCLE	1. Lecture 2. Discussion			1. Presence/Activity 2. Task	2 x 50 minutes	5
5	4	TERMINATED AND AGRIMENTATION FOR EDUCATION POLICY FORMULATION.	1. Lecture 2. Discussion			1. Presence/Activity 2. Task	2 x 50 minutes	4
6	4	PROCESS AND MODEL EDUCATION POLICY FORMULATION	1. Lecture 2. Discussion			1. Presence/Activity 2. Quiz	2 x 50 minutes	5
7	6	ADOPTION OF EDUCATION POLICY.	1. Lecture 2. Discussion			1. Presence/Activity 2. Quiz	2 x 50 minutes	5
8	6	PROCESS AND MODEL IMPLEMENTATION OF EDUCATION POLICY	1. Lecture 2. Discussion			1. Presence/Activity 2. Task	2 x 50 minutes	4
9	7	ORGANIZATION AND BUREAUCRACY IN IMPLEMENTATION POLICY EDUCATION.	1. Discussion 2. Recitation			1. Presence/Activity 2. Task 3. Presentation	2 x 50 minutes	8
10	7	STRATEGY OPTIMIZATION IMPLEMENTATION OF EDUCATION POLICY	1. Discussion 2. Field work			1. Presence/Activity 2. Task 3. Presentation	2 x 50 minutes	5
11	3	Mid-term exam	Quiz/Evaluation			Quiz	2 x 50 minutes	1, 2, 3, 4, 5, 6
12	9	MISCELLANEOUS DISTORTION IN FORMULATION AND IMPLEMENTATION OF EDUCATION POLICY	Assignments/ Independent Work			1. Task 2. Case study	2 x 50 minutes	7, 8, 10
13	9	ANALYSIS POLICY INDEPENDENT INDEPENDENT LEARNING AND CURRICULUM	1. Field work 2. Assign ments/Indepe ndent Work			1. Task 2. Presentation 3. Case study	2 x 50 minutes	7, 12

14	9	ANALYSIS-2 OF INDEPENDENT LEARNING POLICY AND CURRICULUM INDEPENDENT	1. Field work 2. Assign ments/Indepe ndent Work			1. Task 2. Presentation 3. Case study	2 x 50 minutes	7, 9, 11, 12
15	7	VARIABLES DETERMINANT IMPLEMENTATION OF EDUCATION POLICY	1. Lecture 2. Discussion			Presentation	2 x 50 minutes	8
16	10, 11	EVALUATE ALL PROCESSES AND STAGES POLICY EDUCATION	1. Lecture 2. Discussion 3. Quiz/Evaluation			1. Presence/Activity 2. Task 3. Project	2 x 50 minutes	10, 11, 12

D. COMPONENTS :

Number	Assessment Techniques	Percentage of Assessment Weight	Information
1.	Cognitive	50	Maximum accumulated assessment weight is 50%
	a. Presence	10	
	b. Quiz	5	
	c. Tasks	10	
	d. Mid-term exam	10	
	e. Final Exam	15	
2.	Participatory	50	Accumulated assessment weighting of at least 50%
	a. Case Study	20	
	b. Team Based Project	30	
TOTAL		**100**	

E. REFERENCE

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11. Peter Mayo. 2015. Hegemony and Education under Neoliberalism Insights from Gramsci. New York: Taylor & Francis.
12. Sonya Douglass H, Janelle T. Scott, & Gary L. Anderson. 2019. The Politics of Education Policy in an Era of Inequality Possibilities for Democratic Schooling. New York: Taylor & Francis.

Know,
Chairman Department/Coordinator of Study Program

[approved] in a way digital on system [RPS]

PROGRAM STUDIES POLICY EDUCATION - S2
CODE STUDY PROGRAM: 11025

Yogyakarta, 1 September 2023

Lecturers,

[approved] in a way digital on system [RPS]

Dr. Drs. Arif Rohman M.Si. NIP: 196703291994121 0 01

CLOSING

The development of the Master of Educational Policy curriculum is a strategic response to the dynamics of changing times that demand graduates with high competencies in the fields of analysis, advocacy, and scientific development of education policy. This curriculum is adaptively designed to produce graduates who are able to formulate solutions to educational problems in a fair, inclusive, and contextual manner. Through a systematic learning structure, an interdisciplinary approach, and strengthening research and national-international networks, the Master of Educational Policy Study Program is committed to producing graduates who are not only academically superior but also capable of becoming agents of change in education policy at various levels.

Developing a curriculum that adheres to ESG is crucial for the Master of Educational Policy study program to ensure international recognition and accreditation. The Master of Educational Policy Curriculum Development document is aligned with ESG.

ESG standards	Implementation
ESG 1.2 – Designing and approving programs	Curriculum development through workshops, involving lecturers, experts, students, alumni.
ESG 1.3 – Student-centered learning, teaching and assessment	Outcome-Based Education (OBE) based curriculum, authentic assessment, student reflection.
ESG 1.4 – Student admission, progression, recognition and certification	Student admission system, credit conversion (ECTS/UCTS), evaluation of learning outcomes.
ESG 1.8 – Public information	Publication of curriculum, PLO, and program structure openly on the institution's website.