

# **MODUL COURSE**

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**MAGISTER MANAGEMENT IN  
HIGHER EDUCATION**

<b>Name: Introduction of Research and Scientific Writing Method</b>					
<b>Module/Course Code</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
IAM218	510 (minutes/week)	3 sks = 4,53ECTS	I	Odd semester	1x per semester
	<b>Types of courses</b>	<b>Contact hours</b>		<b>Independent study</b>	<b>Class size X students</b>
	Lectures	150 minutes/week		360 minutes/week	15 Students
<b>1</b>	<b>Prerequisites for participation:</b> For taking this course, there is no prerequisite.				
<b>2</b>	<b>Learning Outcomes:</b> The learning outcomes of this course are that students are able to: <ol style="list-style-type: none"> <li>1. Understand and understand the types of scientific research methods,</li> <li>2. Mention and understand the various types, elements and characteristics of scientific writing</li> <li>3. Distinguish the principal types of scientific research methods that can be used in conducting study</li> <li>4. Evaluate and analyze various kinds of scientific papers written by other authors</li> <li>5. Develop and operationalize various research methods to compile scientific papers</li> <li>6. Creating or compiling quality scientific papers based on the rules of writing essays scientific.</li> </ol>				
<b>3</b>	<b>Description:</b> This course is designed for students to be able to understand the basic knowledge of research method and develop scientific writing skills				
<b>4</b>	<b>Subject aims/Content:</b> <ol style="list-style-type: none"> <li>1. Write an introduction of research proposal (qualitative and quantitative approach)</li> <li>2. Write research statement, objectives, and benefits of research (qualitative and quantitative)</li> <li>3. Formulate variables and indicators</li> <li>4. Formulate research focus for qualitative research and synchronization between focus, objectives, and research problem</li> <li>5. Data collection technique and data analysis</li> <li>6. Data validity for qualitative and quantitative research</li> <li>7. Introduction of scientific writing method</li> <li>8. Scientific writing language</li> <li>9. Anatomy of scientific writing</li> <li>10. Characteristic of scientific writing</li> <li>11. Structure of scientific writing</li> <li>12. Write abstract and summary</li> <li>13. Practice writing abstract and summary</li> <li>14. Practice writing introduction</li> <li>15. Practice writing research method for scientific manuscript (scientific journal)</li> </ol>				

<b>5</b>	<b>Teaching methods:</b> The subject is taught by lecturing, case study, and presentations.
<b>6</b>	<b>Assessment methods:</b> Throughout the semester, the lecturer assesses students' understanding via scheduled group presentation. The lecturer also conducts midterm exam and final exam.
<b>7</b>	This module/course is used in the following study programme/s as well : -
<b>8</b>	Responsibility for module/course : The lecturer in charge of this course
<b>9</b>	<b>Other information e.g. bibliographical references:</b> <ol style="list-style-type: none"> <li>1. How to write a successful science thesis The concise guide for student by William E. Russey, Hans F. Ebel &amp; Claus Bliefert, Willey-VCH GmbH &amp; Co, KGaA, Weinheim, 2007</li> <li>2. Wiley Keys to Success, How to Write a Great Research Paper, Beverly Ann Chin, John Wiley &amp; Son Inc, 2004</li> <li>3. Research Method the Basics, Nicholas Walliman, Routledge, Taylor and Francis Group, London &amp; New York, 2011</li> <li>4. Pedoman Penulisan Thesis Prodi MMPT FIA UB</li> </ol>

<b>Name : Service Management and Development of Higher Education Institutional Program</b>					
module/ course code IAM 210	Student workload  510 (minutes/week)	Credits (ECTS) 3 sks= 4,53ECTS	Semester  II	Frequency  Even Semester	Duration  1x per semester
	Types of courses :  Lectures	<b>Contact hours</b>  150 minutes/week		<b>Independent study</b> 360 minutes/week	<b>Class size X students</b>  15 Students
<b>1</b>	<b>Prerequisites for participation:</b> Theory of Educational Administration, Methodology of Administration Research, Education Policy, Monitoring and Evaluation on Educational Administration				
<b>2</b>	<b>Learning outcomes:</b> Mastering concepts and theories regarding the design and management of educational organizations and carrying out academic service activities required by stakeholders. Able to manage and direct the activities of planning, organizing, implementing, and supervising in support of Education activities. CLO 5 - Able to provide advice and solutions to educational, managerial problems.				
<b>3</b>	<b>Description:</b> The Service Management and Higher Education Institutions Program Development course is a compulsory subject in the Master's Program in Higher Education Management, Department of Public Administration, Faculty of Administrative Sciences, Universitas Brawijaya. This course examines the latest developments in public service management and the development of higher education programs in public administration and education administration/management regarding the conceptual framework and its application. The study of service management is related to the management of public services in the perspective of public administration, public management, and governance, values of public services, organizing public services, quality of public services, and measuring the performance of public services. The study is linked to the development of higher education programs.				
<b>4</b>	<b>Subject aims/Content:</b> <ol style="list-style-type: none"> <li>1. Public service management as part of the study of public administration</li> <li>2. The development of the study of public service management in the perspective of general management and governance</li> <li>3. Organizing public services both as objects of service in the public sector, especially in the field of higher education and program development</li> <li>4. Differences and similarities in the values of service management in the private sector and in the public sector</li> <li>5. Core competencies and core skills in public service management in the field of higher education.</li> <li>6. Shifting the role of the bureaucracy (government) in the management of public services in the field of higher education</li> <li>7. Organizing public services involving the role of the government sector</li> <li>8. Organizing public services involving the role of the private sector</li> <li>9. Organizing public services that involve the role of the community sector</li> </ol>				

	<p>10. Centralization and decentralization in the organization of public services, management of education and higher education</p> <p>11. Dimensions of accountability in public service management.</p> <p>12. The concept of public service quality and higher education services in the perspective of consumerism theory</p> <p>13. The concept of public service quality and higher education services in the perspective of public management</p> <p>14. Bureaucratic ethics in services, public management, and management of educational programs</p>
5	<p><b>Teaching methods:</b> Lecturers, Group Work, Discussion</p>
6	<p><b>Assessment methods:</b> Mid-Term Examination, Final Examination, Assignment, Quiz</p>
7	<p>This module/course is used in the following study programme/s as well : -</p>
8	<p>Responsibility for module/course : The lecturer in charge of this course</p>
9	<p><b>Other information (bibliographical references):</b></p> <ol style="list-style-type: none"> <li>1. Anonymous. 2006. Ischinger, Barbara. <i>Education Policy Analysis, Focus on Highr Education</i>. OECD.</li> <li>2. Anonymous. 2010. <i>Highr Education in Regional and City Development</i>. Catalonia, OECD. Spain.</li> <li>3. Cole, Martin and Greg Parston. 2006. <i>Unlocking Public Value. A New Model for Achieving High Performance in Public Service Organizations</i>. Jahn Wiley &amp; Sons Inc. Canada.</li> <li>4. Common, Richard., Norman Flynn and Elizabeth Mellon. 1993. <i>Managing Public Services, Competition and Decentralization</i>. Butterworth-Heinemann Ltd. London.</li> <li>5. Jabra, Joseph G &amp; OP Dwivedi. 1988. <i>Public Service Accountability: A Comparative Perspective</i>. Kumarian Press Inc., USA.</li> <li>6. Joyce, Paul. 2001. <i>Strategic Management for Public Services</i>. Open University Press. Buckingham. Philadelphia.</li> <li>7. McCallum, Bruce. 1984. <i>The Public Service Manager, An Introduction to Personnel Management in the Australian Public Service</i>. Longman Cheshire Pty Limited. Melbourne.</li> <li>8. McKeivitt, David. 1998. <i>Managing Core Public Service</i>. Blackwell Publishers Inc., Malden, Massachusetts, USA.</li> <li>9. Milakovich, Michael E. 1995. <i>Improving Service Quality, Achieving High Performance in the Public and Privat Sectors</i>. St. Lucie Press, Delray Beach, Florida.</li> <li>10. Mingat, Alain &amp; Jee Pengtan. 2003. <i>Tools for Education Policy Analysis</i>. The World Bank.</li> <li>11. Savas, E.S. 2000. <i>Privatization and Public-Private Partnerships</i>. Chatam House Publishers, Seven Bridges Press, LLC. New York.</li> <li>12. Simmons, Richard &amp; Martin Powell. 2009. <i>The Consumer in Public Services, Choice, Value and Difference</i>. Policy Press. University of Bristol. UK.</li> <li>13. Sutton, Margaret &amp; Bradley AU Levinson. 2001. <i>Policy an Practice. Toward a Comparative Socio Cultural Analysis of Educational Policy</i>. Ablex Publishing. West Port. Conecticut. London</li> </ol>

<b>Name: Introduction of Research and Scientific Writing Method</b>					
<b>Module/Course Code</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
IAM218	510 (minutes/week)	3 sks = 4,53ECTS	I	Odd semester	1x per semester
	<b>Types of courses</b>	<b>Contact hours</b>		<b>Independent study</b>	<b>Class size X students</b>
	Lectures	150 minutes/week		360 minutes/week	15 Students
<b>1</b>	<b>Prerequisites for participation:</b> For taking this course, there is no prerequisite.				
<b>2</b>	<b>Learning outcomes</b> The learning outcomes of this course are that students are able to: <ol style="list-style-type: none"> <li>1. Understand and understand the types of scientific research methods,</li> <li>2. Mention and understand the various types, elements and characteristics of scientific writing</li> <li>3. Distinguish the principal types of scientific research methods that can be used in conducting study</li> <li>4. Evaluate and analyze various kinds of scientific papers written by other authors</li> <li>5. Develop and operationalize various research methods to compile scientific papers</li> <li>6. Creating or compiling quality scientific papers based on the rules of writing essays scientific.</li> </ol>				
<b>3</b>	<b>Description:</b> This course is designed for students to be able to understand the basic knowledge of research method and develop scientific writing skills.				
<b>4</b>	<b>Subject aims/Content:</b> <ol style="list-style-type: none"> <li>1. Write an introduction of research proposal (qualitative and quantitative approach)</li> <li>2. Write research statement, objectives, and benefits of research (qualitative and quantitative)</li> <li>3. Formulate variables and indicators</li> <li>4. Formulate research focus for qualitative research and synchronization between focus, objectives, and research problem</li> <li>5. Data collection technique and data analysis</li> <li>6. Data validity for qualitative and quantitative research</li> <li>7. Introduction of scientific writing method</li> <li>8. Scientific writing language</li> <li>9. Anatomy of scientific writing</li> <li>10. Characteristic of scientific writing</li> <li>11. Structure of scientific writing</li> <li>12. Write abstract and summary</li> <li>13. Practice writing abstract and summary</li> <li>14. Practice writing introduction</li> </ol>				

	15. Practice writing research method for scientific manuscript (scientific journal)
<b>5</b>	<b>Teaching methods:</b> The subject is taught by lecturing, case study, and presentations.
<b>6</b>	<b>Assessment methods:</b> Throughout the semester, the lecturer assesses students' understanding via scheduled group presentation. The lecturer also conducts midterm exam and final exam.
<b>7</b>	This module/course is used in the following study programme/s as well : -
<b>8</b>	Responsibility for module/course : The lecturer in charge of this course
<b>9</b>	<b>Other information e.g. bibliographical references:</b> <ol style="list-style-type: none"> <li>1. How to write a successful science thesis The concise guide for student by William E. Russey, Hans F. Ebel &amp; Claus Bliefert, Willey-VCH GmbH &amp; Co, KGaA, Weinheim, 2007</li> <li>2. Wiley Keys to Success, How to Write a Great Research Paper, Beverly Ann Chin, John Wiley &amp; Son Inc, 2004</li> <li>3. Research Method the Basics, Nicholas Walliman, Routledge, Taylor and Francis Group, London &amp; New York, 2011</li> <li>4. Pedoman Penulisan Thesis Prodi MMPT FIA UB</li> </ol>

<b>Name: Theory of Educational Administration/Management</b>					
<b>Module/Course Code</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b> 3 sks = 4,53 ECTS	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
IAM218	510 (minutes/week)		I	Odd semester	1x per semester
	<b>Types of courses</b>	<b>Contact hours</b>		<b>Independent study</b>	<b>Class size X students</b>
	Lectures	150 minutes/week		360 minutes/week	15 Students
<b>1</b>	<b>Prerequisites for participation:</b> For taking this course, there is no prerequisite.				
<b>2</b>	<b>Learning outcomes:</b> The learning outcomes of this course are that students are able to: <ol style="list-style-type: none"> <li>1. Understand the evolution of organization and administration theory</li> <li>2. Understand and analysis the organizational relationship</li> <li>3. Understand and analysis the organization strategy</li> <li>4. Understand decision making concept</li> <li>5. Understand and analysis the political relationship in the organization</li> <li>6. Understand the organization and bureaucracy concepts</li> <li>7. Understand and analysis the relationship of technology in the organization</li> <li>8. Understand and analysis the organization structure</li> <li>9. Understand and analysis the organizational change</li> </ol>				
<b>3</b>	<b>Description:</b> This course is designed for students to be able to understand paradigm of organization as a system of coordination in society, micro and macro perspective, and structure of transaction of cost analysis.				
<b>4</b>	<b>Subject aims/Content:</b> <ol style="list-style-type: none"> <li>1. Evolution of organization theory</li> <li>2. Public and business organization concepts</li> <li>3. Organization and administration</li> <li>4. Strategy of organization and administration</li> <li>5. Decision making</li> <li>6. Politics in the organization</li> <li>7. Organization and Bureaucracy</li> <li>8. Technology in the organization</li> <li>9. Organization structure</li> <li>10. Organizational change</li> </ol>				
<b>5</b>	<b>Teaching methods:</b> The subject is taught by lecturing, case study, and presentations.				
<b>6</b>	<b>Assessment methods:</b> Throughout the semester, the lecturer assesses students' understanding via scheduled group presentation. The lecturer also conducts midterm exam and final exam.				
<b>7</b>	This module/course is used in the following study programme/s as well :				



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8	Responsibility for module/course : The lecturer in charge of this course
9	<p><b>Other information e.g. bibliographical references:</b></p> <ol style="list-style-type: none"> <li>1. Albrecht, 1983. Pengembangan Organisasi. Bandung: Angkasa</li> <li>2. Barnard, Chester. 1995. Organization Theory. Ed. By Williamson, Oliver E. New York: Oxford University Press</li> <li>3. Choo, Chun Wei. 1998. The Knowing Organization. New York: Oxford University Press</li> <li>Gibson, James L; Ivancevich, Jhon M; Donnelly, James H. 1990. Organisas: Perilaku, Struktur, Proses. Ed. Agus Dharma. Jakarta: Erlangga</li> <li>4. Harch, Mary Jo. 1997. Organization Theory. New York: Oxford University Press</li> <li>5. Indrawijaya, Adam. 1989. Perubahan Dan Pengembangan Organisasi. Bandung: Sinar Baru</li> <li>6. Lawrence, Paul R &amp; Lorsch, Jay. W. 1967. Organization And Environment. United States of America: Harvard University</li> <li>7. Luthan, Fred. 2005. Perilaku Organisasi. Diterjemahkan oleh Vivin Andika, dkk. Yogyakarta: Andi</li> <li>8. Reksohadiprodjo, Sukanto &amp; Handoko, Hani. 1999. Organisasi Perusahaan. Yogyakarta: BPFE</li> <li>9. Robbins, Stephen P &amp; Barnwell, Neil. 2002. Organisation Theory. Australia: Pearson Education Australia</li> <li>10. Sujak, Abi. 1990. Kepemimpinan Manajer. Jakarta: Rajawali</li> <li>11. Wood, et al. Organisational Behavior. 1998. Australia: Jacaranda Wiley</li> </ol>

<b>Name: Research Methodology of Educational Administration</b>					
<b>Module/Course Code</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
<b>IAP6124</b>	510 (minutes/week)	3 sks = 4,53 ECTS	I	Odd semester	1x per semester
	<b>Types of courses</b>	<b>Contact hours</b>		<b>Independent study</b>	<b>Class size X students</b>
	Lectures	150 minutes/week		360 minutes/week	15 Students
<b>1</b>	<b>Prerequisites for participation:</b> -				
<b>2</b>	<b>Learning outcomes:</b> The learning outcomes of this course are that students are able to: 1. Explain the nature of scientific research 2. Manage research and develop the relevant method in the higher education field 3. Make scientific papers in the form of research proposals and scientific journal articles				
<b>3</b>	<b>Description:</b> This course facilitates students to master abilities in nature of science, principle and procedures of research, using qualitative and quantitative method, and dynamic systems. Beside that, students also able to analysis problems of higher education management, and able to publish their work in scientific journal				
<b>4</b>	<b>Subject aims/Content:</b> 1. Paradigm and approach of social research 2. Quantitative research design 3. Qualitative research methods 4. Quantitative research methods 5. Quantitative data analysis 6. Quantitative research practice 7. Qualitative research design 8. Research field 9. Testing the validity of qualitative data 10. Research data analysis 11. Systems dynamic analysis 12. Systems dinamic modelling 13. Scientific writing				
<b>5</b>	<b>Teaching methods:</b> The subject is taught by lecturing and assignment				
<b>6</b>	<b>Assessment methods:</b> Throughout the semester, the lecturer assesses students' understanding via review of journal, papers writing, and oral quiz. The lecturer also conducts midterm exam and final exam				
<b>7</b>	This module/course is used in the following study programme/s as well : -				

8	Responsibility for module/course : The lecturer in charge of this course
9	<p><b>Other information e.g. bibliographical references:</b></p> <ol style="list-style-type: none"> <li>1. Jeroen Huisman and Malcolm Tight, 2015, <b>Theory and Method in Higher Education Research</b>, Emerald Group Publishing Limited</li> <li>2. <u>Ben Kei Daniel, Anthony Harland</u>, 2017, <b>Higher Education Research Methodology: A Step-by-Step Guide to the Research</b>, Routledge, NewYork</li> <li>3. <i>Gary Anderson</i>, Nancy Arsenault, 1998, <b>Fundamentals of Educational Research</b>, The Falmer Press, 11 New Fetter Lane, London</li> <li>4. Nicholas Walliman, 2011, <b>Research Methods: The Basics</b>, Routledge, New York</li> <li>5. Malcolm Tight, 2003, <b>Researching Higher Education</b>, Open University Press McGraw-Hill Education</li> </ol>

<b>Name: Development of Educational Curriculum</b>					
<b>Module/Course Code</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b> 3 sks = 4,53 ECTS	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
IAM217	510 (minutes/week)		II	Even semester	1x per semester
	<b>Types of courses</b>	<b>Contact hours</b>		<b>Independent study</b>	<b>Class size X students</b>
	Lectures	150 minutes/week		360 minutes/week	15 Students
<b>1</b>	<b>Prerequisites for participation:</b> For taking this course, there is no prerequisite.				
<b>2</b>	<b>Learning outcomes:</b> The learning outcomes of this course are that students are able to: 1. Explain and design the development of education curriculum for higher education 2. Explain the evaluation process of higher education curriculum				
<b>3</b>	<b>Description:</b> This course is centered around the curriculum of higher education level. It is designed on the basis of student-centered learning with regard to indicators of graduate competencies. This course aims to make students understand the philosophical and normative principles with the goal of being able to design a curriculum for higher education level. This ability begins with determining graduates' profile and competencies, written in the form of Course Learning Outcomes (CLO) and Sub-Course Learning Outcomes (Sub-CLO). This course discusses forming of a course, designing structure of curriculum, as well as lesson plans, learning process, and evaluation. This course also teaches methods and components of learning and curriculum evaluation.				
<b>4</b>	<b>Subject aims/Content:</b> 1. Philosophical and normative principles of curriculum designing 2. Models and approaches of curriculum 3. Curriculum designing 4. Forming a course 5. Structure of curriculum 6. Formulating CLOs and sub-CLOs 7. Composing lesson plans 8. Learning process 9. Learning assessment 10. Program evaluation 11. Curriculum evaluation				
<b>5</b>	<b>Teaching methods:</b> The subject is taught by lecturing, individual project, and presentations.				
<b>6</b>	<b>Assessment methods:</b> Throughout the semester, the lecturer assesses students' understanding via scheduled group presentation. The lecturer also conducts midterm exam and final exam.				
<b>7</b>	This module/course is used in the following study programme/s as well :				

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8	Responsibility for module/course : The lecturer in charge of this course
9	<p><b>Other information e.g. bibliographical references:</b></p> <ol style="list-style-type: none"> <li>1 Ansyar, M. 2015. Kurikulum: Hakikat, Fondasi, Desain &amp; Pengembangan. Jakarta: Kencana.</li> <li>2 Sanjaya, W. Cet.5, 2013. Kurikulum dan Pembelajaran. Jakarta: Kencana.</li> <li>3 Tim Pengembang MKDP Kurikulum dan Pembelajaran. Cet.4, 2015. Kurikulum dan Pembelajaran. Jakarta: Rajawali Pers.</li> <li>4 Betts, M. &amp; Smith, R. 2005. Developing the Credit-based Modular Curriculum in Higher Education. London: Falmer Press.</li> <li>5 Hirst, P.H. 2010. Knowledge and the Curriculum: A Collection of Philosophical Papers. London: Routledge.</li> <li>6 Nurwardani, P., dkk. 2016. Panduan Penyusunan Kurikulum Pendidikan Tinggi. Jakarta: Ditjen Belmawa Kemenristekdikti.</li> </ol>

<b>Name: Educational Policy</b>					
<b>Module/Co urse Code</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
IAM 107	510 (minutes/week)	3 sks = 4,53 ECTS	I	Odd semester	1x per semester
	<b>Types of courses</b>	<b>Contact hours</b>		<b>Independent study</b>	<b>Class size X students</b>
	Lectures	150 minutes/week		360 minutes/week	15 Students
<b>1</b>	<b>Prerequisites for participation:</b> For taking this course, there is no prerequisite.				
<b>2</b>	<b>Learning outcomes:</b> The learning outcomes of this course are that students are able to: <ol style="list-style-type: none"> <li>1. Be critical of the education system and its development in Indonesia, work independently and in teamwork in completing structured tasks and carry out verbal and on-verbal communication in accordance with academic rules inside and outside the classroom</li> <li>2. Explain systematically in his own words about the juridical, philosophical basis, objectives and basic concepts and the development of education policy in Indonesia</li> <li>3. Prepare papers independently and analyze analytically from various sources of information about the development of education policy in Indonesia to analyze opportunities and challenges in comparison with ASEAN countries</li> <li>4. Comparing changes in education policy in Indonesia with their impact on the quality of human resources and formulating the concept of education policy in the scope of schools/university in line with the development of science and technology and socio-cultural conditions</li> <li>5. Demonstrate responsibility and provide motivation in leading discussion groups and seminars</li> </ol>				
<b>3</b>	<b>Description:</b> The Education Policy course discusses the juridical, philosophical foundations and objectives of the national education system, examines the development of education policy in Indonesia in relation to efforts to achieve educational goals as stated in the mandate of the 1945 Constitution. In addition, learning materials also include a discussion of the comparison of the education system in Indonesia with ASEAN countries as material for evaluating progress between countries in relation to the quality of human resources				
<b>4</b>	<b>Subject aims/Content:</b> <ol style="list-style-type: none"> <li>1. Education Policy: <ul style="list-style-type: none"> <li>• Purpose of studying education policy</li> <li>• Public policy theory and education policy</li> <li>• Implementation of education policy</li> </ul> </li> <li>2. Education System in Indonesia: <ul style="list-style-type: none"> <li>• Juridical Basis for National Education System</li> <li>• Philosophy of National Education System</li> <li>• Aims of National Education</li> </ul> </li> <li>3. Opportunities and challenges of education in Indonesia: <ul style="list-style-type: none"> <li>• Geographical location</li> <li>• Human Resources Management</li> </ul> </li> </ol>				

	<ul style="list-style-type: none"> <li>• Social and Cultural Capital</li> <li>• Science and Technology Capital</li> <li>• National Education System Problems</li> </ul> <p>4. Development of Education Policy in Indonesia:</p> <ul style="list-style-type: none"> <li>• The development of the National Education System from time to time</li> <li>• Controversial Policies in the National Education System</li> </ul> <p>5. Comparison of Education Policies in ASEAN:</p> <ul style="list-style-type: none"> <li>• Comparison of Education Systems</li> <li>• Comparison of Graduates' Quality</li> </ul> <p>6. Education Autonomy Policy:</p> <ul style="list-style-type: none"> <li>• Foundation of Thought</li> <li>• Aim</li> <li>• Implementation</li> <li>• Constraints and Solutions</li> </ul>
5	<p><b>Teaching methods:</b> The subject is taught by lecturing and assignment</p>
6	<p><b>Assessment methods:</b> Throughout the semester, the lecturer assesses students' understanding via review of journal, papers writing, and quiz. The lecturer also conducts midterm exam and final exam</p>
7	<p>This module/course is used in the following study programme/s as well : -</p>
8	<p>Responsibility for module/course : The lecturer in charge of this course</p>
9	<p><b>Other information e.g. bibliographical references:</b></p> <ol style="list-style-type: none"> <li>1. Undang Undang Dasar 1945</li> <li>2. Kumpulan Produk Hukum di Bidang Pendidikan di Indonesia (<a href="http://lldikti12.ristekdikti.go.id/2010/08/16/kumpulan-produk-hukum-tentang-pendidikan-tinggi.html">http://lldikti12.ristekdikti.go.id/2010/08/16/kumpulan-produk-hukum-tentang-pendidikan-tinggi.html</a>)</li> <li>3. OECD/Asian Development Bank (2015), Education in Indonesia: Rising to the Challenge, OECD Publishing, Paris. <a href="http://dx.doi.org/10.1787/9789264230750-en">http://dx.doi.org/10.1787/9789264230750-en</a></li> <li>4. Rencana Strategis Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2015-2019</li> <li>5. Rencana Strategis Kementerian Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia 2015-2019</li> <li>6. Viennet, R. and Pont, B., 2017. Educational policy implementation: a literature review and proposed framework. OECD education working paper No 162. <a href="http://www.oecd.org/edu/workingpapers">www.oecd.org/edu/workingpapers</a>. downloaded on 12 September 2018</li> <li>7. Woieland Wermke and Maija Salokangas (2015). Autonomy in education: theoretical and empirical approaches to a contested concept. Nordic journal of studies in educational policy 2015:2</li> <li>8. Tilaar, H.A.R., 2002. Membenahi Pendidikan Nasional. Penerbit P.T. Rineka Cipta, Jakarta. ISBN 979-518-848-8</li> <li>9. Anonimus, 2006. Kilas Balik Pendidikan Nasional. Penerbit Pusat Informasi dan Humas Departemen Pendidikan Nasional, Republik Indonesia.</li> <li>10. Jurnal Kebijakan dan Pengembangan Pendidikan. Antara lain JMKPP , Penerbit Universitas Muhammadiyah, Malang(<a href="http://garuda.ristekdikti.go.id">http://garuda.ristekdikti.go.id</a>); <a href="http://journal.student.uny.ac.id/jurnal/edisi/1568/12">http://journal.student.uny.ac.id/jurnal/edisi/1568/12</a>;</li> </ol>

	<ol style="list-style-type: none"> <li>11. M Iredale, Robyn ,2000. Migration policies for the highly skilled in the Asia-Pacific region. The International Migration Review; Fall 2000; 34, 3; Arts &amp; Humanities Database pg. 882</li> <li>12. Suebwong, K., 2016. Collaboration Model For Asean University Network: A Case Study Of Phranakhon Rajabhat University And Networking Universities In Asean Countries <a href="https://search.proquest.com/indexinglinkhandler/sng/au/Kalawong,+Suebwo ng/\$N?accountid=46437">https://search.proquest.com/indexinglinkhandler/sng/au/Kalawong,+Suebwo ng/\$N?accountid=46437</a></li> <li>13. Higher Education in ASEAN, 2016. The International Association of Universities publication.</li> <li>14. Educational Systems in ASEAN + 6 Countries: A Comparative analysis of selected educational issues (2014). Education Policy Research Series Discussion Document: 5, Published by UNESCO Paris and Bangkok.</li> </ol>
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<b>Name: Personnel Management and Leadership of Higher Education</b>					
module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
IAM209	510 (minutes/week)	3 sks= 4,53 ECTS	II	Even Semester	1x per semester
	Types of courses:  Lectures	Contact hours: 150 minutes/week		Independent study: 360 minutes/ week	Class size X students: 15 students
1	Prerequisites for participation: Theory of Educational Administration, Methodology of Administration Research, Education Policy, Monitoring and Evaluation on Educational Administration				
2	Learning outcomes: CLO-3 Students are able to manage and direct the activities of planning, organizing, implementing, and supervising in support of Education activities CLO-5 Students are able to provide advice and solutions to educational, managerial problems. CLO-8 Students are able to carry out evaluations on the performance of educational institutions				
3	Description: This course provides an understanding of how to analyze and design jobs to comply with workforce planning and ways to conduct recruitment and selection. Human resources management also introduces various ways to empower people through training, performance management, and appropriate reward strategies. Learning about rules and laws related to industrial relations in the Indonesian context is also teaching material. The basic concepts, principles, problems, practices, and studies on the philosophy, background, functions, and roles related to Behavior and organizational development in Indonesia and globally information institutions. This course also studies the conditions, trends, and problems of Behavior and Organizational Development at information institutions in Indonesia and globally today.				
4	Subject aims/Content: <ol style="list-style-type: none"> <li>1. The position of personnel management in the organization and its implications for the role of managers in the organization</li> <li>2. Scope of personnel management and relationships with each other</li> <li>3. Preparation of employee plans</li> <li>4. The strategic value of recruitment and selection, placement, and development of employees</li> <li>5. The importance of evaluating employee performance and providing compensation following employee performance</li> <li>6. Analyze related to termination</li> <li>7. Contemporary issues of personnel management</li> <li>8. Approach to leadership in organizations</li> <li>9. Formulating the concepts of power, influence, and politics in organizations</li> <li>10. Leadership and managerial characteristics</li> <li>11. Implement a leadership role in the organization</li> <li>12. The concept of leadership style and its implementation in influencing subordinates in the organization</li> <li>13. Leadership in different countries</li> </ol>				

	14. Analysis of contemporary issues of leadership in dealing with changing organizational environments
5	Teaching methods: Lecturers, Working Group, Discussion
6	Assessment methods : Mid-Term Examination, Final Examination, Assignment,
7	This module/course is used in the following study programme/s as well : -
8	Responsibility for module/course : The lecturer in charge of this course
9	Other information e.g. bibliographical references: <ol style="list-style-type: none"> <li>1. Berman, Evan M., et al, 2006. Human Resource Management in Public Service: Paradoxes, Processes, and Problems, California: Sage Publication, Inc</li> <li>2. Daly, John L. 2011. Human Resource Management in the Public Sector: Policies and Practices, NY: M.E. Sharpe</li> <li>3. Dessler, G. (2013) <i>Human Resource Management</i> 13<sup>th</sup> Edition Essex: Pearson</li> <li>4. Yuki, Gary, 1989, Leadership in Organization, Prentice Hall, Inc.</li> <li>5. Peter G. Northouse, 2005, Leadership Theory and Practice, Response Books, New Delhi.</li> <li>6. Larry D. Terry, 1995, Leadership of Public Bureaucracy, Sage Publications, Thousand Oaks, London, New Delhi.</li> <li>7. Noe, R. A.; Hollenbeck, J.R.; Gerhart, B. &amp; Wright P.M. (2012) <i>Human Resource Management: Gaining a Competitive Advantage</i> 8<sup>th</sup> Edition McGraw-Hill Irwin</li> <li>8. Snell, S. &amp; Bohlander, G. (2010) <i>Principles of Human Resource Management</i> 15<sup>th</sup> Edition South-Western Cengage Learning</li> <li>9. Cascio, W.F. (2010) <i>Managing Human Resources: Productivity, Quality of Work Life, Profits</i> 8<sup>th</sup> Edition McGraw-Hill Irwin International Edition</li> <li>10. Pynes, Joan, E. 2009. Human Resource Management for Public and Nonprofit Organizations. San Francisco; Jossey-Bass</li> <li>11. Paige, Glenn D., The Scientific Study of Political Leadership, The Free Press, Macmillan Publishing Co. Inc.</li> <li>12. Wikipedia, Bass, Benhard, 1989-2009, Concepts of Leadership, Free Press, New York.</li> <li>13. Ary Ginanjar Agustian, 2003, ESQ Power, Penerbit Arga.</li> <li>14. Hersey Blanchard, 1986, Manajemen Perilaku Organisasi, Erlangga.</li> <li>15. Arvan Pradiansyah., <i>You Are A Leader.</i>, Elex Media Komputindo, Jakarta, 2002.</li> </ol>

<b>Name: Quality Management in Educational Institutions</b>					
<b>Module/Course Code</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
IAM218	510 (minutes/week)	3 sks = 4,53 ECTS	II	Even semester	1x per semester
	<b>Types of courses</b>	<b>Contact hours</b>		<b>Independent study</b>	<b>Class size X students</b>
	Lectures	150 minutes/week		360 minutes/week	15 Students
<b>1</b>	<b>Prerequisites for participation:</b> For taking this course, there is no prerequisite.				
<b>2</b>	<b>Learning outcomes:</b> The learning outcomes of this course are that students are able to: 1. Apply concepts of quality management in an organization 2. Determine quality characteristics of an organization 3. Formulate a set of programs in implementing quality assurance in an organization 4. Determine and apply techniques of quality assurance 5. Formulate and determine programs for improving quality in an organization				
<b>3</b>	<b>Description:</b> This course is designed for students to be able to understand, formulate, determine, and apply quality management in an organization, particularly in the context of higher education institution.				
<b>4</b>	<b>Subject aims/Content:</b> 1. Introduction to quality 2. Total Quality Management (TQM) 3. Quality Function Deployment (QFD) 4. Quality culture 5. Cost of Quality (CoQ) 6. Benchmarking 7. Implementation of TQM 8. Tools of Quality 9. Statistic Quality Control (SQC) 10. Continuous Process Improvement (CPI) and Quality Assurance Circle (GKM) 11. Variance analysis and Capability Process (CP) 12. Customer satisfaction 13. SQC case study 14. Quality management system and award				
<b>5</b>	<b>Teaching methods:</b> The subject is taught by lecturing, case study, and presentations.				
<b>6</b>	<b>Assessment methods:</b> Throughout the semester, the lecturer assesses students' understanding via scheduled group presentation. The lecturer also conducts midterm exam and final exam.				
<b>7</b>	This module/course is used in the following study programme/s as well : -				

8	Responsibility for module/course : The lecturer in charge of this course
9	<p><b>Other information e.g. bibliographical references:</b></p> <ol style="list-style-type: none"> <li>1 Ashok Rao and Lawrence P. Carr, Total Quality Management: A Cross-functional Perspective, John Wiley &amp; Sons, 1996</li> <li>2 Bernardine Wirjana, Mencapai Manajemen Berkualitas, Andi, 2007</li> <li>3 Nursya'bani Purnama, Manajemen Kualitas: Perspektif Global, Fakultas Ekonomi UII, 2006</li> <li>4 Soewarso Hardjosoedarmo, Total quality management, Andi, 2004</li> <li>5 T. Yuri M Zagloel dan Rahmat Nurcahyo, Total Quality Management, 2012</li> </ol>

<b>Name: Budgeting and Finance of Higher Education</b>					
module/ course code: IAM205	Student workload: 510 (minutes/week)	Credits (ECTS) 3 sks = 4,53 ECTS	Semester  II	Frequency  Even Semester	Duration  1x per semester
	Types of courses: Lectures	Contact hours: 150 minutes/ week	Independent study: 360 minutes / week	Class size X students 15 students	
1	<b>Prerequisites for Participation:</b> Theory of Educational Administration, Methodology of Administration Research, Education Policy, Monitoring and Evaluation on Educational Administration				
2	<b>Learning Outcomes:</b> CLO – 03 Able to manage and direct the activities of planning, organizing, implementing, and supervising in support of educational activities. CLO – 04 Able to organize and carry out marketing and other community communication activities in supporting and developing educational activities.				
3	<b>Description:</b> This course comprehensively examines the basic concepts of budgeting systems and higher education financial management and steps for budgeting and accountability.				
4	<b>Subject aims/Content:</b> <ol style="list-style-type: none"> <li>1. Introduction to University Budgets and Finance</li> <li>2. Public Sector Budget Planning</li> <li>3. Preparation of the Revenue and Expenditure Budget</li> <li>4. University Financing Policies and Programs</li> <li>5. University Financial Management Reform</li> <li>6. University Budget Efficiency and Effectiveness</li> <li>7. Preparation of Budgeting for University Student Activities</li> <li>8. Preparation of PNBPN Routine Income</li> <li>9. Preparation of PNBPN Incidental Income</li> <li>10. Direct Expenditure Budgeting</li> <li>11. Preparation of Indirect Expenditure Budget</li> <li>12. Comprehensive Budgeting</li> <li>13. Budget Difference Analysis and Realization</li> <li>14. Preparation of Accountability Report</li> </ol>				
5	<b>Teaching methods:</b> Lectures, Discussion, Group Work				
6	<b>Assessment methods:</b> Mid-Term Examination, Final Examination, Assignment, Quiz				
7	This module/course is used in the following study programme/s as well : -				
8	Responsibility for module/course : The lecturer in charge of this course				
9	Other information ( <b>bibliographical references</b> ): <ol style="list-style-type: none"> <li>1. Jae Shim. 1994. Budgeting Basics and Beyond. Wiley</li> <li>2. Jae Shim and G.Siegel. 1994. Budgeting Basics and Beyond: A Complete Step-by-Step Guide for Nonfinancial Managers. Prentice Hall Press</li> <li>3. Glenn A. Welsch. 1972. Budgeting Profit Planning and Control. Prentice Hall</li> </ol>				

<b>Name: Public Management</b>					
<b>Module/Course Code</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b> 3 sks = 4,53 ECTS	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
<b>MMP1</b>	510 (minutes/week)		I	Odd Semester	1x per semester
	<b>Types of courses</b>	<b>Contact hours</b>		<b>Independent study</b>	<b>Class size X students</b>
	Lectures	150 minutes/week		360 minutes/week	15 Students
<b>1</b>	<b>Prerequisites for participation:</b> For taking this course, there is no prerequisite.				
<b>2</b>	<b>Learning outcomes:</b> The learning outcomes of this course are that students are able to: <ol style="list-style-type: none"> <li>1. Analyze the basic concepts and the principles of public management</li> <li>2. Analyze New Public Management, New Public Service and Good Governance theory and how they are applied in public management</li> <li>3. Analyze the importance of contracts and innovation in public management</li> <li>4. Analyze the role of e-government and e-governance in public management</li> <li>5. Analyze citizen and stakeholder participation in public management</li> <li>6. Analyze how collaboration, accountability and understand the ethics of public management and how management reform is carried out.</li> </ol>				
<b>3</b>	<b>Description:</b> This course is designed for students to able to analyze the basic concepts of public management in general, such as knowing the principles of public management, the concept of the New Public Management (NPM), New Public Service (NPS) and Good Governance (GG). Besides that, students are also expected to be able to analyze the practice of contacting for Public Service, then how to analyze public management innovation, implementation of e-government and e-governance, know and analyze the importance of citizen engagement and stakeholder engagement as well as collaborative and public management accountability as well as ethics and public management reform. Thus, students are expected to be sensitive to phenomena that develop in society.				
<b>4</b>	<b>Subject aims/Content:</b> <ol style="list-style-type: none"> <li>1. Basic Concepts of Public Management</li> <li>2. Principles and Importance of Public Management</li> <li>3. New Public Management (NPM) theory in Public Management</li> <li>4. New Public Service (NPS) theory in Public Management</li> <li>5. Good Governance theory in Public Management</li> <li>6. Importance of Contracting for Public Service</li> <li>7. Innovation in Public Management</li> <li>8. e-Government and E-Governance in Public Management</li> <li>9. Citizen and Stakeholder Engagement in Public Management</li> <li>10. Collaborative Public Management</li> <li>11. Public Management Accountability</li> <li>12. Performance Management in Public Management</li> <li>13. Public Management Ethics</li> <li>14. Public Management Reform</li> </ol>				

5	<b>Teaching methods:</b> The subject is taught by lecturing, case study, and presentations.
6	<b>Assessment methods:</b> Throughout the semester, the lecturer assesses students' understanding via scheduled group presentation. The lecturer also conducts midterm exam and final exam.
7	This module/course is used in the following study programme/s as well : -
8	Responsibility for module/course : The lecturer in charge of this course
9	<b>Other information e.g. bibliographical references:</b> <ol style="list-style-type: none"> <li>1. Nurtley, Sandra dan Stephen P Osborn, The Public Sector Management handbook, Essex Longman, 1994</li> <li>2. Osborn dan Gaebler, Mewirusahaakan Birokrasi</li> <li>3. Denhard dan Denhard, New Public Service</li> <li>4. Lely Indah Mindarti, Aneka Pendekatan dan Teori Dasar Administrasi Publik, UB Press: Malang, 2016</li> <li>5. Heeks, Richard, Implementing and Managing E Government: an International, Text, Sage Publication, London, 2006</li> <li>6. O'Leary, Rosemary dan Lisa Blomgren Bingham, The Collaborative Public Manager: New Ideas for the Twenty First Century, George Town University Press, Washington DC, 2009</li> </ol>