



CURRICULUM 19 (C-19)

DOCTORAL DEGREE OF LANGUAGE EDUCATION SCIENCE STUDY PROGRAM

UNIVERSITAS NEGERI YOGYAKARTA

A. INTRODUCTION

Curriculum development at Yogyakarta State University (UNY) is carried out by referring to Act no. 12/2012 concerning Higher Education, Presidential Regulation No. 8/2012 on the Indonesian National Qualifications Framework (INQF or KKNI), and Regulation of the Ministry of Education and Cultures No. 73/2013 concerning the Implementation of INQF in the Higher Education Curriculum (HEC). INQF applies an educational approach based on graduate learning outcomes (GLO), which is the development of a competency-based approach in the 2016 Curriculum which is strengthened by the development of critical thinking skills. CPL determines curriculum content, learning process, and assessment of learning outcomes.

Because of the importance of CPL, the review / revision of the curriculum of Language Education Sciences (LES) involves internal stakeholders, namely active lecturers and students, and external stakeholders, namely alumni and graduate users. Stakeholder feedback in focus group discussion (FGD) forums (2-11-2018), Development Team meetings (2018-2019), and active student opinion polling during lectures (2017-2019), were used to formulate the IPB Curriculum which considers several important problems related to:

- 1) length of study, with an average of more than ten semesters;
- 2) unclear differences in content and target competencies between several doctoral and master courses;
- 3) the weaknesses of the 2016 Curriculum in terms of the relevance and appropriateness of the curriculum structure and content compared to similar curricula in other institutions (domestic and foreign) to support the implementation of inter-institutional cooperation through credit transfer and lecturer exchange;
- 4) the need to equalize the level of competence with the demands of INQF, namely level 9 (nine);
- 5) the need for curriculum adjustments to the demands of Regulation of the Ministry of Research and Higher Education (Permenristekdikti) Number 44/2015 about the National Standard of Higher Education (NSHE) and its renewal in Permenristekdikti No. 50/2018;
- 6) the need for adjustments of the curriculum with Permenristekdikti No. 35/2017 concerning the new Statute of Yogyakarta State University.

- 7) the need for adjusting the IPB curriculum with the demands of the 21st century education and skills development.

The study period that has not met the target is considered related to the curriculum structure and the ability of students to produce scientific papers and journal articles. The structure of the 2016 Curriculum apart from placing the Scientific Paper Writing course in the 3rd semester, which hinders writing journal articles and writing research proposals, is also unclear in its direction and content. Therefore, this course needs to be reviewed for its proper placement in the semester, its naming and the number of its credits.

Another problem that needs to be reviewed is the continuity and the grading of similar courses offered at the undergraduate, master, and doctoral levels. For example, Research Methodology courses, Learning Evaluation, Philosophy of Science, etc. Therefore, it is necessary to review the naming and content of several courses so that it will be clearly seen the differences in the coverage and depth of discussion of the study materials of related subjects. The difference in coverage and depth must also be reflected in the formulation of graduate learning outcomes (GLO) so that it is clear that there is more coverage and depth for doctoral level compared to master and undergraduate level. Apart from alignment issues, the CPL formulation also needs to be improved in order to meet the KKNI's demands in terms of the level of competence, in this case level 9 for the doctoral level. The clarity of the GLO formulation in describing the level of competence at level 9 of the INQF/KKNI will make it easier to measure the results because indicators can be determined more precisely.

The issue related to the coverage and depth of study material and level of competence, which includes attitudes, knowledge and skills (curriculum content), is the issue of synchronizing the naming and content of several subject areas of study with the names and contents of other domestic and foreign universities. If the naming and the content can be accepted nationally and internationally, collaborative efforts will be easily carried out. This is not an easy thing to do because most of the overseas doctoral programs (S3) are by research. However, efforts must still be made to make it easier to build cooperation in the form of credit transfer programs, guest lecturer exchanges, and research.

Curriculum revisions also need to be carried out so that the curriculum is more in line with the important points in the UNY Statute as stated in the Regulation of the Minister of Research, Technology and Higher Education Number 35 of 2017 concerning the Statute of Yogyakarta State University. Important points that need to be considered in curriculum development are the revision of the vision, mission, and objectives formulation. This is related to the framework of thinking that the study program is an integral part of UNY as a whole.

Above all, special attention needs to be paid to the demands of competence in the Industrial Revolution Era 4.0 (IRE 4.0). IRE 4.0 with very sophisticated technological advances has a huge impact on various aspects of life, and at the same time offers challenges that must be responded, one of which is through excellent, creative and innovative education. Such education is carried out by institutions that have the same determination, including the Language Education Sciences (LES) study program. The LES study program of UNY answers these challenges by developing a set of relevant competencies in students. These competencies include the ability to think critically and systemically based on theory / concept; the ability to communicate and collaborate; the ability to think synthetically, creatively, and ethically; having the entrepreneurial skills, the information technology literacy, and the ability and willingness for lifelong learning. Such graduates have adequate technological and humanities literacy.

In an effort to meet the aforementioned demands, the revision of the curriculum of IPB study program is carried out systemically and thoroughly to meet the aspirations of stakeholders who contribute to meeting the needs of society, and at the same time responding to the challenges of this sophisticated technology era. The development of the 2016 Curriculum into the 2019 Curriculum for LES includes (1) changing competencies into learning outcomes of study program graduates, (2) reviewing the vision, mission, and objectives of the IPB, (3) changing the formulation of graduate profiles, (4) the mechanism for forming courses, (5) restructuring the curriculum structure per semester, (6) formulating course descriptions, and (7) preparing Semester Lesson Plans (SLP) which will be made separately from this 2019 Curriculum document.

B. LEGAL BASIS

1. Act No. 12/2012 on Higher Education
2. Government Regulation (PP) No. 4/2014 concerning the Implementation of Higher Education and Higher Education Management
3. PP No. 13/2015 regarding Second Amendment to PP No. 19/2005, Jo. No. 19/2005 on National Education Standards
4. Presidential Regulation No. 8/2012 on the Indonesian National Qualifications Framework (INQF/KKNI)

5. Regulations of the Minister of Education and Cultures (Permendikbud) No. 73/2013 concerning Implementation of the Indonesian National Qualifications Framework in the Field of Higher Education
6. Permendikbud No. 81/2014 concerning Diplomas, Competency Certificates, and Higher Education Professional Certificates
7. Permendikbud No. No. 50/2014 concerning Higher Education Quality Assurance System
8. Regulation of Minister of Research and Technology and Higher Education (Permenristekdikti) No. 44/2015 concerning National Higher Education Standards
9. Permenristekdikti No. 35/2017 concerning the Statute of Yogyakarta State University
10. Permenristekdikti No. 50/2018 concerning Amendments to Permenristekdikti No. 44/2015 concerning National Higher Education Standards
11. Guidelines for Higher Education Curriculum Development in the Industrial Era 4.0. Third Edition of 2018, published by the Directorate General of Learning and Student Affairs, Kemenristekdikti
12. Guidelines for Curriculum Development of the Yogyakarta State University Study Program 2014.

C. VISION AND MISSION, GOAL, AND GRADUATE PROFILES OF LANGUAGE EDUCATION SCIENCES STUDY PROGRAM

1. Vision

In 2025 it will become a creative and innovative doctoral Language Education Study Program in the field of language education / literature and research on language / literature education which is excellent in Southeast Asia based on piety, independence, and intellectuality.

2. Mission

1. Organizing education that develops creative and innovative reasoning power, to produce doctorates in language / literature education with competencies that are able

to compete at the Southeast Asian level, in line with advances in science and technology and the needs of society;

2. Conducting research and utilizing the results to develop creative and innovative language / literature education for the benefit of education, improvement of public welfare, and national development;
3. Conducting community service through disseminating and applying research results and development in the field of language / literature education in accordance with the needs of the community;
4. Undertaking mutually beneficial cooperation with various educational institutions, government agencies and non-governmental organizations, both at the local, national and international levels;
5. Carrying out management to serve students and lecturers, and develop study program administration.

3. Goals

The Language Education Sciences study program aims to produce graduates who have ability to:

1. demonstrate religious, humanistic, and nationalism values
2. Communicate effectively in local and global scope.
3. plan a multidisciplinary, interdisciplinary and transdisciplinary language education policy
4. produce findings in the field of language and published nationally and internationally.
5. plan, implement, and evaluate formal and non-formal language education programs

4. Graduate Profiles

The LES study program provides education and learning, research, community service, and collaboration in language education which is creative and innovative at the local, national and international levels. LES study program graduates have the following authority and abilities as:

❖ *Language Education Science include literature.*

1. Language teacher.
2. Researcher in the field of language education.
3. Manager of language education.
4. Consultant for language education.

| Profile | Profile Description |
|--|--|
| 1. Language teacher | Language teachers who are able to develop language education knowledge creatively and innovatively through research, with an inter- / multi- / trans-disciplinary approach, and are able to take advantage of the development of ICT to improve language education by promoting religious, humanist, and nationalist values. |
| 2. Researcher in the field of language education | Researcher in the field of language education who are able to manage, lead, and develop research with an inter- / multi- / trans-disciplinary approach that is creative, innovative, original, and tested in reputable scientific forums / journals at the national and international levels. |
| 3. Manager of language education | Professional language education managers who are able to design, implement, monitor, and evaluate creative and innovative education and training programs to meet the demands of users, whether individuals, groups or institutions, at the local, national and international levels. |
| 4. Consultant for language education. | <p>Language education consultants who are able to analyze, solve problems and design programs related to language education policies, employment policies, language education management, and cross-sector entrepreneurship according to the needs of clients/users.</p> <p><i>*Consultants are those who have regular duties in handling program activities and have specific targets, for example having contracts in developing futuristic programs. The indicator is getting a salary according to a determined standard and is under the auspices of the institution.</i></p> |

D. PROGRAMME LEARNING OUTCOMES (PLO) OF LANGUAGE STUDY SCIENCES STUDY PROGRAM

According to National Standard of Higher Education (NSHE) PLO is a formulation of Graduate Competency Standards. NSHE also emphasized that PLO consists of four elements, namely attitudes, knowledge, special skills and general skills.

Attitude is appropriate and cultured behavior as a result of internalization and actualization of values and norms reflected in spiritual and social life through the learning process, student work experience, research and / or community service related to learning. The formulation of attitude already exists / is contained in the NSHE Attachment

Knowledge is the systematic mastery of concepts, theories, methods, and / or philosophies obtained through reasoning in the learning process, student work experience, research and / or community service related to learning. The content of knowledge is formulated by study programs or study program associations by referring to INQF descriptors.

Skills are the ability to perform work using concepts, theories, methods, materials, and / or instruments, which are obtained through learning, student work experience, research and / or community service related to learning, which includes (a) general skills and (b) special skills.

General skills are general performance skills that must be possessed by every graduate in order to ensure equal ability of graduates according to program level and type of higher education. General skills formulation is contained in the NSHE attachment. If needed, the study program / college can add one or more items to this general skill formula.

Special skills are specific work abilities that must be possessed by every graduate in accordance with the field of the study program. The content of special skills is formulated by study programs or study program associations by referring to the INQF descriptors.

Based on the basic principles of the PLO, the PLO of Language Education Sciences Study Program is formulated as presented in Table 2.

Tabel 2: Program Learning Outcomes of Language Education Sciences Study Program

| A. ATTITUDE | |
|---|---|
| PLO1 | Having a religious, humanist, and nationalist attitude |
| PLO2 | Having a scientific, critical, creative, innovative, independent, and responsible attitude in their profession and field of expertise. |
| <i>Both PLOs will be implemented in acquiring the knowledge, general skills and special skills.</i> | |
| B. KNOWLEDGE | |
| PLO3 | having expertise in demonstrating scientific philosophies related to language / literature, curriculum, learning approaches, ICT, evaluation, and pedagogical theory for the development of language learning; |
| PLO4 | having expertise in analyzing and synthesizing research principles with various data analysis techniques using a multi / inter / trans-disciplinary approach in the field of language education which has novelty values and has a national and international impact; |
| PLO5 | having the expertise to analyze and synthesize effective managerial principles in planning, implementing, and evaluating various formal and non-formal educational institutional programs in the field of language / literature education in accordance with developments in information and communication technology and global demands; |
| PLO6 | Having expertise in analyzing and synthesizing service and consulting principles in the field of cross-scientific, professional, and organizational / institutional language education. |
| C. GENERAL SKILLS | |
| PLO7 | applying language theory / literature, pedagogical theory, and ICT in solving language education problems; |
| PLO8 | conducting (competence in) various types of research with a multi / inter / trans-disciplinary approach in the field of language education which has novelty values and has a national and international impact; |
| PLO9 | evaluating various formal and non-formal educational institutional programs as well as public services in the field of language / literature education across disciplines, professions, and organizations / institutions in accordance with ICT developments and global demands; |
| | |

| D. SPECIAL SKILLS | |
|-------------------|--|
| PLO10 | Evaluating pedagogical theories, policies, curricula, learning approaches, ICT effectiveness, and evaluation models in language education and learning; |
| PLO11 | Developing a language learning model / framework with a multi / inter / trans-disciplinary approach; |
| PLO12 | Yeilding and publishing research works with a multi / inter / trans-disciplinary approach that has novelty values and has a national and international impact; |
| PLO13 | Evaluating effective managerial principles in planning, implementing, and evaluating various formal and non-formal educational institutional programs in the field of language education in accordance with developments in information and communication technology and global demands; |
| PLO14 | Yielding various alternative solutions to problems in the field of cross-scientific language education, professions, and organizations / institutions. |

E. FIELDS OF STUDY

In the NSHE and Guidelines for Designing Higher Education Curriculum (HEC) published by the Directorate General of Learning and Student Affairs 2018, the fields of study are stated as buildings of science, technology or art, objects studied, which indicate the characteristics of a particular branch of science, or indicate areas of study. The field of study were elaborated from the Body of Knowledge. They are taken from the group of knowledge that will be built by the study program. Regarding the field of study, the study program together with the community has the authority to make choices. Study programs can add the field of study that are needed to anticipate future scientific developments, or be selected based on a visionary analysis of the needs of the work / profession required by the community that will be occupied by study program graduates. The choice of the field of study is strongly influenced by the scientific vision of the study program concerned. The field of study is not a subject. It talks about the breadth, detail, and depth of the lecture material or field of knowledge. The field of knowledge, according to NSHE and the Guidelines for Designing HEC includes the core of science, supporting science and technology, developed science and technology, and the characteristic fields of the university.

Presidential Regulation number 8 of 2012 on INQF, and NSHE emphasize that for level 9 education (doctoral program), the level of depth and breadth of courses is to master the scientific philosophy of certain fields of knowledge and skills.

Based on the basic principles of the field of study, the fields of study for the Language Education Study Program curriculum are determined as shown in the table below.

Tabel 3: Fields of Study of Language Education Sciences Study Program

| Kode | Fields of Study |
|--|--|
| The core | |
| BK1 | Learning theory and language learning for children, adolescents and adults |
| BK2 | Curriculum and learning |
| BK3 | Approaches / strategies / models / learning methods |
| BK4 | Learning materials and resources for language learning |
| BK5 | Measurement, assessment, and evaluation of language learning |
| BK6 | Language education problems in terms of input, process, output, and results |
| BK7 | Language learning and character education |
| BK8 | Developing language educators in the era of information communication technology |
| Supporting Science and Technology | |
| BK09 | Language education research methodology |
| BK10 | Educational Management |
| BK11 | Psychology and linguistics |
| BK12 | Sociology |
| BK13 | Anthropology |
| BK14 | ICT |
| BK15 | Science Education |
| BK16 | Education Dynamics |
| Developed Science and Technology | |
| BK17 | 21st Century Language Learning and Education |
| University Characteristic | |
| BK18 | Intercultural education with global insight rooted in local values |
| BK19 | Excellence, creativity and innovation |
| BK20 | The values of piety, independence, and intelligence |

F. STRUCTURE OF THE CURRICULUM OF THE STUDY PROGRAM

1. Characteristics of Curriculum of Doctoral Degree in Language Education Science

The curriculum of Doctoral Program in Language Education Science comprises 50 credits, classified as follows.

2. **General Courses (Graduate School Level): 7 Credits**
3. **Study Program General Courses (Study Program Level), consist of:**
 - (i) Study Program Courses (29 Credits), and
 - (ii) Required Courses on Subjects Matter (8 Credits)
 - (iii) Compulsory Courses (6 Credits)
4. **Elective Courses. According to the interests and needs, the students are allowed to take elective courses with the maximum total 4 credits. The courses' credits are not included in the academic transcripts.**
5. **Matriculation Courses (for the postgraduate students whose master's degree is not related to language education, with the maximum total 12 credits)**
6. **Structure of the Curriculum of Doctoral Program in Language Education Science**

The structure of the curriculum of Doctoral Program in Language Education Science is presented in Table 4.

Tabel 4: Curriculum Structure of Language Education Sciences Study Program

| NO | Code | Courses | Credits | | | | Total Credits |
|---|---------|---|---------|---|---|----|---------------|
| | | | 1 | 2 | 3 | 4 | |
| I. General Courses (Graduate School Level) | | | | | | | 7 |
| 1 | PPS9205 | Philosophy of Language Education | 2 | | | | |
| 2 | PPS9305 | Language Education Research Methodology | 3 | | | | |
| 3 | PPS9208 | Multivariate Statistics | | 2 | | | |
| II. Study Program General Courses | | | | | | | 29 |
| Study Program Courses | | | | | | | |
| 1 | IPB9301 | Foundation in Language Education | 3 | | | | |
| 2 | IPB9202 | Management of Language Education | 2 | | | | |
| 3 | IPB9303 | Language Teaching Evaluation | | 3 | | | |
| 4 | IPB9304 | Academic Writing | | 3 | | | |
| 5 | IPB9205 | Dissertation Proposal Writing | | 2 | | | |
| 6 | IPB9306 | Seminar on Dissertation Proposal | | | 2 | | |
| 7 | IPB9207 | Multidimensional literacy | | | 2 | | |
| 8 | IPB9128 | Dissertation | | | | 12 | |
| III. Required Courses on Subjects Matter | | | | | | | 8 |
| A. Indonesian Language Education | | | | | | | |
| 1 | PBI9301 | Indonesian Language Teaching Materials and Curriculum Development | | | 3 | | |
| 2 | PBI9302 | Indonesian Language Education and Learning Development | | | 3 | | |
| 3 | PBI9303 | Seminar on Indonesian Language Education as a Foreign Language | | 2 | | | |
| B. Local Language Education | | | | | | | |

| | | | | | | | |
|-------------------------------|---------|--|--|---|---|--|---|
| 1 | PBD9301 | Local Language Teaching Materials and Curriculum Development | | | 3 | | 8 |
| 2 | PBD9302 | Local Language Education and Learning Development | | | 3 | | |
| 3 | PBD9303 | Seminar on Local Language Education as a Foreign Language | | 2 | | | |
| C. Foreign Language Education | | | | | | | |
| 1 | PBA9301 | Foreign Language Teaching Materials and Curriculum Development | | | 3 | | 8 |
| 2 | PBA9302 | Foreign Language Education and Learning Development | | | 3 | | |
| 3 | PBA9303 | Seminar on Foreign Language Education | | 2 | | | |

| | | | | | | | |
|-------------------------------|---------|--|----|----|----|----|----|
| D. English Language Education | | | | | | | |
| 1 | PBE9301 | English Language Teaching Materials and Curriculum Development | | | 3 | | 8 |
| 2 | PBE9302 | English Language Education and Learning Development | | | 3 | | |
| 3 | PBE9303 | Seminar on English Language Education | | 2 | | | |
| Compulsory Courses | | | 1 | 2 | 3 | 4 | 6 |
| 1 | IPB9309 | Language Studies*) | 3 | | | | |
| 2 | IPB9310 | Literary Studies*) | 3 | | | | |
| 3 | IPB9311 | ICT in Language Learning**) | | 3 | | | |
| 4 | IPB9312 | Literature Based Language Teaching**) | | 3 | | | |
| Total Credits | | | 13 | 13 | 12 | 12 | 50 |

7. Matriculation Courses

Total credits of each course: 0-4 Credits

The matriculation courses are allowed to be selected by the students individually, at the needs of dissertation or self-development. The selected courses should be included in the Study Program Card (KRS), and can be selected from other study programs in Graduate School UNY that offer the courses.

| IV. Matriculation Courses****) | | | Credit | | | | Total |
|--------------------------------|--|---|--------|----|---|---|-------|
| | | | 1 | 2 | 3 | 4 | |
| 1 | INA8205 | Indonesian Language and Literature Learning Evaluation | | 2 | | | 2 |
| 2 | INA8313 | Indonesian Language and Literature Materials and Curriculum Development | | | 3 | | 3 |
| 3 | ENG8202 | Instructional Media Development in English Language Teaching | | 2 | | | 2 |
| 4 | ENG8203 | Second Language Acquisition | 2 | | | | 2 |
| 5 | ENG8204 | English Language Teaching Materials and Curriculum Development | | 2 | | | 2 |
| 6 | ENG8301 | English Language Learning Methodology | 3 | | | | 3 |
| 7 | ENG8305 | English Language Teaching Evaluation and Assessment | | 3 | | | 3 |
| 8 | JAW8202 | Javanese Language, Literature, and Culture Education Evaluation | | 2 | | | 2 |
| 9 | LIT8301 | Theory of Language Acquisition and Education | 3 | | | | 3 |
| 10 | LIT8321 | Foreign Language Education | | 3 | | | 3 |
| 11 | LIT8223 | Foreign Language Education Assessment | | 2 | | | 2 |
| | Total Credits of Matriculation Courses | | 8 | 16 | 3 | | 27 |
| | Total Maximum Credits of Matriculation Courses | | | | | | 12 |

Notes:

Choose one of each course marked with * and **

Courses marked with **** (Matriculation) are for the postgraduate students whose master's degree is not related to language education.

The Matriculation Courses are adjusted based on the subjects selected by the postgraduate students (Indonesian Language, Local Language, Foreign Language, English Language) and each course is held at the Applied Linguistics, English Language Education, Indonesian Language and Literature Education, or Javanese Language Education Study Programs. If the matriculation courses are not offered in the selected study program then the matriculation courses can be taken from other language study programs.

G. LEARNING SYSTEM

1. Standards of the learning process

Referring to the National Standard of Higher Education (NSHE/ SN_Dikti), the LES SP has developed a learning system to achieve the learning outcomes and graduate profile attributes.

Therefore, the learning process strives the followings:

1. Specifying the learning process into two different but inter-related dimensions : (1)

determining the forms of learning activities such as studying, practicing, and living up values/internalizing (2) referring to the mastery of predetermined competencies/sub-competencies

2. Establishing the mastery of competencies as the final goal of the learning activities to ensure the achievement of intended attitudes, values, knowledge, and skills. The learning activities are carried out based by referring to the followings:
 - a. the learning outcomes and graduate profiles (that have been established in the curriculum)
 - b. *the learning load consensus* that each credit (1 SKS) of theory lectures is worth 16 face-to-face meetings allotted for 50 minutes of each face-to-face meeting, 50 minutes of structured tasks, and 100 minutes of independent studies each week.
 - c. *the learning load consensus* that each credit (1 SKS) of seminar courses is equal to 16 face-to-face meetings allotted for 100 minutes for each face-to-face meeting and 70 minutes for independent tasks per week.
 - d. *the learning load consensus* that each credit (1 SKS) of field practice/practicum is equal to 16 face-to-face meetings allotted for 170 minutes per week
 - e. make *the best* use of the context around students (contextual)

Table 5: Summary of Credit (SKS) Weight and Learning Load per Week

| Credit (SKS) Weight | Number of face to face meeting (times) | Types of Learning | Learning Load (minutes) | | |
|---------------------|--|----------------------------------|-------------------------|------------------|-------------------|
| | | | Face to Face | Structured Tasks | Independent tasks |
| 2 | 16 | Theory | 100 | 100 | 140 |
| 2 | 16 | Seminar | 200 | - | 100 |
| 2 | 16 | Field Practice/Independent Study | 340 | - | - |

It is expected that the implementation of learning (*that is based on the formulation of weight and learning load*) mentioned above is supported with a proper scheduling.

2. General Learning Principles

The students of Doctoral Degree of Language Education Science are (adult learners) designed to be educators, researchers, managers of language programs/institutions, and consultants in the fields relevant to language education. The learning process is designed and implemented to support the development of knowledge, learning autonomy, and relevant skills, to enrich the repertoire of knowledge, and to improve academic qualifications and professionalism to achieve multiple competencies, i.e., both the ability to conduct a holistic personal development and to participate in the development of science and technology, socio-culture, and economy in a systematic, balanced, and sustainable way.

Based on these principles, the students are expected to engage in lifelong learning and master both hard skills and soft skills needed to establish a civilized life and to meet the 21st Century demands.

To produce educators LES SP needs to equip students with knowledge, skills, and experiences so they can play the roles of facilitators, motivators, navigators, communicators, adaptors, and learning partners and no longer become the only sources of knowledge. Besides, LES SP should also prepare them with abilities to identify, accommodate, and organize the online and offline learning resources used as media and learning materials sources.

The learning implementation is directed to be in line with the current learning models by emphasizing the characteristics of language education as a discipline. It is designed to equip students with abilities to recognize the potentials of the regions and local cultures as learning sources and treasures contributing to the development of identity as an essential capital of national citizenship and the use of foreign cultures as a knowledge enrichment that is necessary to develop global citizenship. Thus, the graduates will achieve the predetermined graduate profiles and demonstrate skills of critical thinking, problem-solving, creativity and innovation, collaboration, and collaboration, which are necessary for themselves, the society and the nation based on the values of piety, independence, and intelligence. These are in line with the mandate of Law no. 20/2003 on the National Education System, Article 1, point 1, and the values in the UNY Vision, which underlie the entire development of this university.

3. Learning Forms for Doctor of Language Education Sciences

In accordance with the NSHE, the form of learning can be in the form of: (1) theoretical learning (lectures), responses and tutorials, (2) seminars, and (3) learning practicum or field practice.

a. Lectures/Theory

Lecture or theory learning at the Language Education Doctoral Study Program in UNY is developed into an interactive communication process between students and lecturers, students and students, and students and learning resources (learning objects and media), which are carried out in and outside the classroom that can meet student learning needs. The lecture process is expected to be able to foster disciplinary, analytical, synthetic, creative, divergent thinking skills, respect for differences and ethic contextually and comprehensively. With disciplinary thinking skills, graduates of the LES demonstrate mastery of knowledge and proficiency in using language according to its concentration as a means of communication, mastery of concepts, theories and principles of language and language learning, and mastery of lifelong learning skills. The ability to think analytically will allow graduates to unravel the problems faced so that they can find the core and source of the problem, which will facilitate the way of solving it. The ability to think synthetic indicates the mastery of various knowledge from different but related disciplines, which enables accurate and comprehensive problem-solving decisions.

The use of learning resources in the form of things, events, or discourses / issues based on local potential and culture is highly expected in this lecture, without neglecting the development of science and technology and innovations that develop elsewhere.

The use of technology and information and communication (ICT / ICT) systems in the learning process at the LES SP is intended to: (1) expand and deepen course material, especially the results of research that are rapidly developing in various places; (2) obtain learning models and media from relevant sites; and (3) build a Learning Management System (LMS) that can be used for distance learning , blended learning, or encouraging independent learning.

b. Seminar

Seminar is directed at subjects that are required to produce output in the form of certain products. The lecture is directed towards project-based, where students are required to be able to design, process, and produce products, for example a thesis proposal. In the thesis proposal project, students are facilitated to think, explore experiences, and exchange ideas /

experiences in identifying and formulating research problems, determining supporting theories, determining scientific problem-solving methods based on academic ethics in the field of language education / literature which is the object of their research

c. Practicum/Field Practice/Independent Study

Practicum / Field Practice is directed to provide learning experiences to students by conducting observations, experiments and learning innovation practices to create, test, and improve the learning process. Relevant learning models: (1) practicum learning in the laboratory, (2) observing the practicum / learning process in schools and / or colleges to identify problems and the factors that cause them, 3) the practice of learning innovation to design and test learning innovations (learning tools) in the laboratory, in the classroom, and / or in the field.

4. Assessment System

The assessment system in lectures in the Language Education Sciences Study Program is carried out to determine the quality of the process and learning outcomes in accordance with the characteristics and learning system developed. Normatively, the assessment is carried out to determine the achievement of learning outcomes that have been determined in each course. Measurement and assessment should target the entire ability domains developed in each subject, in the form of attitudes, knowledge and skills. Assessment is carried out in various ways, both tests and non-tests so that the results are authentic and according to the type of ability or learning achievement of the expected subjects. In accordance with NSHE, measurement / assessment at all levels of higher education must pay attention to aspects of validity, reliability, comprehensiveness, character aspects, and sustainability.

a. Validity

Validity in the assessment means the accuracy of data and information on the dimensions of learning outcomes that have been formulated and targeted. Thus, the type of instrument must be able to produce cognitive information that is captured through various types of tests or assignments, performance that can be captured through observation and portfolio guidelines, and most importantly soft skills and ethical behavior as prospective educators that can be obtained through observation and tract records.

b. Reliability

The assessment tool must be able to be used with consistent results, namely giving relatively the same results over different time periods. This can be achieved through testing

the results of the analysis that are used to improve the instrument. For those that are not cognitive, such as performance, training is needed to observe performance in accordance with the performance criteria. To get a high level of objectivity, it requires observers of more than 1 person with a level of reliability and accuracy in assessing an event / phenomenon. Therefore, various courses are taught by a team of lecturers. This applies both to very dynamic behaviors such as practices / presentations and to learning outcomes that can be observed after activities are completed, such as various forms of portfolios and final semester assignments.

c. Comprehensive

Assessment through both tests and non-test instruments must represent the learning outcomes that have been designed in the curriculum. Assessment covers a whole domain: attitudes, knowledge, and skills.

d. Assessing Character and Scientific Attitude

As a result of the long personality formation, character is reflected in student behavior. The track record before, during, and at the end of the study period in higher education is the raw material to assess whether the character of this prospective academic can be relied on as a prospective academic.

e. Sustainability

The assessment is carried out continuously from the first semester to the completion of the doctoral program final exam because the assessment describes the progress of student learning and the achievement of learning outcomes. Students who experience difficulties need to obtain facilitation to solve their own problems, and excellent students are given the opportunity to accelerate or obtain enrichment programs through the Additional Skills Ability Course (Free Choice).

H. COURSE DESCRIPTION

**1. COURSE: Philosophy of Language Education
Code: PPS9205. Credits: 2**

The course aims at developing understanding and awareness of science development approaches, the role of science in language development, education, culture and civilization. It also aims at developing ethical, creative, and innovative behaviors in science development. Topics cover the areas of logical inference; science development foundation;

positivism, post-positivism post-modernism, inquiry strategies and approaches; science development ethics; science, technology, language, language learning and teaching, and culture; and the role of science in civilization. Class activities include lecturing, discussion, reflection, and group and individual tasks. Assessment covers class participation and contribution in discussion, tasks completion, journal article reviews, and final test.

2. Course: Language Education Research Methodology
Code: PPS9305. Credits: 3

The course aims at providing theoretical and practical insights into researches in education for dissertation writing in Educational Sciences Program. Core materials include understanding the nature and domains of educational researches; identifying issues in language education research; types and paradigms of research; educational research procedures; practices on applying language education research methods covering population/research subjects, data collection techniques, instruments, analysis, and interpretation. Learning activities include lecturing, discussion, seminar, practices in designing creative and innovative research projects, and revising the research design drafts (proposal) based on peer and lecturer's feedbacks. Assessment covers classroom participation, presentation, and the quality of the revised research design drafts (proposal).

3. Course: Multivariate Statistics
Code: PPS9208. Credits: 3

The course aims at developing students' competencies in: (1) appropriately determining quantitative and qualitative data analysis techniques; (2) accurately conducting data analysis based on types of data including using relevant computer data analysis programs; and (3) interpreting results of analysis as the base of decision making. Core materials include: (1) teknik analisis pengaruh beberapa variabel terhadap variabel – variabel lainnya dalam waktu yang bersamaan, (2) dependence and interdependence methods of analysis, and (3) data analysis techniques suited to each student's research needs. Learning activities include lecturing, discussion, reflection, and individual and group assignments. Assessment covers participation and contribution in class, tasks and assignment completion, reviews of relevant journal articles, and final test.

4. Course: Foundation in Language Education
Code: IPB9301. Credits: 3

The course aims at developing students' competencies in: critically analysing principles of language education and its paradigm development, Indonesian national, local,

and foreign language policies, national and local language policies in other countries; developing national, local, foreign language programs for Indonesian society, developing national and local language and culture programs for speakers of other languages, from planning, actuating, and monitoring to evaluating the programs creatively and innovatively. Core materials include: principles of language education and its paradigm development, language education policies based on a critical analysis towards on the national and local interests and global necessities; creative development of national, local, and foreign alternative language education policies; and language education management covering program planning, actuating, monitoring, and evaluating. Learning activities involve lecturing, discussion, reflection, and group and individual assignments. Students also analyse and develop the principles and the development of language education, also national, local, and foreign alternative language education policies. Assessment covers participation and contribution in class, tasks and assignment completion, reviews of relevant journal articles, and final test.

5. Course: Management of Language Education

Code: IPB9202. Credits: 2

The course aims at developing process of planning, designing, actuating, and monitoring human and non-human resources (finance, materials, methods, equipment, tools, market, time, and information) to achieve goals in language education effectively and efficiently. Core materials include process of planning, designing, actuating, and monitoring human and non-human resources to achieve goals in language education effectively and efficiently. Learning activities involve lecturing, discussion, reflection, and group and individual assignments. Assessment covers participation and contribution in class, tasks and assignment completion, reviews of relevant journal articles, and final test/task in the form of readily published international journal articles.

6. Course: Language Teaching Evaluation

Code: IPB9203. Credits: 2

The course aims at providing insights into language education evaluation. Core materials include: (1) concepts, principles, and models of language and literary education evaluation; (2) analysis and procedures of both results and program evaluation; (3) instruments and their development for assessing cognitive, affective, and psychomotor abilities in the forms of both test and non-tests; (4) practices in instrument analysis using relevant computer programs; and (5) implementing results of evaluation for future programs.

Learning activities involve lecturing, discussion, and presentation. Assessment covers creative application of theories in designing an evaluation program in education.

7. Course: Academic Writing

Code: IPB9204. Credits: 3

The course aims at developing students' creativity in implementing theories of academic writing to write a readily-published internationally-indexed journal article. Core materials include major components in journal articles and developing an intact, qualified, and contributive article. In addition to that, content, language aspects (accuracy), organization, and originality are also included in the learning materials. Types and variation of in-house style are also discussed to ensure the conformity of the articles and the publisher demands. Assessment covers assessing students' ability in analysing published articles and in writing readily published articles draft.

8. Course: Dissertation Proposal Writing

Code : IPB9205 Credits: 2

The course aims at producing a dissertation proposal that is ready to be presented in the seminar, which meets the eligibility criteria for the work of a candidate for a doctoral in language education. The doctoral thesis proposal shall be critically, creatively, collaboratively written and beneficial for the development of language education field. The core materials include the main components of a dissertation proposal: (1) Introduction which include Background of the study, Identification of the Problems, Delimitation of the problem, Formulation of the problem, Objectives of the Study, Significance of the Study, and operational terms (2) Theoretical Reviews which include relevant previous studies and national and international academic; (3) RESEARCH METHOD which includes research design, subject and object of the study, Data Collection Techniques and instruments, Data Analysis, Validity and Reliability; and (4) References. Core materials also include language aspects, organization of ideas in the writing, types of inquiries, and other related discussion suited to students' needs as reflected in their proposed studies. Class activities include lecturing, discussion, proposal writing, and individual proposal draft presentation. Assessment covers the mastery of theories and its creative implication in proposal writing.

9. Course : Seminar on Dissertation Proposal
Code : IPB9206 Credits: 2

The course aims at perfecting the doctoral thesis proposal that has been written previously through a series of presentation, discussion, and peer and lecturer's feedback in class. Core materials include: completeness of the proposal components, logical thoughts, depth of discussion, and techniques of synthesis and evaluation of literature review, depth of reviews of related studies. Problems are approached with appropriate methods of problem solving which characterize a proper dissertation proposal that meets all the required criteria of a language education science doctoral thesis. Content, language, organization of ideas, types of inquiries, and other related discussion suited to students' needs as reflected in their proposed studies are also emphasized in this course. Class activities include fixation of problems and title of research, discussion, presentation scheduling, seminar (presentation and peer and lecturer' feedback), and proposal draft revision. Assessment covers participation and contribution in class, reviews of relevant article journals, and worthiness of proposal.

10. Course: Multidimensional Literacy
Code: IPB9207. Credits: 2

The course aims at providing doctoral students with literacy skills, analysing literacy skills and how to develop individual and communal literacy skills. Core materials cover all aspects and types of literacy-not limited to reading and writing only-including all aspects of human life and the skills to make the most of them in social life, religion, economics, politics, and education. Digital literacy and how to use ICT to develop welfare and self-adjustment to the current world are also discussed. Learning activities involve lecturing, discussion, reflection, and group and individual assignments. Assessment covers participation and contribution in class, tasks and assignment completion, reviews of relevant journal articles, and final test.

11. Course: Language Studies
Code: IPB9309. Credits: 3

The course aims at providing linguistics knowledge relevant to language education. Core materials cover: (1) Structural Linguistics; (2) Phonology, Morphology, Syntax, Text linguistics; (3) Educational Linguistics; (4) Systemic Functional Linguistics; (5) Second Language Acquisition; (6) Pragmatics (7) CEFR; (8) Language and Culture; (9) Typology/Language Universal; (10) Contrastive Analysis; (11) Ethnolinguistics; and (12)

Sociolinguistics. The implementation of these sciences to support language education and studies is also discussed in the course. Learning activities involve lecturing, discussion, reflection, and group and individual assignments. Assessment covers participation and contribution in class, tasks and assignment completion, reviews of relevant journal articles, and final test.

12. Course: Literary Studies
Code: IPB9310. Credits: 3

The course aims at developing students' competencies of: critical understanding of literary theories; examining various literature genres; evaluating various literature texts in relation to the development of language education/literature curriculum; language/literature teaching-learning; language/literature learning materials and media. Core materials cover literary theories and their implication in examining various literature genres. Learning activities involve lecturing, discussion, reflection, and group and individual assignments. Assessment covers participation and contribution in class, tasks and assignment completion, reviews of relevant journal articles, and final test.

13. Course: ICT in Language Learning
Code: IPB9311. Credits: 3

The course aims at developing students' understanding of theories and practices of implementing ICT in language teaching-learning programs. The course integrates two disciplines; language education and ICT assisted language teaching-learning. Core materials include: the nature of language education; aspects of language education; language teaching strategies, methods, and techniques; developing language teaching programs (listening, speaking, reading, and writing); roles of ICT in language education; various computer applications to support language education; developing blogs and e-learning to support language education programs. Learning activities involve lecturing, discussion, reflection, and group and individual assignments. Assessment covers participation and contribution in class, tasks and assignment completion, e-learning assignment practices, reviews of relevant journal articles, and final test.

14. Course: Literature Based Language Teaching
Code: IPB9312. Credits: 3

The course aims at developing students' competencies of: developing literature reading interest programs; planning literature-based reading programs, providing affective responses towards literary works; and designing literature-based thematic teaching. Core

materials include: developing interests of literature, sharing literary works reading experiences, selecting and evaluating literary works, developing models of literary-based reading programs, affective responses towards literary works, and cross-curriculum literature for critical and creative mind development. Learning activities involve lecturing, discussion, reflection, and group and individual assignments. Assessment covers participation and contribution in class, tasks and assignment completion, reviews of relevant journal articles, and final test.

**15. Course: Indonesian Language Teaching Materials and Curriculum Development
Code: PBI9301 Credits: 2**

The course aims at broadening students' insights and understanding of curriculum and materials for the teaching of Indonesian Language and Literature. It also aims at enabling students with the competencies of developing Indonesian Language and Literature teaching programs to suit the theories of language and literature and the latest technological advancement. Core materials include: (1) Models of curriculum development: competence-based learning, problem-based learning, thematic learning, project learning, service learning, performance learning, and case study; (2) Developing teaching materials: syllabus designing, lesson planning, materials designing, and learning evaluation. Developing online language and literature learning is also discussed in relation to materials development. Learning activities involve lecturing, discussion, reflection, and group and individual assignments. Assessment covers participation and contribution in class, tasks and assignment completion, reviews of relevant journal articles, and final test.

**16. Course: Indonesian Language Education and Learning Development
Code: PBI9302. Credits: 3**

The course aims at developing students' competencies of: planning models of Indonesian language teaching suited to learners' condition and learning contexts. Core materials include: project-based language teaching; and models of teaching listening, speaking, reading and writing. Learning activities involve lecturing, discussion, reflection, and group and individual assignments. Assessment covers participation and contribution in class, tasks and assignment completion, reviews of relevant journal articles, and final test.

17. Course: Seminar on Indonesian Language Education as a Foreign Language**Code: PBI9303 Credits: 3**

The course aims at developing students' ability in critically analysing issues in teaching Bahasa Indonesia as a foreign language and conducting studies to approach these problems. Core materials include: issues related to Bahasa Indonesia as foreign language teacher education which cover competency standard for teaching Bahasa Indonesia to Speakers of Other Languages (BIPA), BIPA program curriculum structure, teaching approaches, materials development, and teaching models. Learning activities involve lecturing, discussion, reflection, group and individual assignments, and paper presentation. Assessment covers participation and contribution in class, tasks and assignment completion, reviews of relevant journal articles, paper writing, and paper presentation.

18. Course: Local Language Teaching Materials and Curriculum Development**Code: PBD9301. Credits: 3.**

The course aims at developing in students the competencies of theoretically and empirically designing, implementing, and evaluating curriculum and materials for local languages teaching and training programs. Core materials include local languages curriculum and materials development models: Competence-Based Learning, Problem-Based Learning, Case Study, Thematic Learning, Project Learning, Service Learning, and Performance Learning. Learning activities involve lecturing, discussion, reflection, and group and individual assignments. Assessment covers participation and contribution in class, tasks and assignment completion, reviews of relevant journal articles, and final test.

19. Course: Local Language Education and Learning Development**Code : PBD9302 Credits: 3**

This course aims to develop the competencies in planning local language teaching models based on the learners' backgrounds and the teaching context. The scope of material includes: task-based local language teaching, project-based local language teaching, as well as teaching models of listening, speaking, reading, and writing in local languages. The learning process takes place through lectures, discussions, and assignments. The assessment is based on class participation and contribution, completion of assignments, review of relevant journal articles, and final semester exams / assignments.

20. Course: Local Language Teaching as a Foreign Language**Code : PBD9303 Credits: 2**

This course aims to apply theories of language teaching to foreigners in planning local language teaching. The scope of material includes the theory of second language acquisition, grammar, phonology, speech act, and enrichment of local language vocabulary through cultural reading. The learning process takes place through lectures, discussions, as well as group and individual assignments. The assessment is based on class participation and contribution, ability to design, implement, and evaluate local language teaching for foreign language speakers, completion of assignments, review of relevant journal articles, and final semester exams / assignments.

21. Course: Local Language Teaching Materials and Curriculum Development**Code : PBD9301 Credits: 3**

This course aims to develop learners' competencies in designing, implementing, and evaluating foreign language curriculum and teaching materials theoretically and empirically for various education and trainings in foreign languages (German, French, Dutch, Japanese, Mandarin, Arabic, etc.) as a foreign language. The scope of material includes language theories, second language learning theories, second language teaching approaches, curriculum models, curriculum development, teaching materials development (for classroom teaching and e-learning), integration of life skills education and character building in teaching materials, the role of teachers in the development of teaching materials and curriculum, and empirical evaluation of teaching materials. The learners critically examine standard of contents, basic competence, and teaching materials applied in Indonesia using theoretical and empirical approaches.

22. Course: Foreign Language Education and Learning Development**Code : PBA9302 Credits: 3**

This course aims to discuss the effective and efficient concepts, components, and designs of foreign language teaching (materials and methods) based on the learners' characteristics; exploring, structuring, and utilizing learners' characteristics in teaching foreign languages; suggesting the attitudes of self-confidence, independence, and responsibility as a manager of effective and efficient foreign language teaching. The scope of material includes: concepts, components, and designs for effective and efficient foreign language teaching, learners' characteristics (foreign languages), and intercultural competency development. The learning process takes place through lectures, discussions, and group and individual assignments. The assessment is based on class participation and contribution, ability to design, implement, and evaluate foreign language teaching,

completion of assignments, review of relevant journal articles, and final semester exams / assignments.

23. Course: Seminar on Foreign Language Education

Code : PBD9303 Credits: 3

This course aims to develop the competence to identify problems (issues) in teaching foreign languages in Indonesia and conduct critical academic studies to solve the selected problems. The scope of material includes: issues in language teaching (German, French, Japanese, Arabic, etc.) Which have theoretical and practical significance as foreign languages in Indonesia in both formal and informal education. The entire process of academic studies is written in an academic paper and presented in a seminar following the general procedure. The languages used by the writer / presenter, moderator, and participants in the seminar are the foreign language that is the choice of concentration and Indonesian (Bilingual). The learning process takes place through lectures, discussions, as well as group and individual assignments. The assessment is based on class participation and contribution, ability to identify and select learning problems, and solve the problems in the form of academic papers presented in seminars to obtain feedback, revise papers to be worthy of publication, and review of relevant journal articles.

24. Course: Foreign Language Teaching Materials and Curriculum Development

Code : PBD9301 Credits: 3

This course aims to develop the learners' competencies in designing, implementing, and evaluating English curriculum and teaching materials theoretically and empirically for various education and training in English as a foreign language. The scope of material includes language theories, second language learning theories, second language teaching approaches, curriculum models, curriculum development, development of teaching materials (for offline and online teaching), integration of life skills education and character building in teaching materials, the role of teachers in teaching materials and curriculum development, and empirical evaluation of teaching materials. The learners critically review the standard of content and the teaching materials applied in Indonesia using theoretical and empirical approaches. The learning process takes place through lectures, discussions, and group and individual assignments. The assessment is based on class participation and contribution, the results of curriculum design for the selected learning or training program that is equipped with the implementation and evaluation planning.

25. Course: English Language Education and Learning Development**Code : PBI9302 Credits: 3**

This course aims to develop creativity and innovation in English education and learning in accordance with the learners' characteristics and the demands of 21st century learning. The scope of material includes: the characteristics of 21st century learners, the principles, designs and models of creative, innovative, effective and efficient English learning based on the characteristics of 21st century learners, the development of information technology and its use in learning, strengthening self-confidence, independence, and responsibility to achieve learning goals effectively and efficiently. The learning process takes place through lectures, discussions, and assignments for material presentations, both in groups and individually. The assessment is based on class participation and contribution, the results of learning design or model for the selected learning or training program that is equipped with the implementation, teaching materials, and evaluation planning.

26. Course: Seminar on English Language Education**Code : PBI9303 Credits: 3**

This course aims to develop the competence to identify problems (issues) in teaching English as a foreign language in Indonesia and conduct critical academic studies to solve the selected problems. The scope of material includes: issues that have theoretical and practical significance to be solved in teaching English as a foreign language in Indonesia, both on formal and non-formal education. The entire process of academic studies is written in academic papers and presented in the seminars under the guidance of lecturers, and following the general procedures. The English language must be used in the seminars by the author / presenter, moderators, and participants. The learning process takes place through initial lectures, discussions, problem selection, paper preparation and presentation of papers in seminars, and revision of papers based on feedbacks from peers and lecturers. The assessment is based on class participation and contribution, ability to identify and select problems that have theoretical and practical significance, presentations and respond to feedback, and revised papers that are worthy of publication, as well as review of relevant journal articles.

A. EXAMPLE OF COURSE SYLLABUS

| | |
|---|---|
|  | <p style="text-align: center;">KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI</p> <p style="text-align: center;">UIVERSITAS NEGERI YOGYAKARTA PROGRAM PASCASARJANA</p> <p style="text-align: center;">Alamat: Kampus Karangmalang Jl. Colombo No. 1 Yogyakarta 55281 Telp. Direktur (0274) 550835, Wadir/TU (0274) 550835 Tax (0274) 520326</p> <p style="text-align: center;">E-mail:pps@uny.ac.id, humas pps@uny.ac.id Home Page: http://www.pps.uny.ac.id</p> |
|---|---|

| | |
|------------------|---|
| Study Program | : Language Education Science |
| Course | : Language Education Research Methodology |
| Code | : PPS9305 |
| Semester | : 1 |
| Credits | : 3 |
| Required Courses | : - |

I. COURSE DESCRIPTION

This course aims to provide theoretical and practical insights into educational research, especially in the context of writing a dissertation for the Language Education Science study program. The scope of material includes understanding and internalizing the nature and aspects of educational research, identifying the language education research issues, types and paradigms of research, educational research procedures, and implementing language education research methods, including population / research subjects, data collection techniques, instruments, analysis, and interpretation. The learning process takes place through lectures, questions and answers, seminars, creative and innovative research design / design preparation practices, and revisions based on feedbacks from peers and lecturers into research proposals. The assessment is based on class participation and contribution, presentations, and quality of the research design which has been revised into a research proposal that has contemporary characteristics.

II. COURSE COMPETENCE

After completing this course, the learners are expected to be able to:

1. understand the nature and objectives of educational research as scientific studies for doctoral candidates of Language Education Science,
2. understand the aspect/ types of educational research,
3. analyze the educational research issues relevant to the Language Education Science study program,
4. evaluate various sources of references relevant to the development of Language Education Science research,
5. create a creative and innovative language education research planning (pre-proposal) based on Indonesian Qualification Framework (KKNI) level 9.

III. LEARNING OUTCOMES (LO)

1. Attitude:
 - a. Demonstrate skills to collaborate and show empathy towards community and nature.
 - b. Show responsibility in accomplishing tasks independently.
 - c. Show integrity and discipline in accomplishing tasks independently.
2. Knowledge:

Able to understand and analyze the concepts and paradigm of various types of educational research.
3. Skill :

Able to apply theories of various research types in the form of research proposals.

IV. LEARNING STRATEGY

The learning process takes place through:

1. Face-to-face lectures: initial lectures, discussions, seminar
2. Individual activities: reviewing the references from book and journal as well as observing and determining research proposals
3. Presentation and discussion of research topics
4. Seminar on educational research proposals

V. LEARNING AND EXAMINATION REGULATION

- Tolerance limit for late arrival of lectures / exams: 10 minutes
- Participate actively in class without interfering the lectures
- Not wearing shirts without collars or sandals without back strap

VI. LEARNING PROCEDURES

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|----------|--|--|----------------------------|--|-----------------------|-----------------------------|---------------------------|----------------------|
| Meetings | Sub-Learning Outcomes | Learning Materials | Learning Methods and Media | Learning Activities | Assessment Techniques | Score Weight (sub-learning) | Time Allocation (minutes) | References |
| 1 | Able to understand the learning plan and assignments | Learning orientation and contract | Discussion and lectures | Analyze the syllabus; understand the learning topics and clarification | Non Test | | 100 | Syllabus |
| 1-2 | Able to understand and internalize the concept and the scope of educational research | The nature and scope of educational research | Discussion, Assignment | Review, summarize, and present the materials/books for discussion | Non Test | | 200 | 2, 3, 8, 10 |
| 3-4 | Able to understand the concept/aspects of educational research | The domain / aspect of educational research | Discussion, Assignment | Review, summarize, and present the materials/books for discussion | Non Test | | 300 | 1, 2, 5, 7, 8, 9, 10 |
| 5 | Able to analyze various educational research issues | Identification of language education research issues | Discussion, Assignment | Review, summarize, and present the materials/books for discussion | Non Test | | 150 | 10, 11 |

| | | | | | | | | |
|-------|--|--|------------------------|--|----------|--|-----|---------------------------|
| 6-7 | Able to understand the research concept and paradigm | Research types and paradigm | Discussion, Assignment | Review, summarize, and present the materials/books for discussion | Non Test | | 300 | 1, 2, 5, 7, 8, 9, 10 |
| 8-10 | Able to understand the concept of research procedures | Procedures of educational research | Discussion, Assignment | Review, summarize, and present the materials/books for discussion | Non Test | | 450 | 1, 2 |
| 11-15 | Able to apply types of research methods in the form of educational research proposals | Implementation of educational research methods: Experiment; Research and Development, etc. | Seminar | Review the materials/books and journals to arrange a research design/plan | Non Test | | 750 | 1—11 and other references |
| 16 | Able to apply the research methodology and collect as well as report the research data | Individual assignment based on learning contract | Assignment | Review the materials/books, journals, and observations to determine the title, and write a complete research design/plan | Non Test | | 400 | 1—11 and other references |
| 17 | Final Examination | | | | Non Test | | | |

Final Score:

$$\frac{[\{\text{Score Weight (sub-learning)} \times 60\} + \{\text{Final Exam Score} \times 40\}]}{100}$$

Final Score =

100

| No | Evaluation Components | Weight (%) |
|--------------|--|-------------|
| 1 | Participation | 10 |
| 2 | Assignments: <i>Paper and presentation</i> <i>Research design/plan</i> | 50 |
| 3 | Final Exam (<i>Research Proposal</i>) | 40 |
| Total | | 100% |

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