FORMAL CURRICULUM DOCUMENT OF
EDUCATIONAL ADMINISTRATION STUDY PROGRAM

A. Study Program Name and Specification

Higher Education Institution	:	Universitas Negeri Malang
Learning Program Implementer	:	Educational Administration Study Program Faculty of Education
Address and Telephone Number	:	Jl. Semarang No 5 Malang Phone. 0341-551312 Psw. 219
Education Level	:	Bachelor Degree Program
Accreditation and Accreditation Certificate Number	:	A BAN-PT No. 3857/SK/BAN-PT/Akred/S/X/2019
Validity Period of Accreditation	:	15 October 2024
Graduate Degree	:	Bachelor of Education (S.Pd)
Study Period	:	3.5 – 4 years/ 7 – 8 semesters
Total credits	:	150

B. Reasoning and Curriculum Renewal

Curriculum constantly develops by the demands of society. Based on the demands and Decree of the Minister of National Education Number 232/U/2000 on the Guidelines for Higher Education Curriculum Preparation and Assessment of Student Learning Outcomes, as well as Decree of the Minister of National Education Number 045/U/2002 on Core Curriculum of Higher Education, Educational Administration Study Program has developed curriculum that applies up to the current moment. The curriculum development takes feedback and needs of the field practitioners into account. Besides, it also considers the improvement of quality management and education implementation in Indonesia. Based on the Presidential Regulation Number 8 of 2012 on Indonesian Qualification Framework, Educational Administration Department has applied the Indonesian Qualification Framework (KKNI) since 2014.

The constantly developing sciences and technology has encouraged UM in 2017 to develop UM curriculum into a curriculum that does not only apply competence approach (Indonesian Qualification Framework and Directorate General of Higher Education Guideline) but equipped with capability and comprehensive approaches (transdisciplinary). Capability approach as the refinement of competence approach does not only direct students for certain skill, but also provides opportunity to develop capabilities and help students to adapt under various changes. Comprehensive approach (transdisciplinary) on the other hand is

an approach in curriculum management that allows students to program the courses based on their capabilities. This allows students to take cross-study program and cross-faculty courses, in order to develop their capabilities. The curriculum development under both approaches is carried out within the educational institution for educational personnel (LPTK) revitalization framework.

In order to succeed the abovementioned program, the curriculum management of Educational Administration Study Program is directed to optimize the plan and preparation of the objectives, content, courses, and methods as the guideline in implementing learning activities to achieve educational productivity. Educational productivity is defined as the efficiency and effectiveness in achieving educational objectives. At the moment, UM curriculum is based on the achievement of UM objectives as *The Learning University*, i.e.,: (1) UM develops as a learning organization to improve systems and services for internal and external campus community with adequate quality; (2) UM community always in the nuance of learning and teaching among the institution leaders, lecturers, students, administration staffs, technicians, and other academic functional staffs; (3) Literate graduates, which means UM graduates possess academic skills, technical skills, as well as adequate academic and professional attitude in holding social role in community as literate UM graduates.

Educational Administration Study Program has philosophy, cultural, and juridical foundations applied as the basic of learning implementation. Philosophically, curriculum is build based on Indonesian awareness as sovereign country, which in the context of developing education, it is based upon the Indonesia's philosophy and culture, Pancasila Philosophy. The same thing applies in curriculum development, it is based on Pancasila Philosophy point of view, especially the views that related to human nature as students and student development is carried out. The education figures in Indonesia had developed education idea that is based on Indonesian philosophy and culture, such as KH Hasyim Asy'ari, Ahmad Dahlan, Muhammad Syafei, RA Kartini, Dewi Sartika, Ahmad Sahal, Ronggowarsito, Ki Hajar Dewantara, etc.

Humans constantly go through changes since they were born, both physically and psychologically. Humans are living things with intellect and have potential to constantly develop. Human development reflects their dynamic treat, which means changes constantly happen upon humans. Nothing is constant unless the change itself. Humans develop through many ways, one of which is education. Humans expect human values to be inherited and internalized in character and personality. Human values are the guideline for humans to live side by side. Education effort through the internalization of human values leads to humanize human; therefore, education is a necessity for human.

Cultural foundation put human behavior as something that could only be understood through the pursued objectives, aims, and values. This social behavior builds human personality, i.e., through the roles they play in community. The role resulted in culture, which

also often called as social heritage of man. Social heritage of man is an element in social process, processes that contain conflicts, cooperation, socialization, etc. The crystallization of the social process is due to the impacts of culture that build social structure, i.e., the structure of interests, regulations, expectations, and things that bind individuals to move as a unity. The sociological condition of society and cultural products (anthropology) contribute to the development of human character and personality.

The juridical foundation of Educational Administration Study Program is based on Law Number 20 of 2013 on the National Education System. Law Number 20 of 2013 on National Education System Chapter X Article 36 emphasizing that curriculum must be developed by referring to education national standard and potential possessed by related higher education institution. Furthermore, Government Regulation Number 32 of 2013 on Amendment of Government Regulation Number 19 of 2005 on National Education System, Article 9 describes that higher education curriculum is set by each higher education institution. Higher education curriculum structure must be developed by the related higher education institution for each study program by involving professional association, government related agencies, and relevant expert groups.

Beside competence based curriculum, the curriculum applied in Educational Administration Study Program also refers to Indonesian Qualification Framework (KKNI), higher education curriculum guideline, and complete it as the characteristics of UM and Faculty of Education. The characteristic is to create skilled graduates (competence), able to adapt to changes, and independent in learning as a necessity of life. The approach orientation of curriculum development in UM does not only limited to competence approach (Indonesian Qualification Framework and Directorate General of Higher Education Guideline), it is also equipped with capability development approach, and is comprehensive. Educational Administration Study Program Curriculum considers students as whole person and in accordance to the orientation of UM, *The Learning University* to be achieved.

C. Scientific Vision and Missions

Scientific Vision

To excel in implementing the sciences of educational management, leadership, and supervision to produce capable and innovative human resources in 2030.

Scientific Missions

1. To implement education and learning by integrating research results and community service to produce superior graduates in educational management, leadership, and supervision.
2. To conduct studies and implement the sciences of educational management, leadership, and supervision through innovative research.
3. To distribute and apply the science and technology of educational management, leadership, and supervision through community service to improve the quality of education and society life.

D. Study Program Objectives

1. To produce graduates with the ability to manage education units, conduct educational leadership, and hold educational supervision.
2. To establish scientific work based on research and development of innovative educational management, leadership, and supervision sciences.
3. To produce community services through the implementation of science and technology of educational management, leadership, and supervision to develop the quality of education, productivity, and community welfare.

E. Graduate Profile

Educational Administration graduates with the ability to manage education units, conduct educational leadership, and hold educational supervision.

F. Formulation of Intended Learning Outcome (ILO)

1. Students will be able to have knowledge and ability to demonstrate the behavior as religious citizen, love the country, nation, and culture of Indonesia by referring to Pancasila, self-reliant in creating works innovatively, adaptively, and critically in accordance with the global dynamics.

2. Students will be able to have scientific values and insight of education and learning in theory and application in Indonesian culture, as critical, innovative, adaptive, and communicative educators in accordance with the characteristics and culture of educators in global era.

3. Students will be able to apply science, technology, and art in educational management.

4. Students will be able to apply science, technology, and art in educational leadership.

5. Students will be able to apply science, technology, and art in educational supervision.

6. Students will be able to apply science, technology, and the art of entrepreneurship in education.

G. Curriculum Structure and Course Distribution

Course Code		Course	Credit	H	I	II	III	IV	V	VI	VII	VIII	Prerequisites
Courses on Character Building (MDPK)	UNIVUM6001	Education on Islam	3	3	3								
	UNIVUM6002	Education on Christianity	3	3									
	UNIVUM6003	Education on Catholicism	3	3									
	UNIVUM6004	Education on Hinduism	3	3									
	UNIVUM6005	Education on Buddhism	3	3									
	UNIVUM6006	Education on Confucianism	3	3									
	UNIVUM6007	Education On Spirituality	3	3									
	UNIVUM6008	Pancasila Education	2	2		2							
	UNIVUM6009	Civics Education	2	2			2						
	UNIVUM6010	Indonesian For Academic Purposes	2	2				2					
	UNIVUM6011	Innovation Management	3	3						3			
Core Courses (MKK)	**COURSES ON EDUCATIONAL FOUNDATIONS**												
	UNIVUM6012	Introduction to Education Sciences	2	2	2								
	UNIVUM6013	Learner Development	3	3		3							
	UNIVUM6014	Learning and Instructions	3	3			3						
	FACULTY COURSE												
	FFIPUM6001	Philosophy and Theory of Education	2	2	2								
	FFIPUM6002	Psychology of Education	2	2	2								
	FFIPUM6003	Sociology and Anthropology of Education	2	2	2								

Course Code		Course	Cre dit	H	I	II	III	IV	V	VI	VII	VIII	Prerequisites
	COURSES ON FIELD OF STUDY												
	Educational Management												
PMAPUM6001		English for Educational Management Profession	2	2	2								
PMAPUM6002		Fundamentals of Educational Management	2	2	2								
PMAPUM6003		Philosophy of Educational Management	2	2		2							Philosophy and Theory of Education
PMAPUM6004		Technique of Writing Scientific Papers	2	2	2								
PMAPUM6005		Educational Planning	2	2	2								
PMAPUM6006		Organizing Education	2	2				2					Educational Planning
PMAPUM6007		Educational Supervision	2	2		2							Educational Organization
PMAPUM6008		Public Relations Management	3	3			3						Fundamentals of Educational Management
PMAPUM6009		Management of Education Finance	3	3			3						Fundamentals of Educational Management
PMAPUM6010		Curriculum and Learning Management	3	3		3							Fundamentals of Educational Management
PMAPUM6011		Learner Management	3	3		3							Fundamentals of Educational Management
PMAPUM6012		Infrastructure and Facilities Management	2	3			2						Fundamentals of Educational Management
PMAPUM6013		Human Resource Management	3	3		3							Fundamentals of Educational Management
PMAPUM6014		Office Management	2	2			2						Fundamentals of Educational Management
PMAPUM6015		Correspondence and Archive Management	2	2				2					Fundamentals of Educational Management

Course Code		Course	Credit	H	I	II	III	IV	V	VI	VII	VIII	Prerequisites
	PMAPUM6016	Integrated Quality Management	2	2				2					Fundamentals of Educational Management
	PMAPUM6017	Management of Change	2	2					2				Fundamentals of Educational Management
	PMAPUM6018	Project Management	2	2			2						Educational Planning
	PMAPUM6019	Management Information System	3	3				3					Fundamentals of Educational Management
	PMAPUM6020	Qualitative Research Method	3	3				3					TPKI and Fundamentals of Educational Management
	PMAPUM6021	Quantitative Research Method	3	3				3					Scientific Work Writing Techniques and Fundamentals of Educational Management
	PMAPUM6022	Thesis Proposal Seminar	2	4						2			Qualitative Research Methodology and Quantitative Research Methodology
	UKKNUM6090	Student Community Engagement	4	16						4			See UM Education Guideline
	UKPLUM6090	Internship of Educational Management	4	16							4		See Internship Guideline
	PMAPUM6100	Bachelor's Thesis	6	16								6	See UM Education Guideline
Educational Leadership													
	PMAPUM6023	Group Dynamics	2	2				2					Educational Leadership
	PMAPUM6024	Educational Policy and Decision Making	2	2			2						Fundamentals of Educational Management
	PMAPUM6025	Educational Leadership	2	2		2							Fundamentals of Educational Management
Educational Supervision													
	PMAPUM6026	Educational Supervision	2	2			2						Fundamentals of Educational Management
	PMAPUM6027	Instructional Supervision	2	2				2					Educational Supervision

Course Code		Course	Credit	H	I	II	III	IV	V	VI	VII	VIII	Prerequisites
	PMAPUM6028	Clinical Supervision	2	2					2				Educational Supervision
	Entrepreneurship in Education												
	PMAPUM6029	Educational Entrepreneurship	2	2			2						Fundamentals of Educational Management
	PMAPUM6030	Educational Business Planning	2	2				2					Educational Entrepreneurship
	PMAPUM6031	Establishment and Development of Educational Businesses	2	2					2				Educational Entrepreneurship
Elective Courses and Transdisciplinary Courses (MPPD)	PMAPUM6032	School Accountability	2	2					2				The number of elective courses to be taken must at least 36 out of 50 Credit. From 36 credit of compulsory courses, students could take within or outside the study program.
	PMAPUM6033	Qualitative Data Analysis	2	2					2				
	PMAPUM6034	Educational Economics	2	2					2				
	PMAPUM6035	Educational Program Evaluation	2	2					2				
	PMAPUM6036	Creative Industry of Education	2	2					2				
	PMAPUM6037	Educational Entrepreneurship Innovation	2	2					2				
	PMAPUM6038	Learning Leadership	2	2					2				
	PMAPUM6039	School Supervision	2	2					2				
	PMAPUM6040	Application Computer of Educational Management	2	2					2				
	PMAPUM6041	School Based Management	2	2						2			
	PMAPUM6042	Classroom Management	2	2						2			
	PMAPUM6043	School Laboratory Management	2	2						2			

Course Code		Course	Cre dit	H	I	II	III	IV	V	VI	VII	VIII	Prerequisites
	PMAPUM6044	Special Service Management	2	2						2			
	PMAPUM6045	Excellent Service Management	2	2						2			
	PMAPUM6046	Early Childhood Education Management	2	2						2			
	PMAPUM6047	Education and Training Management	2	2						2			
	PMAPUM6048	Management of Primary Education	2	2						2			
	PMAPUM6049	Management of Secondary Education	2	2						2			
	PMAPUM6050	Higher Education Institution Management	2	2						*)			
	PMAPUM6051	School Library Management	2	2						*)			
	PMAPUM6052	School Administrative Staff Management	2	2						*)			
	PMAPUM6053	School Action Research	2	2						*)			
	PMAPUM6054	Development of Educational Management Systems	2	2						*)			
	PMAPUM6055	Statistics (elective)	2	2						*)			
	PMAPUM6056	Education Unit Supervision	2	2						*)			
			146	183	19	20	23	23	24	27	4	6	
Transdisciplinary Course	PMAPUM6032	Qualitative Data Analysis **)	2	2					2				The number of 36 credit of transdisciplinary course that could be taken by UM students with set mechanism.
	PMAPUM6034	Classroom Management **)	2	2					2				
	PMAPUM6037	Statistics **)	2	2					2				

Course Code		Course	Cre dit	H	I	II	III	IV	V	VI	VII	VIII	Prerequis ites
	PMAPUM6038	School Accountability **)	2	2					2				
	PMAPUM6039	Education Economics **)	2	2					2				
	PMAPUM6040	Educational Program Evaluation **)	2	2					2				
	PMAPUM6041	Creative Industry of Education **)	2	2					2				
	PMAPUM6042	Educational Entrepreneurship Innovation **)	2	2					2				
	PMAPUM6044	School Supervision **)	2	2					2				
	PMAPUM6045	School Based Management **)	2	2						2			
	PMAPUM6046	School Laboratory Management **)	2	2						2			
	PMAPUM6047	Excellent Service Management **)	2	2						2			
	PMAPUM6048	Early Childhood Education Management **)	2	2						2			
	PMAPUM6050	Higher Education Institution Management **)	2	2						2			
	PMAPUM6051	School Library Management **)	2	2						2			
	PMAPUM6052	Management of Primary Education **)	2	2						2			
	PMAPUM6053	Management of Secondary Education **)	2	2						2			
	PMAPUM6055	School Action Research **)	2	2						2			
			36	36									

Description:

*) The number of elective courses to be taken must at least 36 out of 50 credits. Of the 36 credits of compulsory courses, students could take it inside or outside the study program. Elective course could be programmed after taking 85 credits (for courses other than Bachelor's Thesis, Student Community Engagement, Internship, and Thesis Proposal Seminar)