Syllabus
Strategic Leadership

Lecturer   : Prof. Ir. Sudjarwadi, M.Eng., Ph.D
               Dr. Ratminto, M.Pol.ADMIN.
E-mail   :
Phone   :

Course Description

The Strategic Leadership course (SPSPT 7221) is a comprehensive program designed for postgraduate students in the Higher Education Management Study Program at Gadjah Mada University. This 3-credit course aims to develop students' competencies in strategic leadership within the context of higher education management.

Throughout the semester, students will engage in a dynamic learning process that emphasizes the mastery of Knowledge, Skills, and Attitudes (KSA) essential for effective leadership. The course is structured around six Course Learning Outcomes (CLOs) that focus on ethical practices, management system concepts, problem-solving through systems analysis, interdisciplinary research, effective communication, and collaboration at various levels.

The course is delivered through a combination of theoretical instruction and practical applications, including individual and group assignments, midterm and final exams, and virtual discussions. Students will conduct research, synthesize information, and participate in co-creation discussions to enhance their understanding of strategic leadership principles.

By the end of the course, students will be equipped to demonstrate professional ethics, apply management concepts, and contribute to the development of competitive higher education institutions. This course not only prepares students for leadership roles but also fosters critical thinking, teamwork, and effective communication skills necessary for success in the global higher education landscape.

Module objectives/intended learning outcomes

Students will be able to demonstrate attitudes and behaviors that reflect the values and norms embedded in religion, society, and professional ethics as practitioners, researchers, and consultants in higher education management. This outcome emphasizes the importance of ethical decision-making and integrity in leadership roles.
Students will master and implement management system concepts in leadership, planning, regulation, research, and consultancy within the field of higher education management. This outcome focuses on understanding and applying theoretical frameworks to real-world scenarios.
Students will apply and develop management system principles to solve problems professionally through a systems analysis approach in the planning and management of higher education institutions. This outcome encourages critical thinking and analytical

skills to address complex challenges.
Students will apply and develop knowledge and technology in the field of higher education management to create competitive institutions through interdisciplinary research and dissemination of results. This outcome highlights the integration of innovative practices and research in enhancing institutional effectiveness.
Students will communicate logically, critically, systematically, and creatively in the field of higher education management through various forums and media to the academic community and the general public, using both national and international languages. This outcome underscores the importance of communication skills in leadership and advocacy.
Students will adapt, collaborate, innovate, and contribute to maintaining and developing networks at local, national, and international levels. This outcome focuses on the ability to work effectively with diverse stakeholders and foster collaborative relationships.

Assignment and Grading

Your final grade in this course will be based on the following assignments, which represent a total of 100%:

1. Individual Assignment (15%)
2. Small Group Assignment (20%)
3. Midterm Exam (20%)
4. Large Group Assignment (20%)
5. Final Exam / Final Paper and IT-based Interview (25%)

The grading criteria for each component are designed to ensure that students are evaluated on their individual contributions, collaborative efforts, and overall understanding of strategic leadership principles. This multifaceted approach to assessment not only measures academic performance but also encourages the development of essential skills such as critical thinking, teamwork, and effective communication.

By participating in these assignments and assessments, students will gain valuable experience in applying strategic leadership concepts in real-world contexts, preparing them for future roles in higher education management.

Core Textbooks:

- A primary textbook on strategic leadership or higher education management that covers key theories, concepts, and practices.

Supplementary Readings:

- Academic articles, case studies, and research papers that provide insights into current trends, challenges, and best practices in strategic leadership within higher education.

Reference Materials:

- Additional resources such as books on management theories, leadership styles, and organizational behavior that students can consult for deeper exploration of specific topics related to strategic leadership.

Guidelines and Handouts:

- Course-specific guidelines, handouts, and lecture notes provided by the instructors to assist students in understanding course expectations and assessment criteria.

Tentative Schedule

Session 1	Introduction to Strategic Leadership	Overview of course objectives, learning outcomes, and assessment methods.
Session 2	Theoretical Foundations of Leadership	Explore key leadership theories and their relevance to higher education.
Session 3	Ethical Leadership in Higher Education	Discuss the importance of ethics and values in leadership roles.
Session 4	Management Systems in Higher Education	Introduction to management system concepts and their application in education.
Session 5	Research Methods in Higher Education Management	Overview of research methodologies relevant to higher education management.
Session 6	Group Dynamics and Teamwork	Explore the dynamics of effective teamwork and collaboration in leadership.
Session 7	Midterm Exam Preparation	Review session for midterm exam; discuss key concepts and expectations.
Session 8	**Midterm Exam**	Assessment of knowledge and understanding of the first half of the course.
Session 9	Problem-Solving through Systems Analysis	Apply systems analysis to real-world problems in higher education management.
Session 10	Interdisciplinary Approaches in Higher Education	Discuss the role of interdisciplinary research in enhancing educational practices.
Session 11	Communication Skills for Leaders	Develop effective communication strategies for diverse audiences.
Session 12	Networking and Collaboration	Explore strategies for building and maintaining professional networks.

Session 13	Group Presentations and Discussions	Students present findings from group assignments; peer feedback and discussion.
Session 14	**Final Exam / Final Paper Submission**	Comprehensive assessment;

Master of Higher Education Management
Universitas Gadjah Mada

Research Methods & Internships

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DESCRIPTION

Research Methods & Internship is an applied course that discusses the process and application of research in the area of higher education. The goal to be achieved through this course is that students are able to identify and analyze problems in the management of higher education to then formulate alternative solutions. The topics discussed in this course include research formulation and planning, sensitive research, ethnography, surveys, questionnaire development, interviews, action research, case studies, observation, role play, data analysis and interpretation. For the discussion of the material in question, the pedagogic method used will rely a lot on a combination of classical lectures and class discussions.

REFERENCE

Cohen, L, Manion, L., Morrison, K., *Research Methods in Education* 8th Edition Routledge, New York, 2018.

Some of the topics in this course will refer to the results of empirical studies and literature reviews published in scientific and popular journals, including *the Academy of Management Journal, Journal of Higher Education Policy and Management*

LEARNING PROCESS

To achieve learning goals, students are expected to have prepared themselves with material according to scheduled Sesions and topics. The class is carried out in a combination pattern, meaning that the teaching material is delivered in a classical lecture format and followed by a discussion of research related to scheduled topics. Each student is required to prepare a set assignment and is always ready to discuss

it in class in a scheduled Sesion. Students are encouraged to be able to present arguments based on the existing theoretical framework and/or practical experience they have.

In addition, to support the smooth process of teaching and learning activities, electronic devices, such as *smart phones*, are not allowed to be activated during the lecture process in the classroom, except for special reasons and with prior notice. Students are allowed to use *computer notebooks* in the classroom as long as they support the achievement of learning objectives.

PENILAIAN

Mid Exam	30%
Final Exam	30%
Class Participation	15%
Research Project	25%

Note: class participation includes a variety of student contributions in realizing learning goals in the classroom, including fulfillment of the number of attendance and face-to-face in class, activeness in participating in the discussion process, and participation in assignments given in class.

SCHEDULE

Session 1.   Introduction: an overview of research in higher education. Personal research reflection for individual research. Chapter 1

Session 2   Research Planning: Literature Review and Research Question Development
Chapters 9-10

Session 3   Ethics in Social and Educational Research
Chapter 7-8

Session 4   Sampling Techniques
Chapter 12

Session 5   Validity and Reliability in Educational Research
Chapter 14

Session 6   Internet Surveys
Chapter 18

Session 7   Use of Statistical Test Tools
       TBA

Additional Test

Session 8 Case Studies
      Chapter 19

Session 9 Observation
      Chapter 26

Session 10 Ethnography and Qualitative Analysis
      Chapter 15

Session 11 Experiments and Action Research
      Chapter 20 dan 22

Session 12 Proposal Presentation

Session 13 Proposal Presentation

Session 14 Presentation and Review of Topics

Final Exam

Universitas Gadjah Mada
Yogyakarta
Graduate School
Semester Ganjil 2024/2025

Course : Organizational Development (OD)
Credit. : 2 credits
Dosen. : Sito Meianto, F. D.
Mobile : 0811282315

Course Description

This course introduces students to the discipline of organizational development. This course provides a review and how OD specialists design and implement interventions to create interpersonal, group, intergroup or organizational change. As is known, the external environment is always changing, these factors such as globalization, increasing diversity, sustainability, generational change, and rearranging economic power, organizations face new challenges and potentials. This course explores how change and development can be effectively planned, managed, and leadership in complex organizations at different levels, contexts and times. Continuous change for the organization and the success outcomes, organizational change is not something that is easy Successful change efforts depend in part on creating an organizational culture that reflects the capacity for continuous learning and creative change. The success of change also depends on how leaders and managers leverage human and social capital within the organization, whether it is working with individuals, groups, and organizations at large.

Learning Objectives

1. Define the foundation of terminology relevant to the discipline of OD.
2. Explain the theories and models that form the basis of the discipline as well as the process of diagnosing OD.
3. Describe the Steps in a planned change program
4. Distinguish the various structures, behaviors and cooperative interventions used in the transformation effort.
5. Analyze the role and style of OD consultants.
6. Selecting the right diagnostic tools and methodologies to collect organizational data to design major remediation efforts.

Main Text:

1. Cummings, G. C, & Worley, C. G, (2015). *Organizational Development & Change.* 10th ed. USA: CENGAGE Learning.

Supporting Text

2. Brown, D, R, (2014). *Experiential Approach to Organization Development.* 8nd ed. England: Person.

3. Smither, R., Houston, J. & McIntire, S. (2016). *Organization Development.* 2nd ed. London: Routledge

Schedule

Hari/Tgl	Modul	Main Reading Books (Cumming dan Worley)	Task
12 Agt	Introduction	Chapter 1	
19 Agt	The Nature of Planned Change and the OD Practitioner	Chapter 2 dan Chapter 3	Menyusul
26 Agt	Entering & Contrasting; Diagnosing.	Chapter 4 dan Chapter 5	
2 Sept	Collecting, Analyzing, and Feeding Back Diagnostic Information	Chapter 6	
9 Sept	Designing Intervention; Evaluating & Institutionalizing	Chapter 7 dan Chapter 9	
20 Sept (kuliah pengganti)	Managing Change	Chapter 8	
23 Spt	Interpersonal & Group Approaches; organizational Process Approach	Chapter 10 dan Chapter 11	
14 Okt	Restructuring Organizations	Chapter 12	
21 Okt	Employee Involvement; Work Design	Chapter 13 dan Chapter 14	
28 Okt	Performance Management	Chapter 15	
4 Nop	Talent Management; Workforce Diversity & Wellness	Chapter 16 dan Chapter 17	
11 Nop	Transformational Change	Chapter 118	
18 Nop	Continuous Change	Chapter 19	
25 Nop	Transorganizational Change	Chapter 20	

Assessment Criteria and Weight
1. Participation   10%

2.	Quiz	20%
3.	Assignment (simple case, paper)	20%
4.	Mid Exam	25%
5.	Final Exam	25%

SYLLABUS
ORGANIZATIONAL BEHAVIOR

Course	: Organizational Behavior
3 credits	
Lecture	: Ely Susanto, MBA, Ph. D
	Dr. Supia Yuliana, S.Si., MM
Email	: susanto76@gmail.com
	supia.yuliana@ugm.ac.id
Consultation	: *by appointment*
Books used	
(*required reading*)	: Robbins, S. P. & Judge, T. A. (2011). *Organizational Behavior* (14th ed.). Upper Saddle River, N.J.: Pearson/ Prentice Hall.

Course Description

Understanding the behavior of individuals in an organization is something that is important to do. This is because first, what is done by individuals in the organization with all their potentials, values and other attributes has an impact on the organization, both positive and negative impacts. Second, every human being in an organization has potential and this potential can have a positive impact if individuals and organizations are collaboratively able to explore and use this potential appropriately. Third, basically humans want to be treated and understood as human beings. This kind of treatment will encourage individuals in the organization to optimize their potential for the advancement of their organization. Fourth, individuals in the organization do not work alone but cooperate with other individuals in achieving organizational goals. Working with others in an organization raises different problems than when individuals work alone, all of which will have an impact on achieving organizational goals.

However, understanding individual behavior in an organization is not an easy matter, let alone creating a universal approach. Every individual in an organization has a variety of motivations, values, abilities, skills and characteristics so that one approach may be suitable for one person and not suitable for another, suitable for this time is not suitable for another time and so on. Therefore, it is important to discuss theories and approaches to organizational behavior so that the potential that exists in individuals can be optimized for the advancement of the organization.

Learning Objectives

This course is designed with the aim of providing students with an understanding of the basic concepts of organizational behavior and their applications. In addition, this course is designed to help students reflect on their inner attributes, which can then be used to explore their potential. Finally, this course is directed to help students understand and improve *problem solving skills* so that students are able to reduce the deficit of theoretical logic with empirical logic.

After taking this course, students are expected to be able to:
1. Understand the basic concepts of organizational behavior and at the same time apply them in the work environment;
2. Understand how *individual differences* (abilities, values, attitudes, *personality*, emotions, and motivations) affect individual behavior in organizations;
3. Understand how dynamics within groups (leadership, team, *power*, politics, and conflict) affect individual behavior in organizations;
4. Understand and explain how organizations (culture, structure, change and stress management) influence individual behavior in organizations; and
5. Understand the use of theories and concepts to improve the performance of individuals, teams, and organizations.

Learning Methods

Various approaches are used in this class so that learning objectives can be achieved. Specifically, this course is designed with the *Self-directed* Synchronous Learning and Face-to-Face (Synchronous Learning) approaches, with the following description:
1. *Self-directed* Asynchronous Learning
   This method is carried out by students before the meeting. Students study relevant materials and do assignments according to the materials scheduled in the syllabus. The presenter group prepares a presentation in the form of a video to be shared with lecturers and other groups a maximum of two days before the face-to-face meeting is held.
2. Synchronous Learning
   This method is used for discussion and explaining the material at each meeting that is carried out offline. Students are expected to be actively involved in this discussion. Students can ask questions on the sidelines of the explanation of the material by the lecturer without having to wait for the explanation of the material to be completed. In order for the discussion to go well, students are expected to prepare themselves by reading material from compulsory books or from other readings.

Grading

1. Class participation

   Every student is required to be actively involved in discussions at each meeting. Activeness in the discussion will contribute 15% of the final score. The liveliness of the discussion is not only assessed from the activeness of speaking but also the quality of the arguments presented. For this reason, equipping yourself with readings from books, articles, and mass media before entering class is highly expected. In addition to being active in class, every student is required to attend or have permission if they are unable to attend.

2. Midterm exams and final exams

   To evaluate the absorption of students to the material that has been delivered, in the middle and end of the semester there will be mid-semester and final exams. The midterm exam will cover material from the beginning to the middle of the semester, while the final semester exam will cover the material after the midterm exam until it is completed.

3. Group Assignments and Presentations

   The group assignments and presentations are aimed at introducing students to group dynamics as well as to improve *problem solving skills* by discussing contemporary issues related to the topics that have been discussed. Each group chooses one or more topics (depending on the number of class groups), identifies problems, and applies theories and concepts that have been discussed in class to solve the problems. Group assignments and presentations contribute 25% of the total final grade. To maintain a sense of fairness, each group is asked to provide an assessment of the contribution of each group member. For members who only ride (*free rider*), the value of their group assignment will be reduced based on the assessment of contributions in the group.

Lecture Schedule and Topics

Week	Topics	Chapter and Task
1	Introduction and Organizational Behavior (14 Agustus 2023)	Group division and tasks
2	Attitude and Job Satisfaction (21 Agustus 2023)	Group presentations and papers (Presenters collect papers and presentation videos) Video presentations are shared a maximum of two days before the meeting. The group that does not present still collects papers and response questions, the maximum limit of collection is 1 day before the meeting-- 1 member 1 question).
3	Emotions and Mood (28 Agustus 2023)	Group presentations and papers (Presenters collect papers and presentation videos) Video presentations are shared a maximum of two days before the meeting. The group that does not present still collects papers and response questions, the maximum limit of collection is 1 day before the meeting-- 1 member 1 question).
4	Personality and Values (4 September 2023)	Group presentations and papers (Presenters collect papers and presentation videos) Video presentations are shared a maximum of two days before the meeting. The group that does not present still collects papers and response questions, the maximum limit of collection is 1 day before the meeting-- 1 member 1 question).
5	Perception and Decision Making (11 September 2023)	Group presentations and papers (Presenters collect papers and presentation videos) Presentation videos are shared a maximum of two days before

		meeting.

		The group that does not present still collects papers and response questions, the maximum limit of collection is 1 day before the meeting-- 1 member 1 question).
6	Motivation (18 September 2023)	Group presentations and papers (Presenters collect papers and presentation videos) Presentation videos are shared a maximum of two days before the meeting. The group that does not present still collects papers and response questions, the maximum limit of collection is 1 day before the meeting-- 1 member 1 question).
7	Basic Concepts of Group and Workgroup Behavior (25 September 2023)	Group presentations and papers (Presenters collect papers and presentation videos) Presentation videos are shared a maximum of two days before the meeting. The group that does not present still collects papers and response questions, the maximum limit of collection is 1 day before the meeting-- 1 member 1 question).
	Ujian Tengah Semester	(2-13 Oktober 2023)

8	Komunikasi (16 Oktober 2023)	Presentasi dan makalah kelompok (Presenter mengumpulkan makalah dan video presentasi) Video presentasi dibagikan maksimal dua hari sebelum pertemuan. Kelompok yang tidak presentasi mengumpulkan makalah dan pertanyaan tanggapan maksimal 1 hari sebelum pertemuan-- 1 anggota 1 pertanyaan).
9	Kepemimpinan (23 Oktober 2023)	Presentasi Artikel Dan Ringkasan Artikel Gofee, R., & Jones, G., 2000. Why Should Anyone Be Led By You? Harvard
		Business Review, September-October: 63-70. (HBR- WML:153-175) (seluruh kelompok mengumpulkan ringkasan artikel dan pertanyaan tanggapan--1 anggota 1 pertanyaan); presenter mengumpulkan video presentasi).
10	Kekuasaan dan Politik (30 Oktober 2023)	Presentasi dan makalah kelompok (Presenter mengumpulkan makalah dan video presentasi) Video presentasi dibagikan maksimal dua hari sebelum pertemuan. Kelompok yang tidak presentasi mengumpulkan makalah dan pertanyaan tanggapan maksimal 1 hari sebelum pertemuan-- 1 anggota 1 pertanyaan).
11	Konflik dan Negosiasi (6 November 2023)	Presentasi dan makalah kelompok (Presenter mengumpulkan makalah dan video presentasi) Video presentasi dibagikan maksimal dua hari sebelum pertemuan. Kelompok yang tidak presentasi mengumpulkan makalah dan pertanyaan tanggapan maksimal 1 hari sebelum pertemuan-- 1 anggota 1 pertanyaan).

12	Struktur (13 November 2023)	Presentasi dan makalah kelompok (Presenter mengumpulkan makalah dan video presentasi) Video presentasi dibagikan maksimal dua hari sebelum pertemuan. Kelompok yang tidak presentasi mengumpulkan makalah dan pertanyaan tanggapan maksimal 1 hari sebelum pertemuan-- 1 anggota 1 pertanyaan).
13	Organizational Culture (20 November 2023)	Do a simple research and raise as a case study about the organizational culture from the following question question: What is the basis of the organizational culture formed in the organization? How was the culture born and developed? What are the challenges? (the whole group collects case study papers and response questions--1 member 1 question); presenter collects presentation videos).

14	Changes and Stress Management (27 November 2023)	Tin Case Study Presentation (the whole group collects article summaries and response questions--1 member 1 question); presenter collects presentation videos).
Ujian Akhir Semester	4-15 Desember 2023	

Partisipation	**: 15%**
Weekly assignments and Presentations	**: 25%**
Mid Term Exam	**: 30%**
Final Exam	**: 30%**

Lecture Rules

In order for lectures to run effectively and achieve the goals as described above, there are several rules that apply to students:

1. Students are required to participate in all lecture activities and collect the assigned tasks on time. Delays in collecting assignments will have an impact on reducing the value of the assignments.
2. Referring to faculty regulations, every student is required to attend every lecture activity. If the attendance rate is less than 75% for no reason that can be accounted for, the student is not allowed to take the final exam. Verification of the reason for absence will be carried out, for which students are expected not to make fictitious excuses.
3. The collected tasks must be original works, not the result of **plagiarism**.

SILABUS
DIGITAL INFORMATION TECHNOLOGY MANAGEMENT

Universitas Gadjah Mada

Subject:	MANAGING INFORMATION TECHNOLOGY
Code:	- /3 SKS
Prerequisite:	-
Status:	Compulsory
Lecturer:	Sumiyana Sumiyana
Office:	-
Phone:	082226725519; WA Group: STI 23/24(2)
Email:	sumiyana@ugm.ac.id
Consultation time:	by appointment

Course Description:

This course discusses the main themes (1) information technology. (2) the application of information technology. (3) the acquisition of information systems, and (4) management information systems. The purpose of the outline of these main themes is none other than to provide various directions for information technology (IT) management issues and practices for master's level students. The main discussion in this course focuses on one side referred to as management information, which includes accounting and financial information, production information, human resource information, and others. Meanwhile, on the other side is the management of the information system. Furthermore, problems related to organizational dependence on information technology as a strategic tool for survival and growth. Understanding information systems is an increasingly important and strategic key to business and technology coercion in its continuation to improve accountability management and roles in organizations.

All discussions of concepts that are added to existing forms of practice are intended as information technology management. Students need to understand all concepts related to STI for the hope of future involvement in business processes that are none other than information technology. In addition, in accordance with the growth or development of business entities in Indonesia that are and will change to businesses with IT systems for the benefit of national and global competition.

Course Objectives:

The purpose of this course is to form students' expertise and ability to understand the entire concept of information technology management. The understanding of the concept is aimed at attaching competence in students who are able to react, gesture, create, illustrate, and have real skills. More focused, this information technology management is expected to create students to understand:

1. The fundamental concept of business information systems and their ability to strategize in business competition and global business.
2. ongoing business challenges over the ever-evolving existence of IT that can be used for corporate strategy. However, for these developments, ethical values are needed.
3. Information technology components which include software, hardware, networking, and resource management technology.
4. strategies for the development and implementation of IT systems and their formation process in strategic planning, and
5. The implementation of an internet technology system is used to unify database management along with accounting information systems that ultimately lead to business decision-making.

Book Reference:

- ❑ Brown, Carol V., et al. *Managing Information Technology, 7Ed.* Singapore: Pearson Education Inc., Upper Saddle River, 2009 [BUKU WAJIB].
- ❑ Hartono, Yogiyanto, HM. *Sistem Teknologi Informasi*, 1st, Yogyakarta: Andi Offset, 2005 [BUKU PENDUKUNG]

Materials & Schedule:

Date.:	Session	Discussion Materials	PR
.../.../21	1	Introduction: Inaugural Lecture	-
		Syllabus: Explanation	-
		Ch 1: Managing IT in an E-World	-
		Ch 2: Computer Hardware	-
		Ch 3: Computer Software	-
		Sumiyana S., Hadi, Caraka & Saputra MA., *A New Contemporary Profession as Game Boosters: The Behavioural Emergence of Intellectual Opportunism*, **Human Behavior and Emerging Technologies**,	CAR
		Sumiyana S., & Sriwidharmanely S., *Mitigating the harmful effects of technostress: inducing chaos theory in an experimental setting*, **Behaviour & Information Technology**,	~~CAR~~
		Chaterjee, Debabroto, Richardson, Vernon J., & Zmud, Robert W. *Examining The Shareholder Wealth Effects of Announcements of Newly Created CIO Positions.* **MIS Quarterly** Vol. 25 No. 1, pp. 43-70, March 2001.	~~CAR~~
		Dehning Bruce, Vernon J. Richardson & Zmud, Robert W. *The Value Relevance of Announcements of Transformational Information Technology Investments*, **MIS Quarterly** Vol. 27 No. 4, pp. 637-656/December 2003.	
.../.../21	2	Ch 4: Telecomunication and Networks	CCR
		Ch 5: The Data Resources	CCR
		Goh, Jie Mein, Guodong Gao, and Ritu Agarwal. *The Creation of Social Value: Can An Online Health Community Reduce Rural-Urban Health Disparities?* **MIS Quartely** Vol.: 40 (1), pp. 247-263, March 2016.	CAR
		Magal, Simha R. *A Model for Evaluating Information Systems Success*, **Journal of Management Information Systems** Vol. 8 (1), Summer 1991.	~~CAR~~
		Magal, Simha R., Carr, Houston H., & Watson Hugh J. *Critical Success Factor for Information Center Managers*, **MIS Quarterly** Vol. 20 (4), September 1988.	~~CAR~~
.../.../21	3	Ch 6: Enterprise Systems	CCR
		Mithas, Sunil, and Roland T. Trust. *How Information Technology Strategy and Investment Influence Firm Performance: Conjecture and Empirical Evidence*, **MIS Quartely** Vol.: 40 (1), pp. 223-246, March 2016.	CAR
		Adipat, Boonlit, & Dongsong Zhang LZ. *The Effects of Tree View Based Presentation Adaptation on Mobile Web Browsing*, **MIS Quarterly** Vol. 35 (1), March 1988.	~~CAR~~
.../.../21	4	Ch 7: Managerial Support Systems	CCR
		Saunders, Adam, and Erik Brynjolfsson. *Valuing Information Technology Related Intangible Assets.* **MIS Quarterly** Vol.: 40 (1), pp. 83-110, March 2016.	CAR
		Tatcher, JB., & Perrewe Pamela, L. *An Empirical Examination of Individual Traits as Antecedents to Computer Anxiety and Computer Self-Efficacy*, **MIS Quarterly** Vol. 26 (4), Desember 2002.	~~CAR~~
.../.../21	5	Ch 8: E-Business Systems	CCR
		Kim, Seng Hyun, Tridas Mukhopadhyay, and Robert E. Kraut. *When Does Repository KMS Use Lift Performance? The Role of Alternative Knowledge Soyrces and Task Environments.* **MIS Quartely** Vol.: 40 (1), pp. 133-156, March 2016.	CAR
		Beaudry, Anne & Pinsoneault A. *Organizational Knowledge Management: A Contingency Perspective*, **Journal of Management Information Systems**, Vol. 18 (1), Summer 2001	~~CAR~~
.../.../21	6	Ch 9: Basic Information Systems Concepts	CCR
		Wachyudy, Deddy & Sumiyana Sumiyana, *Could affectivity compete better than efficacy in describing and explaining individuals' coping behavior: An empirical investigation*, Journal of High Technology	CAR

		Management Research, Vol. 29, pp. 57-70, 2018.	
		Suryani, Dwi Woro, and Sumiyana. *Task-Technology Fit and Person-Job Fit: A Beauty Concept to Improve The Success of Information Systems.* Journal of Indonesian Economy and Business, Vol.: 29 (2), May 2014.	CAR
		Bathacarjee, A. *Understanding Information Systems Continuance: An Expectation Confirmation Models,* **MIS Quarterly** Vol. 25 (3), September 2001	~~CAR~~
.../.../21	7	Ch 10: Methodologies for Custom Software Development	CCR
		Tan, Chee-Wee, Izak Benbasat, and Ronald T. Canfetelli. *An Exploratory Study of the Formation and Impact of Electronic Service Failures. **MIS Quartely** Vol.: 40 (1), pp. 1-29, March 2016.*	CAR
		Biros, David P., George, Joey F., & Zmud RB. *Inducing Sensitivity to Deception in order to Improve Decision Making Performance: A Field Study,* **MIS Quarterly**, Vol. 26 (2), June 2002	~~CAR~~
		Review Soal Ujian Mid	
.../.../21		Mid Term Exam	
.../.../21	8	Ch 11: Methodologies for Purchased Software Packages	CCR
		Maholtra, Naresh K., Sung S. Kim, and James Agarwal, *Internet User' Information Privacy Concern (IUIPC): The Construct, The Scale and The Causal,* **Information System Research**, Vol.: 15 (4), Dec., 2004, pp. 336-355.	CAR
		Sumiyana, *Model Komitmen Multidimensional atas Pilihan Adopsi Sistem dan Perilaku Pemraktikan (Studi Empiris di Jogyakarta),* **Jurnal Riset Akuntansi Indonesia**, Vol.: 10 (1), Januari 2007.	CAR
.../.../21	9	Ch 12: IT Project Management	CCR
		Kirsch, Laurie J. *The Management of Complex Task in Organization: Controlling The Systems Development Process,* **Organization Science**, Vol. 7 (1), January-February 1996.	CAR
.../.../21	10	Ch 13: Supporting Computer Users	CCR
		Chin Wayne W., Gopal, Abhijit, & Salisbury, WD. *Advancing The Theory of Adaptive Structuration: The Development of Scale to Measure Faithfulness of Appropriation,* **Information Systems Research**, Vol. 8 (4), December 1997.	CAR
.../.../21	11	Ch 14: Planning Information Systems Resources	CCR
		Mudambi, Susan M., & David Schuff. *What Makes a Helpful Online Review? A Study of Customer Reviews on Amazon.com,* **MIS Quarterly**, Vol. 34 (1), March 2010	CAR
.../.../21	12	Ch 15: Leading The Information Systems Function	CCR
		Hu, PJ., Chau, CYK., & Sheng OLR. *Examining The Technology Acceptance Model Using Physician Acceptance of Telemedicine Technology,* **Journal of Management Information Systems**, Vol. 16 (2), Fall 1999.	CAR
.../.../21	13	Ch 16: Information Security	CCR
		Stewart Kathy A., and Albert H. Segers. *An Empirical Examination of the Concern for Information Privacy Instrument,* **Information Systems Research**, Vol.: 13 (1), pp. 36-49.	CAR
		Sumiyana, *Analisis Komparasi antara Model Concern for Information Privacy dan Model Internet Users' Information Privacy Concern: Konsekuensi untuk Penyelarasan Managemen Database (Studi Empiris di Jogyakarta),* **Jurnal Riset Akuntansi Indonesia**, Vol.: 10 (2), Mei 2007.	CAR
.../.../21	14	Ch. 17: Legal, Ethical and Social Issues	CCR
		Jubran, Said and Sumiyana (2015). *The Technology Readiness or Social Presence, Which One Could Explain the Technology Acceptance Better? An Investigation on Virtual Communities.* **Journal of Indonesian Economy and Business**, Vol. 30 (2), pp. 120-138.	CAR
		Lawrence, M. & Low, Graham. *Exploring Individual User Satisfaction within User Led-Development,* **MIS Quarterly** Vol. 16 (-), June 1993.	~~CAR~~
		Poston Robin S., and Cheri Speier, *Effective Use of Knowledge Management Systems: A Process Model of Content Rating and Credibility*	

		*Indicators, **MIS Quarterly** Vol. 29 (2), June 2005, pp. 221-244.* Review Soal Ujian Final	~~CAR~~
.../.../21		Ujian Akhir Semester	-

CCR: **Critical chapter review**, (A): **Critical article review**

Credit:

Score	Scor Range:	Additional explanations:
A+	96-100	Doing homework assignments on time, never late according to the
A	91-95	syllabus
A-	86-90	Have a delay in one task
A/B	81-85	
B+	76-80	Have a delay of two to three tasks
B	71-75	
B-	66-70	
B/C	61-65	
C+	56-60	Have a delay of four to six tasks
C	51-55	
C-	46-50	
D	41-45	Not submitting more than three tasks
F	00-40	

Penjelasan Nilai:
1. Attendance (min.): 90%; Mid Exam: 20%; Final Exam 20%; Assignments and homework: 30%; and Participation: 30%

Tata Cara Perkuliahan:
1. Students are required to study on their own according to the schedule and materials, and are always ready to be tested.
2. Face-to-face meetings in class are not in the form of tutorials, but more match what students have read with their lecturers.
3. Based on the two items above, if students do not have questions asked in front of the class, it means that students have understood and fully understood the subject matter in accordance with the material and schedule.
4. Student participation, which is in the form of students being asked questions from lecturers face-to-face, is assessed by lecturers by considering the quality of answers with a score of 0.1/4. 1/2, 3/4, and 1.
   - ❑ Assigment answers must be handwritten

Etika dan Aturan Pelaksanaan Perkuliahan:
1. When lectures are ongoing, students are prohibited from using computers and any electronic tools and forms. The reason is that this lecture emphasizes the reasoning process.
2. In the implementation of lectures, students who do not bring lecture discussion materials are welcome not to follow.
   - ❑ In attending lectures, students should dress neatly, politely, and politely.

CCR dan CAR

CCR (**Critical chapter review**) Contains chapter motivation and chapter discussion structure (picture), maximum 1 page

CAR (**Critical** article **review**) Loading attached, maximum 3 pages

Updated: 09 Agustus, 2024

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For CAR (Critical Review Articles):

TI TLE:
AUTHOR:
JOURNAL:

1. Research problem or question
2. Why is the problem/question important?
3. Author's approach to solving the problem
4. Assumptions about the real world
5. Relevant theories
6. Hypotheses
7. Dependent and independent variables
    (In)Dependent variable:
    Mediating (Intervening or Moderating) variable:
8. Sample
9. Statistical tests
10. Results
11. Conclusions
12. Improvement/Extensions

Syllabus
Higher Education Management Policy
Saturday 13.30 – 15.10

Lecturer   : Prof. Dr. Ir. Sahid Susanto, M.S.
               Ir. Djoko Luknanto, M.Sc., Ph.D.
E-mail   :
Phone   :

Course Description

The Higher Education Management Policy course contains subjects about: Basics of higher education planning and management, Good University Governance, Academic ethics, Higher Education Constitution and legislation, Higher Education Constitution and legislation, Self-evaluation, Strategic planning, Performance indicators and management changes (management changes). With mastering all of the subjects above, graduates are able to manage higher education institutions, especially in the field of strategic management policy.

Module objectives/intended learning outcomes

Able to elaborate and apply the basic principles of higher education planning and management for the benefit of operations Higher Education Institution
Able to elaborate and apply the principles of good university governance for *the* benefit of operations of Higher Education Institutions
Able to elaborate and apply the principles of academic ethics in carrying out their professional duties
Able to elaborateand apply the Constitution and legislation of Higher Education for the benefit of the operation of the Higher Education Institution
Able to elaborateand apply the principles of Higher Education Autonomy
Able to elaborate the Vision, Mission and Goals of Higher Education Institutions with self-evaluation of the institution, through analysis of strengths, weaknesses, opportunities and threats to Higher Education Institutions
Able to formulate the Vision, Mission and Goals of Higher Education Institutions into strategic planning (*strategic planning*) of institutional performance Higher Education based on the results of the analysis of strengths, weaknesses, opportunities and threats to Higher Education Institutions.
Able to formulate or set performance indicators that must be achieved by Higher Education Institutions in accordance with their Vision, Mission and Goals.
Mastering the ability to manage *changes* in Higher Education in facing and adapting to change environmental conditions in all fields.

Assignment and Grading

Your final grade in this course will be based on the following assignments, which represent a total of 100%:
1. Individual Project Report   20%
2. Mid Term Exam   35%
3. Final Exam   35%

4. Quiz.   10%

Required Texts:
1. Curtin University of Technology, 1999. Strategic Plan 1999-2004. (Unpublished).
2. MaManis, Gerald L. and L. James Harvey, 1978. Planning, Management, and Evaluation System in Higher Education. Ireland Education Corp., Littleton, Colo.
3. Massy, W. F. and Taylor, B. E., 1996. Strategic Indicators for Higher Education. Peterson's, Pricenton, New Yersey, USA.
4. Schofield, Douglas Franklin., 1972. the Planning Process in Institutions of Higher Education. Cambridge, Mass.
5. Shils, E., 1993. The Academic Ethics (trans.), Penerbit Yayasan Obor Indonesia, Jakarta.
6. Urbana-Champaign., 1995. Looking to the Twenty-First Century: Higher Education in Transition. Office of Publications, University of Illinois at Urbana Campaign.
7. University of Murdoch, 1997. Strategic and Quality Improvement Plan for 1997 to 2002. (Unpublished).
8. Website: www.manajemenpendidikantinggi.net
9. Journal of higher education management

Tentative Schedule:

Session 1	Basics of higher education planning and management
Session 2	Tata pamong universitas (Good University Governance)
Session 3	Academic ethics
Session 4	Academic ethics
Session 5	the Constitution and legislation of Higher Education
Session 6	the Constitution and legislation of Higher Education
Session 7	Higher Education Autonomy
Session 8	Mid Term Exam
Session 9	Self-evaluation
Session 10	Self-evaluation
Session 11	Strategic planning
Session 12	Performance indicators
Session 13	Management changes
Session 14	Group Presentation
Session 15	Final Exam

Syllabus
Higher Education Human Resource Management

Lecturer : Dr. Sumaryono, M.Si.
E-mail :
Phone :

Course Description

This advanced-level course explores human capital in the organizational context, which can be understood by explaining themes related to employees and organizations within a cross-cultural framework. Understanding this course involves exploring theories that contribute to the potential of diversity in cultural contexts within human capital management. Understanding these theories will lead to insight into improving and enhancing overall organizational performance. It provides an understanding of the theoretical foundations and principles of human resource management in higher education, the strategic functions of HR in managing education at higher education institutions, the challenges of HR in higher education, the competitive advantages of HR in higher education, and improving and enhancing the performance of higher education institutions through theories of organizational culture.

Module objectives/intended learning outcomes

Students can explain the principles of Human Resource Management (HRM) in higher education institutions
Students can identify HRM issues in higher education institutions.
Students can analyze the dynamics of issues and the root causes of HRM problems in higher education institutions.
Students can develop solution-oriented steps to address HRM problems in higher education institutions
Students can evaluate, critique, and formulate intervention strategies for Human Resource Development in higher education institutions.

Assignment and Grading

Your final grade in this course will be based on the following assignments, which represent a total of 100%:

1. Quiz   5%
2. Individual Assignment   10%
3. Group Assignment   15%
4. Midterm Exam   25%
5. Final Exam   30%

Required reading:

1. Grote, D (2002). The Performance Appraisal: Question and Answer Book. New York: Amacom
2. Grote, D (1996). The Complete Guide to Performance Appraisal. New York: Amacom.

3. Supported reading:
4. Baird, L. S., Beatty, R. W., & Schneier, C. E (1982). The Performance Appraisal sourcebook. Amshert: Human Resource Development Press.
5. Falcone, P., & Sachs, P (2007). Productive Performance Appraisal (2nd ed). New York:Amacom.

Tentative Schedule:

Session 1	Introduction to HRM in higher education.
Session 2	Recruitment and Selection (Attracting).
Session 3	Management Performance (Optimizing).
Session 4	Development Capabilities (Training).
Session 5	Career Development (Developing).
Session 6	Coaching, Mentoring, Counseling (Talent Management).
Session 7	Reward Management (PfP).
Session 8	Industrial Relations (Employee Relations).
Session 9	Employee Well-Being (QWL).
Session 10	Future Human Capital (Intrapreneurship).

Syllabus
Higher Education Administration Management

Lecturer   : Prof. Dr. Ir. Budi Prasetyo Widyobroto, DESS, DEA, IPU, ASEAN. Eng.
     Prof. Dr. Ir. Zuprizal, DEA, IPU, ASEAN. Eng.
     Prof. Dr. Ir. Suryo Purwono, IPU, ASEAN. Eng.
E-mail   :
Phone   :

Course Description

The Higher Education Academic Administration Management course contains subjects about: Theory and development of higher education administrative management, Regulations and legislation related to higher education management, Types and functions of higher education management, Databases and information use of higher education administrative information systems, Performance indicators of higher education management and Higher education administration management management in the higher education system   Centralistic, Transitional, Autonomous.

Module objectives/intended learning outcomes

Understand and be able to explain the Higher Education administrative management policy.
Understand and be able to explain administrative laws and their implementation so as not to violate applicable rules.
Understand and be able to explain the importance of the university database
Understand and be able to explain the features of the academic administration system of Higher Education.
Understand and be able to explain academic administration at Satker Higher Education.
Understand and be able to explain academic administration at BLU Higher Education.
Understand and be able to explain academic administration at a Legal Entity University.

Assignment and Grading

Your final grade in this course will be based on the following assignments, which represent a total of 100%:
1. Quiz   20%
2. Individual Tas   25%
3. Group Assignments   20%
4. Final Semester Exam   35%

Required Texts:
1. of State Universities, and the Establishment, Change, and Revocation of Private University Licenses.
2. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education.
3. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Universities
4. **National Accreditation Board for Higher Education** http://ban-pt.kemdiknas.go.id

5. Evaluation of Study Programs Based on Self-Evaluation (**EPSBED**) http://evaluasi.dikti.go.id/
6. **Ranking Web of World Universities** http://www.webometrics.info/ http://www.iso.org/iso/publicizing_your_certification.htm
7. Guidelines for the Preparation of Higher Education Curriculum in the Industrial Era 4.0, **2019**, Directorate General. Learning and Student Affairs, Ministry of Research, Technology and Higher Education.
8. Independent Learning: Independent Campus, January 24**, 2020,** Ministry of Education and Culture.

Tentative Schedule:

Session 1	Theoretical basis and development of higher education administration management.
Session 2	Rules and regulations of higher education administration management.
Session 3	Data base and the use of higher education information.
Session 4	The importance of the data base and the use of university information.
Session 5	The design of the academic administration system of higher education using information technology.
Session 6	Changes management of higher education academic administration based on the status of Higher Education (Satker, BLU and PTN Legal Entities) and their changes.

ECONOMICS OF HIGHER
EDUCATION

Structure   : Dr. Evi Noor Afifah

Email/HP   : evinoor.afifah@ugm.ac.id, evinoor.afifah@gmail.com , 081908722999

Office   : Faculty of Business Economics 2nd Floor

Consultation Hours : *by appointment*

Classes   : Tuesday, 10:00 a.m.–12:30 p.m.

Course Description

This course is an application of economic theory and *decision making science* in the process of making managerial decisions in a business/company, and the market with the obstacles faced. The behavior of individuals, companies, markets, and governments in the framework of managerial decision-making is the main study in this course.

Purpose

After taking this course, students are expected to:

1. Have basic knowledge of managerial economics which is the basis for business decision-making.
2. Able to make business decisions based on managerial economic concepts and theories.

Reference

1. Toutkoushian, Robert K. and Paulsen, Michael B. (2016). Economics of Higher Education. Springer (TP)
2. Baye, M.R. (2017). *Managerial Economics and Business Strategy.* 9th edition. McGraw-Hill.
3. Mankiw, N.G. (2012). *Principle of Economics.* 6th edition. Thomson South Western.
4. Samuelson, P.A., and Nordhaus, W.D. (2010). *Economics*. 19th edition. McGraw-Hill

Lecture Material:

Pertemuan	Hari	Topik
I	Tuesday	Silabus dan BM Ch.1, TP Ch. 3 The Fundamental of Managerial Economics
II	Tuesday	BM Ch.2, TP Ch.5 Market Forces: Demand and Supply

III	Tuesday	BM Ch.3 Quantitative Demand Analysis
IV	Tuesday	BM Ch.4, TP Ch. 4 The Theory of Individual Behavior
V	Tuesday	BM Ch.5, TP 7 The Production Process and Cost
VI	Tuesday	BM Ch.6 & 7, TP. Ch. 9 Organization of the Firm The Nature of Industry
VII	Tuesday	BM Ch.8 & 9, TP Ch. 8 Markets Structure
UTS		
VIII	Tuesday	TP Ch. 6 The Role of Government in Higher Education
IX	Tuesday	BM Ch.11 Pricing Strategy for Firms with Market Power
X	Tuesday	Presentation
XI	Senin	Presentation
XII	Tuesday	Presentation
XIII	Tuesday	Presentation
XIV	Tuesday	Presentation
UAS		

Gradings

Quiz – 30%	Group Assignments –30%	Mid Term Exam – 20%	Final Exam - 30%

Grading Range

Score	Credit	Range
A	4	90 – 100
A-	3,75	85 – 89,9
A/B	3,50	80 – 84,9
B+	3,25	75 – 79,9
B	3	70 – 74,9
B-	2,75	60 – 69,9
C	2	50 – 59,9
D	1	30 – 49,9
E	0	0 – 29,9

Licensing

All forms of licensing for various reasons, as well as related matters such as quizzes or follow-up exams, follow the academic regulations of the UGM Graduate School.

Academic Integrity

UGM upholds the values of honesty and academic integrity. The punishment for students who violate academic values and integrity (such as: cheating during UAS, *plagiarism* of other group articles, and the like) is to get an F (*fail*).

Syllabus
Campus Physical Facility Management

Lecturer : Ir. Suprapto Siswo Sukarto, Ph.D
Dr. Ing. Ir. Djoko Sulistyo
E-mail :
Phone :

Course Description

The material provided includes the definition of campus physical facilities, typology of campus physical facility management patterns (laboratory facilities, infrastructure, academic support facilities). Concepts of physical facility management, planning, operation and maintenance management (organization, planning, implementation procedures, and supervision, management values and paradigms, campus physical facility management strategies, information technology support and case studies).

Module objectives/intended learning outcomes

Understanding the physical facilities of the campus comprehensively, the typology of management patterns and their support for academic activities
Understand the concepts of planning, operational, and maintenance of campus physical facilities
Develop implementation procedures (SOPs), supervision and strategies in the use of campus physical facility management
Developing new thinking about the management of physical campus facilities in give support for academic activities
Applying the concept of management to a case of campus physical facility services

Assignment and Grading

Your final grade in this course will be based on the following assignments, which represent a total of 100%:

1. Individual Project Report   20%
2. Mid Term Exam   35%
3. Final Exam   35%
4. Quiz.   10%

Required Texts:

1. David, G Cotts., et al. 2010. The Facility Management Handbook, 3rd ed. New York. AMACOM.
2. Robert Davis, An Introduction to Asset Management. The Institute of Asset Management.
3. IAM. 2015. Asset Management – an anatomy. The Institute of Asset Management. Steve Zuieback And Tim Dalmau, Diagnosis: Theory To Practice. QAA, 2014, Education for Sustainable Development. IARU, 2014, Green Guide for Universities..

4. Teicholz, E. 2004. Facility Design and Management Hand Book. The McGraw-Hill Company. Federal Emergency Management Agency (FEMA), 1999. Developing Effective of Standard operating Procedures, US Fire Administration. Uddin W., Hudson R., and Haas R., 2013, Public Infrastructure Asset Management, Second Edition, McGraw-Hill Education..
5. Grigg, N. 1988, Infrastructure Engineering and Management, John Wiley & Sons.
6. Government Regulation No. 19 of 2005, National Education Standards BSNP National Education Standards Agency, 2011, Draft Standards for Higher Education Facilities and Infrastructure for Postgraduate and Professional Programs.
7. Cipta Karya, 2006, Technical Guidelines for Earthquake-Resistant Buildings.
8. Ministry of Health of the Republic of Indonesia, 2017, Application of Information Systems and Laboratory Management
9. World Health Organization, 2011, Laboratory Quality Management System. Ebikapade Amasuomo and Jim Baird, 2016, The Concept of Waste and Waste Management, Journal of Management and Sustainability; Vol. 6, No. 4; 2016, ISSN 1925-4725 E-ISSN 1925- 4733. Published by Canadian Center of Science and Education

Tentative Schedule:

Session 1	Definition of infrastructure
Session 2	Types of physical infrastructure
Session 3	Physical Facility Management
Session 4	Campus Physical Facilities
Session 5	Laboratory Management and Waste Management
Session 6	Library Management, Management of mechanical and electrical facilities
Session 7	Building assessment
Session 8	Mid Exam Semester
Session 9	Roles and challenges of facility managers
Session 10	Transformation of facility management
Session 11	Facility management and sustainability organisation and leadership
Session 12	Emergency and security preparedness management
Session 13	Operation and maintenance management
Session 14	Standard Operating Procedure of preparation case study
Session 15	Standard Operating Procedure of preparation case study (continued)
Session 16	End of Semester Exam

Syllabus
Assessment And Evaluation in Higher Education

Lecturer : dr. Titi Savitri, M.Med.Ed.,Ph.D
 Prof. Yayi Surya Prabandari, Dra, M.Si., Ph.D
E-mail :
Phone :

Course Description

Fill in about the course status in the curriculum, the purpose of studying this course, its connection to other fields of knowledge, an overview of the study materials, the benefits students will gain, and its strategic value for achieving graduate profiles. The Course on Measurement, Assessment, and Evaluation in Higher Education is an elective course in the Academic Management of Higher Education (MAPT) field, aimed at enabling students to understand the concepts and methods of measurement, assessment, and evaluation for both students and educators (faculty). In this course, students will also have the opportunity to understand the procedures for implementing measurement, assessment, and evaluation for students and educators. In the Measurement, Assessment, and Evaluation in Higher Education course, students will have the chance to analyze and discuss various topics and issues related to student assessment and evaluation, including measurement, both from experiences at UGM and other universities, in Indonesia and abroad. Additionally, students will have the opportunity to examine methods of assessment, measurement, and evaluation for faculty.

Module objectives/intended learning outcomes

Able to explain the basic concepts of measurement, assessment, and evaluation of students (LO 2)
Able to explain methods of measurement, assessment, and evaluation of students
Able to develop governance for implementing measurement, assessment, and evaluation of students
Able to develop procedures for implementing measurement, assessment, and evaluation of students
Able to explain methods of assessment and evaluation for educators
Able to develop governance for implementing assessment and evaluation for educators
Able to develop procedures for implementing assessment and evaluation for educators

Assignment and Grading

Your final grade in this course will be based on the following assignments, which represent a total of 100%:

1. Individual Assignment 20%
2. Mid Term Exam 20%
3. Final Exam 35%
4. Quiz. 10%

5. Group Assignment   20%

Required Texts:
1. Kizlik, B. (2012). Measurement, assessment, and evaluation in education. Retrieved October, 10, 2015.
2. Minister of Education and Culture Regulation No. 3/2020.
3. Government Regulation (PP) No. 4/2014.
4. Minister of Education and Culture Regulation No. 6/2020 on the Admission of New Undergraduate Students at Public Universities.
5. Ambiyar, A. (2011). Pengukuran dan Tes dalam Pendidikan.
6. Van Der Vleuten, C. P., Schuwirth, L. W. T., Driessen, E. W., Govaerts, M. J. B., & Heeneman, S. (2015). Twelve tips for programmatic assessment. Medical teacher, 37(7), 641-646.
7. Kirkpatrick, D. L., & Kirkpatrick, J. D. (2007). Implementing the four levels: A practical guide for effective evaluation of training programs. Berrett-Koehler Publishers.
8. Articles about curriculum evaluation using CIPP (Context Input Process and Product).

Tentative Schedule:

Session 1	The concept of measurement, assessment, and evaluation
Session 2	Concept and method of measuring education
Session 3	Compile the governance of the implementation of measurement, assessment and evaluation of students
Session 4	Develop quality assurance mechanisms for measurement and assessment
Session 5	Explain the concept of assessment programs in higher education
Session 6	Explain the concept of educational evaluation
Session 7	Explain about curriculum evaluation and compile educational evaluation procedures
Session 8	Midterm Exam Semester
Session 9	Human Resource Management, goals of performance management and Methods and ways of measuring and assessing performance
Session 10	Lecturer performance at PT (Tri Dharma PT) and Lecturer performance management
Session 11	Synergy of educators and educational personnel in the management of human resources in universities
Session 12	Methods and ways of measuring lecturer performance
Session 13	LCA (Lecturer Credit Point Assessment)
Session 14	Information systems needed in the management of lecturer performance
Session 15	End of Semester Exam