

1.4 MODULE HANDBOOK OF DOCTORAL DEGREE IN GEOGRAPHY EDUCATION

The Formal Curriculum Document Of The Doctoral Degree In Geography Education Program

1.4.1 Page of Academic Senate Approval

THE CURRICULUM OF THE DOCTORAL DEGREE IN GEOGRAPHY EDUCATION PROGRAM OF 2020

Upon the curricular formulation process by the developer team and the review by the expert team of the Educational and Instructional Institute (LP3) of UM, we hereby state that the Curriculum of the Doctoral Degree in Geography Education Program of 2020 is officially established and applicable starting from the academic year 2020/2021.

Malang, January 30, 2020

Dean of the Faculty of Social Sciences



Prof. Dr. Sumarmi, M.Pd.

NIP. 196207171987012001

Foreword

Praise is due to God Almighty for it is thanks to His blessings all the work of the curriculum development of the Doctoral Degree in Geography Education Study Program of the Faculty of Social Sciences of Universitas Negeri Malang could be completed. We would like to thank:

1. The Rector of UM and all the leaders with the rectorate who have given their support and directions over the course of the development process.
2. The Dean of the Faculty of Social Sciences of UM and all the leaders with the deanery who have provided facilities over the course of the development process.
3. The Head of LP3 and its all elements as well as assisting experts in the curriculum updating who have given directions and suggestions over the course of the curriculum development process through to its conclusion.
4. The curriculum development team and all the lecturers in the Doctoral Degree in Geography Education Study Program as a whole who have given suggestions and assistance in conducting formative evaluations of the team work results.

Many thanks are also due to all the parties we are unable to mention one by one who have helped complete the curriculum development process. Evaluations and suggestions from various stakeholders are warmly welcome for the sake of refining this life-based curriculum. Thank you for your attention.

Malang, January 30, 2020
Coordinator
of the Doctoral Degree in
Geography Education Study
Program



Syamsul Bachri, S.Si., M.Sc., PhD.

1.4.2 Name and Specification of the Study Program

Higher Education Institution	Universitas Negeri Malang
Study Program Executor	Doctoral Degree in Geography Education Study Program, Faculty of Social Sciences
Address and Phone Number	Jl. Semarang 5 Malang. Phone. 0341 551312
Education Level	Doctoral Degree
Accreditation and Decree on Accreditation Number	Accreditation A based on the Decree of The National Accreditation Agency for Higher Education Number No. 2976/SK/BAN-PT/Akred/D/VIII/2019
Accreditation Effective Period	3 August 2019 until 13 August 2024
Graduate Degree	Dr. (Doctor)
Study Term	6 Semesters
Credit Load	Credits

1.4.3 Reasoning and Curriculum Updating

Alteration to the curriculum of the Doctoral Degree in Geography Education Study Program follows the policy on the alteration to the curricula of UM and higher education institutions in Indonesia, which is underlain by recent paradigm demand in the educational sphere all over the world. The curriculum development of the Doctoral Degree in Geography Education Study Program of UM considers the following applicable legislations.

- a. Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586);
- b. Law of the Republic of Indonesia Number 12 of 2012 on Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
- c. Presidential Regulation of the Republic of Indonesia Number 8 of 2012 on the Indonesian National Qualifications Framework (KKNI);
- d. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 on the Indonesian National Qualifications Framework Application in the Field of Higher Education;
- e. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2014 on Graduation Certificates, Certificates of Competency, and Professional Certificates of Higher Education;
- f. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 32 of 2016 on Study Program and Higher Education Institution Accreditation;
- g. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 62 of 2016 on the Higher Education Quality Assurance System;
- h. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 13 of 2015 on the Strategic Plans of the Ministry of Research, Technology, and Higher Education of 2015–2019;
- i. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 55 of 2017 on Teacher Standard Education;

- j. Regulation of the Minister of Education and Culture Number 3 of 2020 on Higher Education National Standards;
- k. Regulation of the Rector of Universitas Negeri Malang Number 16 of 2016 on the Education Standards of Universitas Negeri Malang;
- l. Regulation of the Rector of Universitas Negeri Malang Number 12 of 2018 on the Education Guide of Universitas Negeri Malang of the Academic Year 2018–2019;
- m. Regulation of the Rector of Universitas Negeri Malang Number 15 of 2019 on the Business Strategic Plans of Universitas Negeri Malang of 2020–2024;
- n. Decree of the Rector of Universitas Negeri Malang Number 8.1.147/UN32/DT/2018 on the Guide to Curriculum Development of Universitas Negeri Malang of 2018;
- o. The Directorate General of Instruction and Student Affairs of the Ministry of Research, Technology, and Higher Education, the Directorate General of Instruction and Student Affairs, Guidebook on Higher Education Curriculum Development of 2016;
- p. The Directorate General of Instruction and Student Affairs of the Ministry of Research, Technology, and Higher Education, the Directorate General of Instruction and Student Affairs, Guidebook on Higher Education Curriculum Development the 3rd Edition of 2018.

Based on the evaluation of the curricula currently and previously applied, this curriculum of the Doctoral Degree in Geography Education Study Program emphasizes the effort to produce graduates with qualifications meeting KKNi provisions and with competencies that are appropriate with the graduate learning outcomes that have been set. Alteration to the previous curriculum is driven by current changes and development that permeate all life sectors, especially the world of employment, at high rapidity, urging the study program to prepare its graduates with adequate abilities to adapt to and keep up with such changes and development. Where the previous curriculum attempted to meet graduates' needs to adapt by reinforcing their subject matter competences, allowing them to become reliable professionals in their fields, the present curriculum attempts to do so not only by meeting their competence needs, but also by meeting their capability needs according to their own life preferences.

In general, the following is the rationale for the alteration of the 2020 curriculum of the Doctoral Degree in Geography Education Study Program of UM:

- a. The alteration to the curriculum currently and previously applied in the Doctoral Degree in Geography Education Study Program is made in reference to 15 legislations and UM's 2020 curriculum guide.
- b. The alteration to the curriculum in 2020 is based on UM's 3 curricular approaches in 2018, namely capability-based, life-based, and transdisciplinary approaches.
- c. The instructional paradigm shift from conventional to information and communications technology based instruction that is relevant with current development requires updating of the curriculum.
- d. Geography instructions undergo a rapid change due to the presence of information technology development. Therefore, instructional products must be appropriate with such information technology development.
- e. Based on the results of the tracer study with the stakeholders, graduates should be prepared with capabilities according to their own life preferences, which are manifested in a number of courses, following the changes in the field of Geography instruction toward innovative, contextual products.

1.4.4 Study Program Scientific Vision

To have the capabilities necessary to develop geography education based on research in accordance with current development, with an emphasis on new theory discoveries and innovations in geography instruction, to produce graduates who have adaptability and international-level competitiveness in 2030.

1.4.5 Study Program Scientific Missions

- a. To organize geography education and instruction in an innovative manner to produce graduates who are able to generate new theories and discoveries in order to solve problems in geography education.
- b. To conduct research activities in the field of geography education according to science and technology development in order to create innovative work with the involvement of lecturers and students, thereby producing high-quality scientific work.
- c. To conduct community services in the field of geography education and instruction in an innovative manner with an orientation toward society empowerment.

1.4.6 Study Program Objectives

- a. To produce doctors in geography education who are able to generate new theories and/or discoveries in order to solve geography education problems in society.
- b. To produce doctors who are able to manage and develop creative, innovative, and excellent research in the field of geography education both at the national and international levels.
- c. To produce doctors who are able to develop community services work in the field of geography education to realize independent, creative, innovative, prosperous society.

1.4.7 Graduate Profile

Doctors in geography education who are able to adapt to current development and who are able to discover creative, innovative, excellent work according to the geography education study foundations, thereby able to solve problems through their innovative work both at the national and international levels.

1.4.8 Formulated Intended Learning Outcomes

The SCPL formulated by the Doctoral Degree in Geography Education Study Program are the minimum abilities expected to be possessed by students after completing a series of learning experiences (knowledge, attitude, and skill internalization) which form a whole personal capability to support the achievement of the graduate profile. The SCPL formulation refers to: 1) the graduate learning outcomes described in KKNi; 2) parallelism with the qualification levels in KKNi; and 3) the following and anticipation of science and technology development, local wisdom, and suggestions from stakeholders. The following are the formulated four SCPL:

- a. Be able to analyze education and instruction problems and issues and to find problem-solving ideas by using philosophical thinking foundation, education and instruction theories, and national and international education policies in a critical, creative, innovative, transdisciplinary, scientifically accountable manner.
- b. Be able to understand geography as science to find innovative methods, products, and scientific work, thereby able to contribute to geography education and instruction problem-solving and improve the quality of education to adapt to current development.
- c. Be able to analyze geosphere phenomena and their impacts on human life based on integrated geographic approaches and to concretely contribute to education problem-solving.
- d. Be able to generate scientific work as a scientific and instructional source in the field of geography education both at the national and international levels.

1.4.9 Table of SCPL Justification against CPL Elements

This study program SCPL formulation includes elements of attitudes, general skills, special skills, and knowledge. Attitudes and general skills are based on UM's Education Standards, whereas special skills and knowledge on the results of discussion at the Indonesian Geographers Association's forums. The following are the break-down of the Attitudes and Values element and the General Skills element for the Doctoral programs at UM.

The attitudes and values that every graduate of UM's academic, vocational, and professional education programs must have are as follows.

- S1. Be pious and able to demonstrate religious attitudes.
- S2. Uphold humanist values in performing tasks based on religion, morality, and ethics.

- S3. Contribute to the improvement of the quality of community, nation, and state life and to the advancement of the civilization based on Pancasila.
- S4. Play a role as citizens who have pride in and love for the motherland, nationalism, and a sense of responsibility toward the state and nation.
- S5. Appreciate diversity in culture, perspective, religion, and faith, as well as the opinions or original findings of others.
- S6. Cooperate and have a social sensitivity to and awareness of society and the environment.
- S7. Legally compliance and be disciplined in society and state life.
- S8. Internalize academic values, norms, and ethics.
- S9. Demonstrate a responsible attitude in the work in their own fields of expertise independently.
- S10. Internalize the spirit of independence, struggle, and entrepreneurship.
- S11. Be independent, life-long learners.
- S12. Be responsive and adaptive to changes and development in science and technology.

The general skills that graduates of UM's Doctoral degree programs must have are as follows:

- KU1. be able to discover or develop new scientific theories/concepts/ideas and contribute to the development and application of science and/or technology taking into consideration and applying humanist values in their own fields of expertise and producing scientific research work based on scientific methods and a logical, critical, systematic, creative thinking;
- KU2. be able to conduct interdisciplinary, multidisciplinary, or transdisciplinary research, including theoretical studies and/or experiments in the fields of science, technology, art, and innovation, in the form of dissertation, and be able to publish 2 pieces of writing in indexed national and international scientific journals;
- KU3. be able to select research which is successful, up-to-date, advanced, and beneficial for humanity through interdisciplinary, multidisciplinary, and transdisciplinary approaches in order to develop and/or generate problem-solving in the field of science, technology, art, or society life based on study findings on internal and external resources availability;
- KU4. be able to develop research maps using interdisciplinary, multidisciplinary, or transdisciplinary approaches based on studies on main targets of research and its constellation in a wider context;
- KU5. be able to formulate scientific, technological, or artistic arguments and solutions based on a critical perspective on the facts, concepts, principles, or theories which are scientifically accountable and on academic ethics, and be able to communicate them through mass media or directly to society;
- KU6. be able to exhibit academic leadership in the management, development, and nurturing of the resources and organizations under their responsibility;
- KU7. be able to manage, including store, audit, safeguard, and retrieve, the research result data and information under their responsibility;
- KU8. be able to develop and maintain collegial relationships in their own environments or through cooperative networks with research communities outside their institutions.
- KU9. be able to utilize information technologies for learning and working.

Table 1.4.1 The following is the table of SCPL justification against CPL elements in detail:

SCPL CONSTRUCT	ATTITUDE ELEMENT	GENERAL SKILLS ELEMENT	SPECIAL SKILLS ELEMENT	KNOWLEDGE ELEMENT
analyze education and instruction problems and issues and to find problem-solving ideas by using philosophical thinking foundation, education and instruction theories, and national and international education policies in a critical, creative, innovative, transdisciplinary, scientifically accountable manner	<ul style="list-style-type: none"> • S8. Internalize academic values, norms, and ethics. • S2. Uphold humanist values in performing tasks based on religion, morality, and ethics. 	KU1. Be able to discover or develop new scientific theories/concepts/ideas and contribute to the development and application of science and/or technology taking into consideration and applying humanist values in their own fields of expertise and producing scientific research work based on scientific methods and a logical, critical, systematic, creative thinking.	Be able to identify the disciplines that serve as their research objects and position them within a research map.	Be able to draw on philosophical thinking foundations, education and instructional theories, and education policies.
Be able to understand geography as science to find innovative methods, products, and scientific work, thereby able to contribute to geography education and instruction problem-solving and improve the quality of education to adapt to current development	<ul style="list-style-type: none"> • S2. Uphold humanist values in performing tasks based on religion, morality, and ethics. • S9. Demonstrate a responsible attitude in the work in their own fields of expertise independently. • S12. Be responsive and adaptive to changes and development in science and technology. 	KU6. Be able to exhibit academic leadership in the management, development, and nurturing of the resources and organizations under their responsibility. KU7. Be able to manage, including store, audit, safeguard, and retrieve, the research result data and information under their responsibility.	Be able to identify geography and position it within a research map.	Be able to use Geographic studies to make innovative work.
Be able to analyze geosphere phenomena and their impacts on human life based on integrated geographic approaches and	S2. Uphold humanist values in performing tasks based on religion, morality, and ethics.	KU4. Be able to develop research maps using interdisciplinary, multidisciplinary, or transdisciplinary approaches based on studies on main targets of research and its	Be able to combine and process data both in the physical and social fields as well as Geography Education.	Be able to analyze geosphere phenomena based on geographic principles and approaches.

to concretely contribute to education problem-solving	S6. Cooperate and have a social sensitivity to and awareness of society and the environment.	constellation in a wider context.		
Be able to generate scientific work as a scientific and instructional source in the field of geography education both at the national and international levels	<ul style="list-style-type: none"> • S9. Demonstrate a responsible attitude in the work in their own fields of expertise independently. • S3. Contribute to the improvement of the quality of community, nation, and state life and to the advancement of the civilization based on Pancasila. • S12. Be responsive and adaptive to changes and development in science and technology. 	<p>KU2. Be able to conduct interdisciplinary, multidisciplinary, or transdisciplinary research, including theoretical studies and/or experiments in the fields of science, technology, art, and innovation, in the form of dissertation, and be able to publish 2 pieces of writing in indexed national and international scientific journals.</p> <p>KU5. Be able to formulate scientific, technological, or artistic arguments and solutions based on a critical perspective on the facts, concepts, principles, or theories which are scientifically accountable and on academic ethics, and be able to communicate them through mass media or directly to society.</p>	Be able to concoct scientific processes and approaches in Geography Education into forms of scientific work.	Have the ability to use Geography Education studies to generate scientific work.

1.4.10 Standard Learning Outcomes and Study Materials Matrix

Table 1.4.2 Standard Learning Outcomes and Study Materials Matrix Of Doctoral Degree In Geography Education

NO	SCPL	STUDY MATERIALS																			
		ESSENCE OF SCIENCE				SCIENCE AND SUPPORTING KNOWLEDGE				THE CHARACTER OF STUDY PROGRAM											
		Philosophy of Geography	Geographic Ontology	Geographic Epistemology	Geographic Axiology	Philosophy of Science	Learning Curriculum	The Scientific Approach to Geography	Educational Issues	Research-based Teaching Materials	Teaching Material Development	Problems in Learning Geography	Synthesis Theory	Research Framework and Research Methods	Research Methods	Writing Research Results	Education Policy Analysis	Geography Education	Characteristics of Geography Learning	Critical Thinking Skills	The Dynamics of Learning Geography
1	Analyze education and instruction problems and issues and to find problem-solving ideas by using philosophical thinking foundation, education and instruction theories, and national and international education policies in a <i>critical, creative, innovative</i>					UNIVUM8001	UNIVUM8001	UNIVUM8001													
2	Be able to understand geography as science to find innovative methods, products, and scientific work, thereby able to contribute to geography education and instruction <i>problem-solving and</i>	RJEGUM9006	RJEGUM9006	RJEGUM9006	RJEGUM9006																
3	Be able to analyze geosphere phenomena and their impacts on human life based on integrated geographic approaches and to <i>concretely contribute to</i>																RJEGUM9002	RJEGUM9002	RJEGUM9002		RJEGUM9002
4	Be able to generate scientific work as a scientific and instructional source in the field of geography education both at the									RJEGUM9008	RJEGUM9008	RJEGUM9008	RJEGUM90100	RJEGUM90099	RJEGUM90004	RJEGUM90003	RJEGUM90008				

1.4.11 SUBJECTS SERVING OF DOCTORAL DEGREE PROGRAM COURSES

Table 1.4.3 Subjects Serving Of Doctoral Degree Program Courses

NO	CODE	COURSE	CDTS/ HRS	SMT	STATUS
A BASIC COURSES ON SUBJECT MATTER 4 CREDITS					
1	UNIVUM9002	Educational Knowledge	2/2	1	W
2	UNIVUM9001	Philosophy of Science	2/2	1	W
		Total	4 cdts		
B COURSES ON SUBJECT MATTER AND EXPERTISE 14 CREDITS					
1	PGEUM9001	Research-Based Learning Resources Development	2/2	2	W
2	PGEUM9002	The Dynamics and Challenges of Geography Education	2/2	2	W
3	PGEUM9003	International Scientific Work Publication	2/2	1	W
4	PGEUM9004	Independent Study I	3/3	1	W
5	PGEUM9005	Independent Study II	3/3	2	W
6	PGEUM9006	Philosophy of Geography	2/2	2	W
		Total	14 cdts		
C DISSERTATION COURSES 24 CREDITS					
1	PGEUM9099	The Development of Dissertation Proposal	4/4	3	W
2	PGEUM9100	Dissertation	16/16	4-6	W
Dissertation Supporting Courses					
3	PGEUM9007	Research Design and Data Analysis*	2/2	3	W
4	PGEUM9008	Education Policy*	2/2	3	W
		Sub-Total	24 cdts		
		Total	42 cdts		

Note:

* = Courses students may take in another study program or another higher education institution

1.4.12 Curriculum Mapping

Table 1.4.4 Curriculum Mapping Of Doctoral Degree Program Courses

Curriculum map		Doctoral Study Program in Geography Education				
SCPL	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
ILO 1	Educational Knowledge	Research-Based Learning Resources Development	The Development of Dissertation Proposal	Dissertation	Dissertation	Dissertation
ILO 2	Philosophy of Science	Independent Study II	Education Policy *			
ILO 3	International Scientific Work Publication	The Dynamics and Challenges of Geography Education	Research Design and Data Analysis*			
ILO 4	Independent Study I	Philosophy of Geography				
Credit per semester	9	9	8		16	
TOTAL CREDIT	42					
additional information *	Allowed to be taken outside of the study program					

1.4.13 Module Description

Table 1.4.5 Module Description Of Doctoral Degree Program Courses

Module of Educational Knowledge					
Module code UNIVUM9002	Student workload 83.33 hours	Credits (ECTS) 3.33 ECTS	Semester 1. Sem.	Frequency	Duration 1 semester(s)
1	Types of courses Mandatory	Contact hours 23.33 hours	Independent study 60 hours	Class size 10 students	
2	Prerequisites for participation No required course				
3	Learning outcomes Be able to analyze geosphere phenomena and their impacts on human life based on integrated geographic approaches and to concretely contribute to education problem-solving				
4	Subject aims To analyze education objectives To analyze education systems and policies To analyze education problems using macro-insights To analyze education problems using micro-insights To analyze critical issues in education and school life as well as their solutions To design and make education improvement efforts				
5	Teaching methods Project work, case studies, group work, lectures, discussions (synchronous and asynchronous)				
6	Assessment methods Scores of assignments and activeness				
7	This module is used in the following degree programmes as well Only for Doctoral student level				
8	Responsibility for module : Prof. Dr. Sumarmi				
9	References Laura W. Perna . 2020. Higher Education: Handbook of Theory and Research Volume 35 Sari, Rima Meilita; Sumarmi; Astina, I Komang; Utomo, Dwiyono Hari; Ridhwan. 2019. Measuring Students Scientific Learning Perception and Critical Thinking Skill Using Paper-Based Testing: School and Gender Differences. IJET, Vol. 14 No. 19, hal. 132-149. Sumarmi. 2018. Model-model Pembelajaran Geografi. Malang: Aditya Media. Tilaar, H.A.R. 2000. Paradigma baru pendidikan nasional. Jakarta: Rineka Cipta Series Editor Graduate School of Education University of Pennsylvania Philadelphia, PA, USA				

Module of Philosophy of Science					
Module code UNIVUM9001	Student workload 83.33 hours	Credits (ECTS) 3.33	Semester 1. Sem.	Frequency	Duration 1 semester(s)
1	Types of courses Mandatory	Contact hours 23.33 hours	Independent study 60 hours	Class size 10 students	
2	Prerequisites for participation: N/A				
3	Learning outcomes Be able to analyze education and instruction problems and issues and to find problem-solving ideas by using philosophical thinking foundation, education and instruction theories, and national and international education policies in a critical, creative, innovative, transdisciplinary, scientifically accountable manner.				
4	Subject aims To understand the definition, scope, and importance of the philosophy of education for the advancement of human civilization To understand the objects of the philosophy of education (curricula, objectives, methods, evaluations of education) for the advancement of educational practices To analyze philosophical thoughts for the advancement of educational practices To design some ideas of problem-solving which are founded upon philosophical ethics for the improvement of education				
5	Teaching methods Project work, case studies, group work, lectures, discussions (synchronous and asynchronous)				
6	Assessment methods Scores of assignments and activeness				
7	This module is used in the following degree programmes as well Only for Doctoral student level				
8	Responsibility for module : Dr. Budi Handoyo				
9	References Cahn, S.M. 2012. Classic and Contemporary Readings in the Philosophy of Education. Second Edition. Oxford University Press. Inc Geography Education National Implementation Project (GENIP). 2012. Geography for Life: National Geography Standards, Second Edition. American Geographical Society, National Council for Geographic Education, and the National Geographic Society. Godfrey-Smith, 2013. P. Theory and Reality: An Introduction to the Philosophy of Science (Science and Its Conceptual Foundations series) 1st Edition. The University Hava Tahtalioglu and Onur Kulac. 2019. The Role of Education in Realizing Sustainable Development in Turkey. AGATHOS, Volume 10, Issue 1 (18): 201-229 Iphofen, R. 2020. Handbook of Research Ethics and Scientific Integrity. Springer International Publishing Phillips, D.C. and Siegel, Harvey. 2013. Philosophy of Education", The Stanford Encyclopedia of Philosophy (Winter 2013 Edition). Richard G. Boehma, Michael Solemb, and Joann Zadrozny, Jesse H. Jones Distinguished Chair in Geographic Education, Texas State University, San Marcos, TX, USA; Director of Research, Texas State University, San Marcos, TX; cSenior Research Assistant, Texas State University, San Marcos, TX Rosenberg, A. 2012. Philosophy of Science: A Contemporary Introduction (Routledge Contemporary Introductions to Philosophy). 3rd Edition. Taylor & Francis. Suriasumantri, S.J 2010. Ilmu dalam Perspektif. Jakarta: PT. Gramedia				

Module of the Dynamics and Challenges of Geography Education					
Module code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
PGEOUM9002	83.33 hours	3.33	1. Sem.		1 semester(s)
1	Types of courses Mandatory	Contact hours 23.33 hours	Independent study 60 hours	Class size 10 students	
2	Prerequisites for participation				
3	Learning outcomes Be able to analyze geosphere phenomena and their impacts on human life based on integrated geographic approaches and to concretely contribute to education problem-solving				
4	Subject aims To analyze challenges to Geography Education in the Globalization Era To analyze instructional paradigms in the 21 st century To analyze the characteristics of geographic instructions of today To analyze the conditions of geographic education and instructions in Indonesia To develop models, products, and solutions in response to geographic educational and instructional problems				
5	Teaching methods Project work, case studies, group work, lectures, discussions (synchronous and asynchronous)				
6	Assessment methods Scores of assignments and activeness				
7	This module is used in the following degree programmes as well Master and doctoral student				
8	Responsibility for module Prof. Dr. Sumarmi				
9	Other Information: There are no specific literature for this course. The references are based on relevant text books/national journals/international journals/theses/dissertations.				

Module of International Scientific Work Publication					
Module code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
PGEOUM9003	83.33 hours	3.33	1. Sem.		1 semester(s)
1	Types of courses Mandatory	Contact hours 23.33 hours	Independent study 60 hours	Class size 10 students	
2	Prerequisites for participation Student should have research data				
3	Learning outcomes Be able to generate scientific work as a scientific and instructional source in the field of geography education both at the national and international levels				
4	Subject aims 1. Be able to write scientific articles on international journals 2. Be able to publicize scientific articles on international journals				
5	Teaching methods project work, case studies, group work, lectures, discussions (synchronous and asynchronous)				
6	Assessment methods Scores of assignments and activeness				
7	This module is used in the following degree programmes as well Only for doctoral student				
8	Responsibility for module : Prof. Dr. Sugeng Utaya Syamsul bachri, PhD				
9	Other Information: There are no specific literature for this course. The references are based on International journal related to geography and geography education				

Module of Independent Study I					
Module code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
PGEOUM9004	123 hours	4.92	1. Sem.		1 semester(s)
1	Types of courses Mandatory	Contact hours 35 hours	Independent study 88 hours	Class size 10 students	
2	Prerequisites for participation: N/A				
3	Learning outcomes Be able to analyze education and instruction problems and issues and to find problem-solving ideas by using philosophical thinking foundation, education and instruction theories, and national and international education policies in a critical, creative, innovative, transdisciplinary, scientifically accountable manner				
4	Subject aims Study geographic and geographic instruction problems; Study and synthesize geographic and geographic instruction theories; Design theoretical framework and research flow; Write a dissertation proposal				
5	Teaching methods project work, case studies, group work, lectures, discussions (synchronous and asynchronous)				
6	Assessment methods Scores of assignments and activeness				

7	This module is used in the following degree programmes as well Only for doctoral student
8	Responsibility for module: I Komang Astina, PhD
9	<p>References</p> <p>Astina, I Komang, Wan Ibrahim WA, Budijanto.2015. Quality of Life of Older Persons in Indonesia: Sex Differences. <i>Mediterranean Journal of Social Sciences</i>, Vol 6 No.3 S2 May 2015. ISSN 2039-2117 (online),ISSN 2039-9340 (print). MCSER Publishing, Rome-Italy</p> <p>Astina, I Komang dan Wan Ibrahim WA. 2016. The Influence of Location on Quality of Life of Older Persons in Indonesia. <i>IISTE, Research on Humanities and Social Sciences ISSN (paper) 2224-5766 ISSN (online) 2225-0484,Vol 6, No.20, 2016</i></p> <p>Awang, S.A., dkk. (2000). <i>Etnoekologi Manusia di Hutan Rakyat</i>. Yogyakarta: Sinergi Press.</p> <p>Borg, Walter R., & Gall, Meredith D. 1983. <i>Educational Research: An Introduction</i>. London: Longman.</p> <p>Creswell, John W., & Clark, Vicki L. Plano. 2007. <i>Designing and Conducting Mixed Methods Research</i>. London: Sage Publications.</p> <p>Denzin, Norman K., & Lincoln, Yvona S. 1994. <i>Handbook of Qualitative Research</i>. London: Sage Publisher.</p> <p>Farganis, James (ed.). 2000. <i>Reading in Social Theory: The Classic Tradition to Post Modernism</i>. United Stated of America: The McGraw-Hill Companies, Inc</p> <p>Fetterman, David M. 1989. <i>Ethnography Step by Step</i>. London: Sage Publication</p> <p>George Ritzer dan Douglas J. Goodman. 2012. <i>Teori Soilsiologi dari Teori Klasik Sampai Sosial Postmodern</i>. Yogyakarta: Kreasi Wacana</p> <p>Giddens, Antony, et.al. 2008. <i>Social Theory Today</i>.Jakarta: Pustaka Pelajar</p> <p>Hay, Iain. 2000. <i>Qualitative Research Methods in Human Geography</i>. Oxford: Oxford University Press.</p> <p>Kodir, Abdul; Ardyanto Tanjung, I Komang Astina, M Afif Nurwan, Risdawati.2020. The Dinamics of Access on Tourism Development in Labuan Bajo, Indonesia. <i>GeoJournal of Tourism and Geosites, Year XIII Vol 29, No 2, 2020</i></p> <p>Meilita S, Rima, Sumarmi, I Komang Astina, Dwiyono. 2019. <i>Scientific Mind Map, Model Pembelajaran Geografi Untuk Meningkatkan Kemampuan Berpikir Kritis Abad 21</i>. Penerbit dan Percetakan UM</p> <p>Ritzer, George and Barry Smart. <i>Handbook Teori Sosial</i>. Jakarta: Nusa Media</p> <p>Suriasumantri, Jujun S. 1990. <i>Filsafat Ilmu: Sebuah Pengantar Populer</i>. Jakarta: Pustaka Sinar Harapan.</p> <p>Syarif, Herman, A.Fatchan, Sumarmi, I Komang Astina.2016. <i>Hutan dan Masyarakat Adat Ammatoa, Tinjauan Dalam Perspektif Pasang ri Kajang</i>. Aditya Media Malang</p>

Module of Independent Study II					
Module code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
PGEUUM9005	123 hours	4.92	1. Sem.		1 semester(s)
1	Types of courses Mandatory	Contact hours 35 hours	Independent study 88 hours	Class size 10 students	
2	Prerequisites for participation: N/A				
3	Learning outcomes Be able to analyze education and instruction problems and issues and to find problem-solving ideas by using philosophical thinking foundation, education and instruction				

	theories, and national and international education policies in a critical, creative, innovative, transdisciplinary, scientifically accountable manner
4	<p>Subject aims</p> <p>This course discusses research methods and the writing of a proposal which is relevant to the dissertation theme based on UM's 2017 Guide to Scientific Paper Writing (PPKI). During the classes, research principles, procedures, and types are to be discussed. Data collection and analysis techniques, which can be performed manually, are also to be discussed, and so are data validity and reliability. By the end of the independent study II classes, students are expected to have (1) cognitive competence, that is the ability to know, understand, and differentiate various research methods in education and pure-science field, (2) psychomotor competence, that is the ability to select and perform research stages according the final assignment topic or problem of their preference, and (3) affective competence, that is the ability to avoid objectionable manners of conducting research, for example plagiarism. Specifically speaking, the aims of this course are: students are able to evaluate problems in the field of geographic instructions; students are able to perform literature review and research methodology; and students are able to make a research proposal.</p>
5	<p>Teaching methods</p> <p>Project work, case studies, group work, lectures, discussions (synchronous and asynchronous)</p>
6	<p>Assessment methods</p> <p>Scores of assignments and activeness</p>
7	<p>This module is used in the following degree programmes as well</p> <p>Only for doctoral student</p>
8	<p>Responsibility for module :</p> <p>Dr. Singgih Susilo</p> <p>Dr. I Nyoman Ruja</p>
9	<p>References</p> <p>Bandur, Agustinus. 2017. <i>Penelitian Kualitatif: Studi Multi-Disiplin Keilmuan Dengan Nvivo 12 Plus</i>. Jakarta: Mitra Wacana Media</p> <p>Creswell, John W. 2010. <i>Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed</i>. Yogyakarta: Pustaka Pelajar</p> <p>Fatchan, Achmad. 2015. <i>Metode Penelitian Kualitatif, Pendekatan Etnografi dan Etnometodologi Untuk Penelitian-Penelitian Ilmu-Ilmu Sosial</i>. Yogyakarta: Ombak</p> <p>Haryanto, Sindung. 2012. <i>Spektrum Teori Sosial Dari Klasik Hingga Postmodern</i>. Malang: Ar Ruzz Media</p> <p>Moleong, Lexy, J. 2009. <i>Metodologi Penelitian Kualitatif</i>. Bandung: Rosda</p> <p>Morse, J. 1994. <i>Qualitative Health Research</i>. Newbury Park, California: Sage</p> <p>Potton, M.Q. 2002. <i>Qualitative Evaluation and Research Method</i>. Newbury Park, CA: Sage</p> <p>Ritzer, George. 2008. <i>Teori Sosial Postmodern</i>. Terjemahan: Muhammad Taufik. Yogyakarta: Juxtapose bekerja sama dengan Kreasi Wacana</p> <p>Ritzer, George dan Douglas J. Goodman. 2012. <i>Teori Sosiologi Modern</i>. Terjemahan: Alimandan. Yogyakarta: Kreasi Wacana</p> <p>Spradley, James P. 2007. <i>Metode Etnografi</i>. Yogyakarta: Tiara Wacana</p> <p>Wirawan, Ida Bagus. 2015. <i>Teori-Teori Sosial Dalam Tiga Paradigma (Fakta Sosial, Definisi Sosial, dan Perilaku Sosial)</i>. Jakarta: Kencana, Hal: 124</p>

Module of Philosophy of Geography					
Module code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
PGEUUM9006	83.33 hours	3.33	1. Sem.		1 semester(s)
1	Types of courses Mandatory	Contact hours 35 hours	Independent study 88 hours	Class size 10 students	
2	Prerequisites for participation: N/A				
3	Learning outcomes able to understand geography as science to find innovative methods, products, and scientific work, thereby able to contribute to geography education and instruction problem-solving and improve the quality of education to adapt to current development				
4	Subject aims Students understand the concepts of philosophy, the philosophy of science, and the philosophy of geography, geographic concepts, the ontology of geography, the epistemology of geography, the axiology of geography, the essence of geography, the structure of geography, the history of geographic development, schools of thought in geography, geographic paradigms (qualitative and quantitative), geographic approaches (spatial, environmental, and regional approaches), inductive and deductive approaches to geography, the dynamics of geographic development, the relationship between geography and social sciences, the relationship between geography and science and technology, information technology aspect in geography, the applications of geographic concepts in recent geographic phenomena studies, and geography's prospective contributions to life.				
5	Teaching methods Project work, case studies, group work, lectures, discussions				
6	Assessment methods Scores of assignments and activeness				
7	This module is used in the following degree programmes as well Only for doctoral student.				
8	Responsibility for module Prof Dr. Sugeng Utaya Syamsul Bachri, PhD				
9	References Holt-Jensen, A. 2009. <i>Geography, History and Concepts: A Student's Guide</i> . Los Angeles, London-New-Delhi-Washington-Singapore: SAGE Publications Ltd. Wolch, J. and Dear, M. 1989. <i>The Power of Geography, How Territory Shape Social Life</i> . London: Library of Congress Cataloging-in-Publication Data. Parker, B. And Parker, L. 1985. <i>Geography Today</i> . South Melbourne: The Macmillan Company of Australia PTY LTD. Sunaulan, R.L. 2017. <i>Berfikir Filsafat Menuju Filsafat Ilmu</i> . Jakarta: Daulat Press. Saebani, B.A. 2015. <i>Filsafat Ilmu dan Metode Penelitian</i> . Bandung: Pustaka Setia. Bacon, P. 1970. <i>Focus on Geography, Key Concepts and Teaching Strategies</i> . Washington D.C.: National Council For The Social Studies. Davis, K.G. 1992. <i>Don't Know Much About Geography</i> . New York-London-Toronto-Sydney: Harper Collins Publishers Inc.				

Module of Research Design and Data Analysis					
Module code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
PGEUUM9007	83.33 hours	73.33	1. Sem.		1 semester(s)
1	Types of courses Mandatory	Contact hours 23.33 hours	Independent study 60 hours	Class size 10 students	
2	Prerequisites for participation: N/A				
3	Learning outcomes Be able to understand geography as science to find innovative methods, products, and scientific work, thereby able to contribute to geography education and instruction problem-solving and improve the quality of education to adapt to current development				
4	Subject aims Students are able to study/analyze and apply to dissertation proposal writing and making the properties of scientific methods, basic concepts of research, types of research, research process, research problem finding, literature study, theories and concepts in research, variables and variable measurement, hypothesis/proposition, and sampling. Students are able to analyze quantitative research approaches, qualitative research approaches, research and development, research/dissertation proposal, and dissertation review.				
5	Teaching methods Project work, case studies, group work, lectures, discussions (synchronous and asynchronous)				
6	Assessment methods Scores of assignments and activeness				
7	This module is used in the following degree programmes as well Master and Doctoral student				
8	Responsibility for module Prof Budijanto				
9	References UM Press. 2019. Pedoman Penulisan Karya Ilmiah, Malang Cress Well. 2017. Quantitative and qualitative Research, Prentice Hall. London Tatang Ary Gumanti, Yunidar, Syahrudin. 2016. Metode Penelitian Pendidikan, Makasar, Jember Palu. Mitra wacana, Media				

Module of Education Policies					
Module code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
PGEUUM9008	83.33 hours	3.33	1. Sem.		1 semester(s)
1	Types of courses Mandatory	Contact hours 35 hours	Independent study 60 hours	Class size 10 students	
2	Prerequisites for participation Student should have place for internship				
3	Learning outcomes Be able to understand geography as science to find innovative methods, products, and scientific work, thereby able to contribute to geography education and instruction problem-solving and improve the quality of education to adapt to current development				
4	Subject aims Students are able to study education policies at the elementary school, junior high school, and senior high school levels. Students are able to analyze instructional approaches and policy transfer.				

	Students are able to analyze policy-oriented advocating coalition framework. Students are able to analyze the theories of organizational and collective learning.
5	Teaching methods Project work, case studies, group work, lectures, discussions (synchronous and asynchronous)
6	Assessment methods Supervision
7	This module is used in the following degree programmes as well Only for doctoral student
8	Responsibility for module: Dr. Didik Taryana
9	References: Frank Fischer, et al. 2010. Handbook Of Public Policy Analysis Theory, Politics, and Methods. David Osborne, et al.1992.Reinventing Government: How The entrepreneurial spirit is transforming the public sector. USA. Undang Undang Dasar 1945 Undang-Undang Republik Indonesia No. 20 tahun 2003 tentang Sistem Pendidikan Nasional UU No. 22 Tahun 1999 mengenai Otonomi Daerah UU No. 25 tahun 1999 mengenai Perimbangan Keuangan Pemerintah Pusat dan Daerah program MBS (Manajemen Berbasis Sekolah). tahun 2001 Keputusan Presiden No. 10 tahun 1973.Program wajib belajar di Indonesia di atur dalam Undang-Undang Pendidikan Nasional No. 2/1989 dan Peraturan Pemerintah No. 28/1990, pendidikan dasar Undang-Undang Nomor 2 Tahun 1989 Program pendidikan untuk sekolah dasar ditentukan oleh Pasal 39, Klausul 3, dan Pasal 14, Klausul 2, Peraturan Pemerintah Nomor 28 Tahun 1990, Keputusan Menteri Pendidikan dan Kebudayaan 25 Februari 1993 No. 060

Module of Research-Based Learning Resources Development					
Module code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
PGEOUM9001	83.33 hours	3.33	1. Sem.		1 semester(s)
1	Types of courses Mandatory	Contact hours 23.33 hours	Independent study 60 hours	Class size 10 students	
2	Prerequisites for participation: N/A				
3	Learning outcomes Be able to analyze geosphere phenomena and their impacts on human life based on integrated geographic approaches and to concretely contribute to education problem-solving				
4	Subject aims Be able to study the theories underlying instructional material development Be able to identify the strengths and weaknesses of development models Be able to design research-based instructional materials Be able to conduct research on existing instructional materials and their applications Be able to develop research-based instructional materials				
5	Teaching methods Project work, case studies, group work, lectures, discussions (synchronous and asynchronous)				

6	Assessment methods Scores of assignments and activeness
7	This module is used in the following degree programmes as well Only for Doctoral student
8	Responsibility for module Dr. Dwiyono Hari Utomo
9	Other Information: There are no specific literature for this course. The literature based on books, journals related to this course.

Module of the Development of Dissertation Proposal					
Module code PGEOUM9099	Student workload 162.67 hours	Credits (ECTS) 6.51	Semester 1. Sem.	Frequency -	Duration 1 semester(s)
1	Types of courses Mandatory	Contact hours 46.67 hours	Independent study 116 hours	Class size 10 students	

Module of Dissertation					
Module code PGEOUM9100	Student workload 638.67	Credits (ECTS) 25.55	Semester 1. Sem.	Frequency -	Duration 4 semester(s)
1	Types of courses Mandatory	Contact hours 186.67 hours	Independent study 452hours	Class size 10 students	