

Prospectus

2023/2024



Faculty of Education



Prospectus

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Indonesian International Islamic University

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Welcoming Note from the Rector of IIIU

With deep gratitude and great happiness, I welcome all of you to our beloved Indonesian International Islamic University (IIIU) campus. IIIU is a postgraduate higher education institution established to promote moderate Indonesian Islam to the international community and to prepare Indonesia as one of the centers of civilization in the Muslim world.

The establishment of IIIU was marked by the groundbreaking ceremony for campus construction by the President of Republic of Indonesia, Ir. H. Joko Widodo, accompanied by the Vice President, H.M. Jusuf Kalla, on June 5, 2018. The President also made the construction of IIIU campus a National Strategy Project (PSN), which means that the President himself is directly responsible for the success of the project. The IIIU campus is built on a land area of 142.5 hectares. However, only 30 percent of the existing land is filled with buildings, while the other 70 percent is used as an open, green space for the campus and Depok City area, as well as a recreation area for local residents. The idea of establishing this campus has been around for a long time. However, only now we can realize the idea because the time has come. Victor Hugo once said, nothing is more powerful than the idea that has arrived. In terms of human resources (HR) we are very ready. The lecturers who teach at IIIU are the PhDs and doctoral alumni from leading universities in the United States, Canada, Europe, Australia and the Middle East.

We also have the support from scholars, scientists and researchers from world class universities. In addition,

we establish partnerships with them to make it easier for us to build an international university. This means, we did not start from zero, but we directly associate ourselves with the benchmark of the world's top universities such as the Ivy League Universities, namely the top-quality campuses in the United States. Domestically, we also establish partnerships with various agencies, one of which is the Ministry of Foreign Affairs to build cooperation with various countries.

We are currently entering the era of information, communication and technology (ICT) which gave birth to the digital culture. In this era, the dissemination of knowledge is faster and more fluid than economics or politics. Digital culture makes the world connected; thus, distance is relative. At the same time, the Covid-19 pandemic that has lasted for almost two years has pushed us to make the most of ICT. The first semester of the 2021 academic year and lectures at IIIU campus also took place virtually. So far, the virtual lecture has not encountered any significant obstacles. The world has changed. Digital culture and the Covid-19 are the main players in the process of change. If we are not able to adapt, we will be crushed by change. Ideally, we can become subjects who actively push the change in a positive direction. We believe that IIIU students are people who were chosen by God to be the force of change for the realization of a better future for the world.

Prof. Dr. Komaruddin Hidayat
Rector



Preface from the Dean of the Faculty of Education IIIU

I am very happy to be part of IIIU, the newly established university. I was inaugurated as the Dean of the Faculty of Education on 30 July 2021. The Faculty of Education is one of the four faculties at IIIU, which plan to have at least seven faculties. The four faculties are the Faculty of Islamic Studies, the Faculty of Economics and Business, the Faculty of Social Sciences, and the Faculty of Education.

Soon after my inauguration, we began our first semester in September 2021. We had 1009 applicants from 59 countries. However, as the newly established campus, we decided to select only 100 students, 25 students in each faculty. Due to the Covid-19 pandemic, we started our first semester online. When things are getting better, we welcomed our students in March 2022 to begin our second semester offline on campus, where the dormitory for the students is provided. At the end of our second semester in July 2022, we did the survey to our students. The survey shows that our students are more satisfied with the teaching and learning on campus.

When I joined this university, there were only three lecturers at the Faculty of Education: Bahrul Hayat, PhD, Didin Syafruddin, PhD and Tati D Wardi, PhD, but we were supported by the guest lecturers from abroad such as Prof Bambang Suryadi, who is currently an Indonesian Educational Attaché in Egypt and Abdullah Sahin, PhD from Warwick University. To strengthen our faculty, we recruited four other lecturers in the first semester, to be ready to teach in the second semester. They are Bambang Sumintono,

PhD, Charyna Ayu Rizkyanti, PhD, Dr Destina Wahyu Winarti, and Dr Lukman Nul Hakim. Our university is new but most of our lecturers are the best lecturers in their previous institutions.

This prospectus aims at helping our prospective students and partners to understand about our faculty: the career path of our MA and PhD graduates, the program learning outcomes, the curriculum and the course structure as well as the profiles of our lecturers.

Our campus is still small but it is growing. We are ready to be one of the best international Islamic universities in the world, with our mission is to organize excellent postgraduate education, to develop innovative research on education and Muslim societies, to contribute to the development of knowledge and social welfare, and to promote Indonesian Islamic cultures as part of the world civilization. Our university is an Islamic university, but we are open to anyone regardless of gender, race, religion and nationality. We want Islam to be the blessing for the universe, Islam *rahmatan lil 'alamin*, where we can co-exist in this world peacefully regardless of our differences.

Prof. Nina Nurmila

Dean, Faculty of Education



Standing (Left to Right):

Vice Rector for Academics | Student Affairs, and Human Resources | University Secretary | Vice Rector for Planning, Finance and Business Development | Vice Rector for Cooperation, Research, and Community Engagement | Director of Business Development | Dean of the Faculty of Islamic Studies | Dean of the Faculty of Social Sciences | Director of Library and Cultural Center



Seated (Left to Right):

Dean of the Faculty of Economics and Business
Rector
Dean of the Faculty of Education

ABOUT THE
FACULTY OF
EDUCATION

The Faculty of Education offers masters and doctoral programs, which offer four concentrations: **1) Curriculum, Teaching and Learning; 2) Educational Assessment and Evaluation; 3) Educational Policy, Management and Leadership, and 4) Education and Society.** The four concentrations were developed with the concept that, as an interdisciplinary and multi-layered discipline, educational studies must be examined from various perspectives, ranging from micro to macro. Multilayer education begins at the micro-level in the classroom, from where the learning process moves to the meso level in the school as a community. The entire education process is involved with its governance and leadership system. At the macro level, we focus on how government institutions develop educational policies and the relationship between education and the community in political, economic, and social anthropological aspects. The four concentrations are designed to represent the ecological system, namely those that focus on the micro context represented by the concentration of Curriculum, Teaching and Learning; the meso context represented by the concentration of Educational Assessment and Evaluation; and the concentration of Education Policy, Management and Leadership; while the concentration of Education and Society represents the context of a larger meso layer, linking it with the macro lenses of economics, politics, anthropology, and sociology of education.

VISION

Contributing to the realization of excellent human resources in the Islamic world through teaching, research and development of educational science.

-
1. Providing high-quality education and teaching based on research.
 2. Conducting research and publications in the concentrations of 1) Curriculum, Teaching, and Learning; 2) Educational Assessment and Evaluation, 3) Educational Management and Leadership, and 4) Education and society.
 3. Contributing to the development of human resources.
 4. Promoting moderate Islam.
 5. Increasing the mobility of lecturers and students through national and international cooperation.
 6. Creating a campus climate that is inclusive and supports the well-being.
-

MISSION

MA in Education



Tati Lathipatud D, Ph.D
Head of MA in Education Study Program



The Master of Arts in Education Study Program is designed to meet the needs of graduates from master's level who have mastery and competence in the field of education holistically with comparative insight into the philosophy and the praxis of Western, Islamic and Indonesian education. This program is open to applicants from various nationalities and religious backgrounds.

The Master of Arts in Education program is academically unique. Students will be equipped with a comprehensive educational and scientific foundation, including philosophical, theoretical, sociological, religious and methodological foundations.

The philosophical foundation is provided through a comparative educational philosophy that includes Western, Islamic and Indonesian philosophies. The theoretical foundation is provided through the concept of psychology in the context of education, curriculum development and pedagogy, learning assessment, educational evaluation, educational leadership and management, and policy analysis, including the concepts of child development, learning theory, and learning principles and strategies. The sociological foundation is provided through a conceptual and practical study of the relationship between education and society. The religious foundation is given through a conceptual and experimental study of the relationship between religion and education. Meanwhile, the methodological basis is provided through scientific research methodology in the field of education, both quantitative and qualitative approaches, and data analysis.

Career Path

The graduates of the MA in Education program of the Faculty of Education at the IIIU are intended to work and advance their careers as, but not limited to, academics, education practitioners, education program and curriculum designers, education researchers, education government officials, education managers and supervisors, education assessment specialists, education program evaluators, education policy analysts, and education consultants at national and international institutions.



Irkham Zamzuri

The Second President of the Faculty of Education Student Association

Program Learning Outcomes

Master of Arts in Education graduates must have solid philosophical, theoretical and methodological foundations to become researchers, thinkers, designers and education consultants. This should be demonstrated by having the abilities to:

1. **Demonstrate solid knowledge** about Islamic education philosophy and comparative philosophy of education, including the knowledge and expertise in one of the concentrations: (1) Curriculum, Teaching and Learning; (2) Educational Assessment and Evaluation; (3) Educational Policy, Management and Leadership; (4) Education and Society;
2. **Conduct research projects** using a range of research methods (qualitative and quantitative) and related approaches to produce research that contributes to the body and advancement of knowledge in the field of education;
3. **Show a proficient ability to communicate research through various formats**—oral, written and new media (social media platforms)—to international audiences in academic forums and public audiences;
4. **Evaluate** an educational program or policy at all levels of education; and
5. Show **professional attitudes** appropriate for future career plans.



Curriculum Structure

The curriculum of the IIIU's Master of Arts in Education program consists of **foundation, concentration, and elective courses**. Foundation courses are subjects that are required for all MA in Education students. Concentration core courses are subjects to be taken by MA in Education students in their respective concentrations. As well, students are free to choose from elective courses to enrich and strengthen their knowledge and skills. Students can take elective courses offered in the Faculty of Education. There is an open possibility for Faculty of Education students who wish to take elective courses in other faculties in IIIU.

The IIIU academic calendar follows a semester system consisting of odd and even semesters for each academic year. All course sessions and thesis writing are conducted in English. The MA in Education program is a two-year course (four semesters).

Foundation Courses (21 credits)

All students in the Master of Arts in Education program are required to take the following foundation courses:

1. Comparative Philosophy of Education
2. Psychology in Education
3. Education and Society
4. Educational Research Methodology
5. Statistical Analysis
6. Islamic Education
7. Islam Wasathiyah (mandatory course offered at the Faculty of Islamic Studies)

Elective Courses (6 credits)

Master of Arts in Education students must take two elective courses of their choice.

There are four elective courses from which students can choose; each has 3 credits:

1. Learning Design and Technologies
2. Educational Management and Leadership
3. Equity and Education
4. Educational Assessment

Concentration Courses (6 credits)

IIU's Master of Arts in Education program offers four areas of concentration to choose from. **Students must take at least two of the following compulsory concentration courses:**

1. Curriculum, Teaching and Learning
2. Educational Assessment and Evaluation
3. Educational Policy, Management and Leadership
4. Education and Society

Independent Study (2 credits)

Master of Arts in Education students must take independent studies according to their topics of interest, with thesis research and writing as a final goal. Independent study is a separate learning process under the guidance of an academic supervisor to produce a literature review related to the chosen topic.

Thesis (6 credits)

Students who have completed all required courses are set to conduct research and write a thesis on a topic based on their concentration as a final requirement to obtain a Master of Arts in Education degree. **The research process and thesis writing will be guided by a thesis supervisor appointed by the Faculty of Education.**

Course Structure

Semester	Course Name	Lecturers	Course Category
1	EDU201 Comparative Philosophy of Education (3 credits)	Abdullah Sahin, PhD	Foundation (MA and PhD Combined Class)
	EDU202 Psychology in Education (3 credits)	Prof. Bambang Suryadi	Foundation
	EDU203 Education and Society (3 credits)	Didin Syafruddin, PhD Prof. Nina Nurmila, PhD	Foundation
	EDU204 Educational Research Methodology (3 credits)	Dr Destina Wahyu Winarti Tati D Wardi, PhD	Foundation
2	EDU205 Islamic Education (3 credits)	Abdullah Sahin, PhD	Foundation
	EDU206 Statistical Analysis	Dr Destina Wahyu Winarti Bahrul Hayat, PhD	Foundation
	EDU207 Educational Evaluation (3 credits)	Prof. Bambang Suryadi Bahrul Hayat, PhD	Concentration core Educational Assessment and Evaluation <i>(can be taken as an elective)</i>
	EDU208 Human Development (3 credits)	Charyna Ayu Rizkyanti, PhD Dr Lukman Nul Hakim	Concentration core Curriculum Teaching and Learning <i>(can be taken as an elective)</i>
	EDU209 Educational Policy Analysis (3 credits)	Bambang Sumintono, PhD Dr Lukman Nul Hakim	Concentration core Educational Policy, Management and Leadership <i>(can be taken as an elective)</i>
3	EDU210* Learning Design and Technologies (3 credits)	Dr Destina Wahyu Winarti	Concentration core Curriculum Teaching and Learning
	EDU211* Educational Management and Leadership (3 credits)	Dr Lukman Nul Hakim Bambang Sumintono, PhD	Concentration core Educational Policy, Management and Leadership
	EDU212* Educational Assessment (3 credits)	Bambang Sumintono, PhD Bahrul Hayat, PhD	Concentration core Educational Assessment and Evaluation
	EDU213* Equity and Education (3 credits)	Prof. Nina Nurmila, PhD	Concentration core Education and Society
	Thesis Proposal (3 credits)	Thesis advisor	Concentration core Educational Policy, Management and Leadership
	Independent Study (2 credits)	Thesis advisor	Concentration core Educational Assessment and Evaluation
4	Thesis (6 credits)	Thesis Committee	

*Choose one to be taken as an elective course

PhD in Education



Bambang Sumintono, Ph.D
Head of PhD in Education Study Program

The IIIU's Faculty of Education offers a degree of Doctor of Philosophy in Education. **The doctoral program in the Faculty of Education is dedicated to studying the basics of comparative educational philosophy and its variations in Western and Muslim societies to learn traditionally defined areas such as the history of education and research methods in education, educational philosophy, sociology and academic anthropology.**

The distinction of IIIU's Doctor of Philosophy in Education is to advance educational studies' excellence in societies and promote engagement with the development of education research worldwide. In this sense, doctoral graduates from the IIIU Faculty of Education will be offered an approach to studying education in diverse contexts where they help improve the quality of education while maintaining their cultural identities.



Career Path

The graduates of the PhD in Education program of the Faculty of Education at the IIIU are intended to work and advance their careers as, but are not limited to, academics, research scientists, education leaders, educational policy consultants and advisors, consultants, and advisors for international agencies.



Program Learning Outcomes

PhD in Education graduates must have solid philosophical, theoretical and methodological foundations to become academics, research scientists, education leaders, and education policy consultants and advisors. This should be demonstrated by having the abilities to:

1. **Demonstrate solid knowledge** about Islamic education philosophy and comparative philosophy of education, including the knowledge and expertise in one of the concentrations: (1) Curriculum, Teaching and Learning; (2) Educational Assessment and Evaluation; (3) Educational Policy, Management and Leadership; and (4) Education and Society;
2. **Conduct research projects** using a range of research methods (qualitative and quantitative) and related approaches to produce research that contributes to the body and advancement of knowledge in the field of education;
3. **Show a proficient ability to communicate research through various formats**—oral, written and new media (social media platforms)—to international audiences in academic forums and public audiences;
4. **Evaluate** an educational program or policy at all levels of education; and
5. Show **professional attitudes** appropriate for future career plans.



Curriculum Structure

The curriculum of the PhD in Education program at IIIU consists of: **the foundation of major philosophies of education, research methodology, concentration core courses, elective courses, independent study, student colloquium, and dissertation that includes research writing and defense.** The foundation and research methodology courses are required for all Doctor of Philosophy in Education students. Concentration core courses are subjects to be taken by Doctor of Philosophy in Education students in their respective concentrations. Students are free to choose from the elective courses to enrich and strengthen their knowledge and skills. There is an open possibility for Faculty of Education students who wish to take elective courses in other faculties in IIIU. All Doctor of Philosophy in Education students must meet the requirements to complete independent study, a student colloquium, and a dissertation — research, writing and defense. The overall credits that must be taken by PhD students are 45 credits, which consist of 20–24 credits for courses and 25 credits of dissertation writing-related activities: Independent Study (6 credits); Student Colloquium (3 credits); and Dissertation Research, Writing and Defense (16 credits).

IIIU's academic calendar follows a semester system consisting of odd and even semesters for each academic year. All course sessions and dissertation writing are conducted in English.



Foundation Courses (6 credits)

All students in the Doctor of Philosophy in Education program are required to take two foundation courses:

1. Comparative Philosophy of Education
2. Islamic Education

Concentration Core Courses (6 credits)

PhD in Education Study Program at IIIU offers four areas of concentration, the compulsory courses of each concentration are:

- a. Curriculum, Teaching and Learning**
 1. Theories of Learning
 2. Instructional Design and Technology
- b. Educational Management and Policy**
 1. Graduate Seminar of Educational Management and Leadership
 2. Graduate Seminar on Education Policy
- c. Educational Evaluation and Assessment**
 1. Educational Assessment
 2. Graduate Seminar on Large Scale Assessment
- d. Education and Society**
 1. Education and Human Capital
 2. Graduate Seminar Education in a Pluralistic Society



University Compulsory Course (3 credits)

All PhD students in Education Study Program are required to take the course:
Wasathiyatul Islam in the Globalizing World

Research Methodology in Education (6 credits)

All PhD students in Education Study Program are required to take the following research methodology courses:

1. Graduate Seminar in Educational Research (Quantitative, Qualitative, Mixed-Method)

Choose one of the courses below:

1. Critical Discourse Analysis
2. Quantitative Analysis and Advanced Statistics

Elective courses (6 credits)

The Doctor of Philosophy in Education students are required to take elective courses of their choice, all PhD courses in UIII are eligible to take

Independent Study (6 credits)

Doctor of Philosophy in Education students must undertake independent studies according to their topics of interest, with dissertation research and writing as a final goal. Independent study is a separate learning process under the guidance of an academic supervisor to produce a literature review related to the chosen topic.

Student Colloquium (3 credits)

Doctor of Philosophy in Education students must take a student colloquium, a formal forum for students to present their research papers and be evaluated by peers and professors in the second and the third years of their studies.

Dissertation: Research, Writing, Defense (12 credits)

Students who have completed all required courses are set to conduct research and write a dissertation as a final requirement to obtain a Doctor of Philosophy in Education degree. **The dissertation research and writing process will be guided by a team of dissertation committees appointed by the Faculty of Education.**

Course Description

Wasathiyatul Islam in Globalizing World (3 credits; ISL201)

In this course, students learn various concepts and practices of wasathiyah as introduced by scholars and practiced within Indonesian societies. Students are trained to become familiar with wasathiyah [moderation] conceptually from the Qur'an, Hadis, and contemporary Islamic thinkers, as well as from experiences in Indonesia exposed and managed by civil society exponents and the state. At the end of the lecture, students are expected to have in-depth knowledge of various concepts and practices of wasathiyah in contemporary Indonesia. The teaching method includes lectures, presentations, discussions, and assignments (paper writing), all of which are summarized in class seminar activities.

Comparative Philosophy of Education (3 credits; EDU201)

The course aims to introduce students to education's close, a critical study by examining educational practice's philosophical, historical, religious, and cultural foundations. The students will: read and compare critically a range of educational philosophies developed within diverse historical and contemporary Western and Islamic contexts; examine key features of classical Muslim educational thought and consider the possibility of a critical dialogue between Islamic and Western conceptions of education; examine the educational idea of selective contemporary scholars (such as traditions of Indonesian thought, i.e., Ki Hajar Dewantara, and the educational philosophies of M. Iqbal, Fazlur Rahman, Naquib al-Attas and A. Sahin) developed as responses to the Western colonialism and aiming to enable education to become an empowering transformative catalyst grounded in the indigenous cultures of Muslim majority societies. Students will be encouraged to develop their philosophies of education reflecting their context of educational practice. This course equips students with the skills

Islamic Education (3 credits; EDU205)

The course aims to introduce students to critically explore diverse interpretations of 'Islamic Education' and examine historical, theological, and philosophical aspects of classical and modern Muslim educational thought, practice, and institutions. Students will be introduced to the concept of 'critical, contextual, plural and transformative Islamic Education' through discussing diverse perceptions and scholarly approaches to define the subject. Students will have the opportunity of engaging critically with the Muslim educational/pedagogical legacy and explore how it shaped the formation of classical Islamic scientific and scholarly traditions. The emphasis will be on the importance of contemporary academic research into Islamic Education, especially research from the Social Sciences and Humanities directed towards philosophy, pedagogy, curriculum, and policy-related developments in modern Islamic Education. Students will explore the field's empirical and conceptual interdisciplinary research agenda and develop their specific areas of research interest in Islamic Education. They will be encouraged to develop their philosophies of Islamic Education.

Graduate Seminar in Educational Research (Quantitative and Qualitative methods) (3 credits; EDU310)

This course is a core subject in a doctorate program in the Faculty of Education, UIII. The course provides a broad overview of both conceptual understanding and practical aspects of conducting quantitative and qualitative research. The objective of this course is to assist students in developing competencies and skills in education research, specifically in the area of education and related fields. Topics include research issues, developmental processes in researching and writing, measurement in quantitative and qualitative approaches, and discussion to apply the concepts presented. Through this course, students are expected

to have a depth of understanding to determine a need for a particular research approach and develop a research proposal around the idea, literature review, and finally, proposed methods that complement the research problem.

Critical Discourse Analysis (3 credits; EDU310)

Critical discourse analysis is a qualitative analytical approach for critically describing, interpreting, and explaining how discourses construct, maintain, and legitimize social inequalities. This course is an interdisciplinary approach to studying speech that views language as a form of social practice.

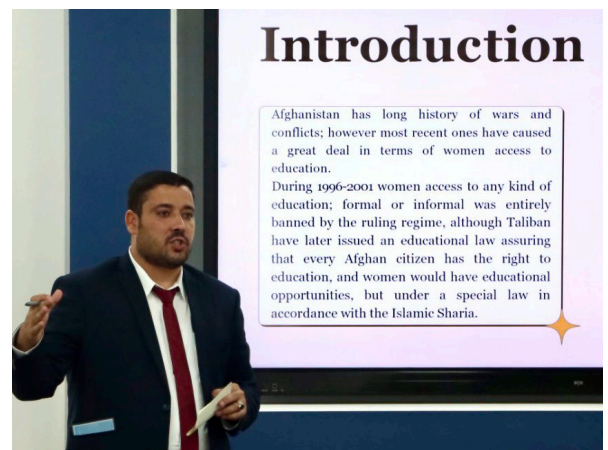
Quantitative Methodology and Advanced Statistics (3 credits)

This course introduces students to explore further the principles of reliable scientific methods in the educational field. It is aimed at students with basic knowledge of quantitative methods for data analysis. Through this course, students will be introduced to high-quality data science and a new approach to research methods, data analysis, and statistical theory. By the end of the course, students are expected to be able to confidently apply various advanced statistical

analyses and research designs within large-scale modern social science data.

Theories of Learning (3 credits; EDU320)

This course is a core subject (MKK) in a doctorate program in the Faculty of Education of Indonesian International Islamic University. The system provides a broad overview of some of the influential learning theories and the implications of these theories for educational practice. Each of us carries our assumptions about how, why, and where people learn and what constitutes adequate learning or understanding in various situations. These assumptions come from our cultural backgrounds and upbringing, from our own “apprenticeship of observation” (Lortie, 1975) as learners who have engaged in different endeavors, perhaps from our work as educators of children and adults, and from other pursuits such as being a researcher or an expert in some arena. One primary goal of this course will be for each of us to make our assumptions about the processes and products of learning as explicit as possible. Becoming aware of our theories of learning assists us with the second primary goal of this course—gaining a deeper understanding of the significant theories of learning and development that have influenced our educational systems.



Graduate Seminar on Educational Management and Leadership

(3 credits; EDU321)

This course is part of the program concentration on Educational management and leadership for the Doctor of Philosophy program in Education at Universitas Islam Internasional Indonesia. The program provides learners exposure to various theories, approaches, research projects, and Educational Management and Leadership activities to enrich their academic experience. This course will allow graduate students to develop skills in presenting and discussing research topics in a public forum. Students will be able to familiarize themselves with each student's research activities. The course is designed for students who likely seek to become an expert and researchers in educational management and leadership.

Educational Assessment

(3 credits; EDU321)

This course is part of the program concentration of Educational Assessment and Evaluation for the Doctor of Philosophy program in Education at Universitas Islam Internasional Indonesia. This course introduces students to advanced assessment and measurement issues in education. Topics include: human measurement science, test construction (four building blocks), type of data, classical test theory, item response theory and Rasch model, validity and reliability of tests, item and person analysis, analysis of essay tests, and multiple ratings (partial credit model), personality and social behavior measures, meaning and application of norms, grading and reporting, equating and scaling, adaptive computer testing (CAT), different item functioning (DIF), multi-rater analysis, and cognitive diagnostic model (CDM). The course is designed for students who likely seek to become experts and researchers in educational assessment and measurement.

Graduate Seminar Curriculum Design

(3 credits; EDU324)

This course provides opportunities for students to develop their skills in presentation and discussing

research topics in curriculum design. Curriculum design focuses on creating the overall blueprint, mapping content to learning objectives, including how to develop a course outline and build the course. Graduate students will be exposed to how to design and evaluate curriculum, create instructional materials, assess student learning, and measure instructional outcomes.

Graduate Seminar on Education Policy

(3 credits; EDU324)

This course is part of the program concentration on Educational management and leadership for the Doctor of Philosophy program in Education. Through this course, students are introduced to analyzing and discussing the effects of existing educational policies on essential outcomes of interest throughout Indonesia and Internationally. Students are also expected to do an independently research in education policy using qualitative and quantitative methods.

Graduate Seminar on Large Scale Assessment

(3 credits; EDU324)

This course is part of the program concentration of Educational Assessment and Evaluation for the Doctor of Philosophy program in Education at Universitas Islam Internasional Indonesia. This course aims to introduce students to the advanced issues of large-scale assessment in education. Topics include human measurement science, test construction (four building blocks), cognitive and non-cognitive tests, measurement models, modern test theories, validity and reliability of tests, sampling techniques and sampling weights, national and international large-scale assessment, and international comparison. The course is designed for students who likely seek to become experts and researchers in educational evaluation and measurement.

Education and Human Capital

(3 credits; EDU332)

Education and human capital is a multidisciplinary field of study that combines principles from education and economics. This course aims to provide students

with an understanding of the concepts and theories related to education and human capital development, and how they can be applied in different contexts. Students will also explore the relationship between education and human capital, and how education systems can be designed to promote human capital development. The course will also cover topics such as the role of technology in education and human capital development, the impact of social and cultural factors on education and human capital development, and the policies and practices that can promote education and human capital development.

Graduate Seminar Education in a Pluralistic Society (3 credits; EDU 327)

Education in democratic societies must honor various forms of diversity (e.g., religion, gender, class, ethnicity, disability, sexual orientation). This Graduate Seminar Education in a Pluralistic Society is an advanced course that investigates how education in diversity should play a role in shaping citizenship and debates whether education in democracy can tolerate the illiberal culture, and examine what sort of moral character and common citizenship democratic education should seek to cultivate. The issues discussed include: globalization and democracy, diversity and unity, education theories for a diverse society, studies of Muslim country cases, dealing with diversity: a case of Indonesia, and diversity and recognition through Dialogue.

Independent Study (6 credits; EDU 331)

Doctor of Philosophy in Education students must undertake independent studies according to their topics of interest, with dissertation research and writing as a final goal. Independent study is a separate learning process under the guidance of an academic supervisor to produce a literature review related to the chosen topic, take in two separate semesters each 3 credits.

Student Colloquium (3 credits; EDU205)

As part of the Ph.D. program, students must present at the Graduate Student Colloquia. The audience will evaluate the presentation, and the student will be informed of the results of those evaluations at least one month after the presentation. The colloquium may include a review of an article (not authored by the student) in a peer-reviewed journal and a summary of the student's research. At each colloquium, the audience completes an evaluation form; the forms are reviewed by a faculty member who will meet with the student to review the presentation and audience comments.

Comprehensive Exam

All doctoral students in the Faculty of Education must complete a comprehensive examination before being admitted to candidacy. The Faculty of Education will make available a written statement clearly outlining the policies and procedures for the study, including; purpose, timing, examination format, examination committee, scope, and criteria for evaluation.

Dissertation (12 credits, EDU 341)

Students who pass the comprehensive exam are set to conduct research and write a dissertation on a topic based on their concentration as a final requirement to obtain a Doctor of Philosophy in Education degree. The research process and dissertation writing will be guided by supervisors appointed by the Faculty of Education. This course gives students the ability to (1) be able to describe up-to-date and original ideas in research with an interdisciplinary or multidisciplinary approach; (2) able to describe the practical and theoretical implications of research by implementing individual active mentoring learning activities; and (3) Able to build scientific ideas on data and information. The scope discussed includes (1) identification of problems, (2) review of literature/ previous research, (3) theoretical framework of reference; (4) background; (5) problem formulation; (6) the significance of the research; (7) analysis; and (8) conclusion.



Profile of Lecturers

1. Importing excel data to SPSS
2. Defining and labelling each of the variables then create a codebook by filling up the following table (add the row as many as needed)

SPSS name	Variable	Coding Instruction	Measurement scale
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Prof. Nina Nurmila, PhD

Prof. Nina Nurmila, PhD, is the Dean of the Faculty of Education. She was a Gender and Islamic Studies Professor at the State Islamic University (UIN) Bandung. Her first degree was in Islamic Education from IAIN SGD Bandung (1992), her MA was from Murdoch University (1997), and her PhD was from the University of Melbourne (2007). She was a Fulbright Visiting Researcher at Temple University, Philadelphia, USA (2000), Endeavour Postdoctoral Research Fellow at the University of Technology, Sydney (2008), and Fulbright Visiting Professor of Islamic Studies at the University of Redlands, California, USA (2008–9). She was also a Visiting Research Fellow at the University of Western Sydney (2013) and at the University van Amsterdam (2015). She is the author of *Women, Islam and everyday life: Renegotiating polygamy in Indonesia* (Routledge, 2009). She has published several articles on gender and Islam in international journals and also book chapters, for example, at Routledge (London & New York), Brill (The Netherlands), University of Amsterdam Press (The Netherlands), and Demeter (Canada). Professor Nina Nurmila, PhD, can be reached by email at: nina.nurmila@uiii.ac.id

Research Interests:

“My research area of interest is gender and Islam in Muslim societies, especially Indonesia. My recent study is on preventing child marriage by promoting education for girls.”



Bahrul Hayat, PhD

Bahrul Hayat, PhD, is Vice-Rector for Academic, Student Affairs, and Human Resources UIII. He received his PhD from the University of Chicago, specializing in psychometrics and statistical analysis. His MA was from the University of Pittsburgh, and his first degree was from the Bandung Institute of Teacher Training and Education (now Education University of Indonesia, Bandung). He teaches classical and modern psychometric theory, the construction of psychological instruments, and psychological research methodology.

He is a former Secretary-General of the Ministry of Religious Affairs. He has held various positions in the Ministry of Education and Culture, including as Director of the Center for Educational Assessment, Secretary of the Directorate General for Teachers and Education Personnel, and Secretary of the National Board of School Accreditation. Dr Hayat is now an Education Advisor to the Innovation for Indonesia’s School Children (INOVASI) program, a partnership between the governments of Australia and Indonesia, and also an Islamic Education Adviser to DFAT’s Pathways program in the Philippines (Education Pathways for Peace in Mindanao) where Dr Hayat is advising the newly autonomous Bangsamoro government on regulating the education sector. Dr Bahrul Hayat can be reached by email at: bahrul.hayat@uiii.ac.id

Research interests:

“I’m an expert in psychometrics, statistical meta-analysis, and educational and psychological assessment.”



Didin Syafruddin, PhD

Didin Syafruddin, PhD, finished his doctoral degree in Values and Culture in Education, Department of Integrated Studies in Education, at McGill University, with a dissertation entitled *In search of a citizenship education model for a multireligious Indonesia*. His MA is in Islamic Studies from McGill University and his BA is from Arabic Education, Faculty of Education, Syarif Hidayatullah State Islamic University Jakarta. His research interest is in diversity and Islamic education. His publications include a chapter in Hamid Nasuhi et al. (Eds.) *Intoleransi dalam Buku Pendidikan Islam? (Intolerance in Islamic Education Textbooks?)*, (Grenada, 2018). Another appears in *Potret Guru Agama: Pandangan tentang toleransi dan isu-isu keagamaan (Perceptions of Islamic Education Teachers on Tolerance and Religious Issues)*, (Didin Syafruddin et al. [Eds.] Grenada, 2018). With Masooda Bano, Didin also contributed to the *Study on Islamic religious education in secondary schools in Indonesia*, Jakarta: Ministry of Religious Affairs of the Republic of Indonesia, 2016. Didin is currently Director of Research of Pusat Pengkajian Islam dan Masyarakat/PPIM (Center for the Study of Islam and Society) Syarif Hidayatullah State Islamic University. Since 2017, he has researched Islamic education to prevent violent extremism. In 2018, Didin Syafruddin, participated in the Regional Capacity Building Workshop on the Prevention of Violent Extremism through Education (PVE-E) in South and South East Asia, Kuala Lumpur, and in the Australia Fellowship on University Governance; 2017 Workshop on Islam and Radicalism. Dr Didin can be reached by email at: didin.syafruddin@uiii.ac.id

Research interests:

"My area of expertise is multicultural education. Since 2017, I have engaged in research on Islamic education in preventing violent extremism."



Bambang Sumintono, PhD

Dr Bambang Sumintono is an expert on educational policy and educational management. He graduated from the Master of Educational Administration program, Flinders University, Australia, supported by an Australian Development Scholarship in 2001. He obtained a PhD in Educational Policy from Victoria University of Wellington, New Zealand, with a scholarship from the New Zealand Agency for International Development in 2007. Previously he worked as a lecturer at Universiti Teknologi Malaysia and Universiti Malaya in Malaysia. He wrote two textbooks in the Indonesian language about the application of Rasch modeling for social sciences research. Dr Sumintono is also an editorial board member of two top journals in education, *School Leadership and Management*; and *Educational Assessment, Evaluation, and Accountability*; and a Pacific Rims Objective Measurement Society (PROMS) board member. He can be contacted by email at: bambang.sumintono@uiii.ac.id

Research interests:

"My research interests include educational leadership, educational assessment, and Indonesian education development."



Tati Lathipatud Durriyah (Tati D Wardi), PhD

Tati Lathipatud Durriyah, PhD (Tati D Wardi) is the Head of the MA in Education program. Dr Tati was a Fulbright recipient of a master's degree at Teachers College, Columbia University, NY, and earned a PhD from the School of Education and Human Ecology at Ohio State University. Her article published in Reading Horizons was included in the 2021 Annotated Bibliography of Research in the Teaching of English of NCTE. Tati has authored chapters on children's literature and student teachers' reading engagement in two books by Rowman & Littlefield, USA. Dr Tati serves as an external review board member for the Journal of Literacy and Language Education (JOLLE) of the University of Georgia and has reviewed articles published in several international journals. Tati's expertise in literacy education has been central to the literacy education roadmap at the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), especially in devising the conceptualization and development of literacy education (GTK) and the literacy access program (Badan Bahasa and Puskurbuk). Her opinion essays on literacy education have been published in Kompas (e.g., Pedagogy menapis misinformasi [Pedagogy filters misinformation]) and Koran Tempo (eg., Paradigma baru pendidikan literasi [The new paradigm of literacy education]). Prior to UIII, Tati served as a lecturer at the Master of English Education program at Fakultas Ilmu Tarbiyah dan Keguruan, UIN Syarif Hidayatullah Jakarta, Indonesia. Dr Tati D Wardi can be reached by email at: tati.wardi@uiii.ac.id

Research interests:

"My research interests revolve around literacy education in teacher education, specifically digital literacy, literature-based literacy education, and children's literature."



Dr Destina Wahyu Winarti

Dr Destina Wahyu Winarti completed her PhD in Mathematics Education at the University of Canberra, Australia, Faculty of Education. Before her PhD, she completed two master's degrees in mathematics and realistic mathematics education at the Institut Teknologi Sepuluh Nopember (ITS) and Universitas Negeri Surabaya (UNESA), respectively. For the latter, part of her study took place in the Freudenthal Institute, Utrecht University, The Netherlands. She has extensive experience in education as a mathematics teacher and a lecturer at STKIP Bina Insan Mandiri,. She has also provided training for participating teachers in design implementation at schools. In addition, she was a reviewer for module development and a facilitator for teachers' professional development (PD) on the Government Partnership for Development (GPDF) project in West Nusa Tenggara Indonesia (funded by DFAT, Australia). Before joining UIII, she was an e-Learning program lead at Tanoto Foundation, a philanthropic organization in Indonesia. She and her team maintained and nurtured a digital platform for teachers' training and organized online training for teachers from more than fifteen provinces in Indonesia. Dr Destina can be reached by email at: destina.winarti@uiii.ac.id

Research interests:

"My research interest is in spatial ability, mathematics education, and learning design."



Charyna Ayu Rizkyanti, PhD

Charyna Ayu Rizkyanti, PhD, has expertise in human developmental psychology, character building, and integrity. Her research focused on empathy has been presented at several international conferences (IAFOR—Tokyo, KIBSS—Seoul, etc.) and published in reputed international and national journals. Her empathy research has also taken her as a keynote speaker to the International Conference on Innovative Research in Engineering and Technology, India, in September 2021. In March 2021, she won a grant for Digital Module Innovation from the Ministry of Education and Culture. As a leader in her team, a website has been developed, *Ayo berempati di media sosial*, which can be accessed by desktop and mobile through the link <http://ayoberempati.com>. She is a reviewer of the *Jurnal Psikologi Gunadarma*, *Jurnal Psikologi Sosial Universitas Indonesia*, *Journal Humanisma: Journal of Gender Study—IAIN Bukitting*, and *Jurnal Abdi Implementasi Pancasila, Universitas Pancasila*. Dr Charyna graduated with a Master of Arts and a PhD in Human Developmental Psychology from Universiti Kebangsaan Malaysia. Dr Charyna can be reached by email at: charyna.rizkyanti@uiii.ac.id

Research interests:

“My research interest focuses on empathy, particularly taken from a developmental psychology perspective, and consistently brings empathy as the life essence conveyed to society.”



Dr Lukman Nul Hakim

Dr Lukman Nul Hakim is a researcher at the National Research and Innovation Agency (BRIN). Previously he was a researcher for the Indonesian House of Representatives (DPR RI). Lukman has completed his bachelor’s degree, master’s degree, and doctoral degree in psychology. His educational expertise is in social psychology and organizational psychology. Lukman has long experience in the making process of public policy. He has written policy papers in accordance with issues or policies concerned by DPR RI. To support The House he has written about the urgency to revise the law on the elderly, policy to protect the elderly during pandemic Covid-19, family development program in the ministry of social welfare, internationalization of higher education, etc. Dr Lukman can be reached by email at: lukman.hakim@uiii.ac.id

Research interests:

“My research focuses on group decision making.”

Visiting Professors and Guest Lecturers



Dr Abdullah Sahin

Dr Abdullah Sahin is an associate professor at Warwick University, UK. He comes from an Islamic studies, theology, educational studies, and social sciences background. His expertise is in philosophy in education and religious and Islamic education. He has researched religious identity formation among British Muslim youth and worked on educational strategies to address the impact of religious extremism within Muslim minority and majority contexts. Dr Sahin has developed the first recognized master's level degree program on Islamic education within the UK higher education system. He has taught at Birmingham, Aberdeen, and the Gulf University for Science and Technology (Kuwait). Before starting his appointment at Warwick, Dr Sahin worked as a Head of Research and Senior Lecturer at the Markfield Institute of Higher Education. He served as a visiting professor (2009/10 Academic Year) at the Institut d'Etudes de l'Islam et des Sociétés du Monde Musulman at the Ecole des Hautes Etudes en Sciences Sociales, Paris. Dr Sahin is a member of the International Seminar on Religious Education and Values (ISREV) and has recently been appointed as a Visiting Professor at the UIN State Islamic University, Jakarta, Indonesia. Dr Sahin can be reached by email at: abdullah.sahin@uiii.ac.id



Prof. Bambang Suryadi, PhD

Prof. Bambang Suryadi, PhD, obtained his doctoral degree from the University of Malaya and a master's degree from the International Islamic University of Malaysia. His expertise is in educational psychology and counseling. Prof. Bambang Suryadi currently serves as head of the educational attaché of the Indonesian Embassy in Egypt. Prof. Bambang Suryadi can be reached by email at: bambang.suryadi@uiii.ac.id



Prof. Emi Emilia, PhD

Prof. Emi Emilia, PhD is a professor at the Faculty of Language and Literature Education at the Indonesia University of Education. Prof. Emi Emilia obtained her doctoral degree from Melbourne. She earned a master's degree from Deakin University. Prof. Emi Emilia can be reached by email at: emi.emilia@upi.edu

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