

**INSTRUMENT OF CURRICULUM VALIDATION FOR TECHNICAL AND VOCATIONAL
EDUCATION STUDY PROGRAM (DOCTORATE DEGREE)
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA**

DIRECTIONS

1. The curriculum document to be validated is attached
2. Write down the name and institution of each validator
3. Tick (V) on the "Yes" and "No" columns in accordance with the questions
4. The note column is filled with findings, comments, and suggestions based on the validation results, written in good clarity.

Name of Validator : Prof. Dr. A. Seltrecht, Prof. Dr. Frank Bünning

Institution : Otto-von-Guericke-University Magdeburg, Germany

Data of Validation : 12.02.2021

Document of Curriculum for Doctorate Degree at PTK Study Program

No	Component/ Indicator	Assessment		Notes
		Yes	No	
A	RATIONALE			
	1. Which includes:			
	- existing condition	v		
	- ideal condition	v		
	- potential and characteristics of PTK study program doctorate degree	v		
B	VISIONS OF PTK STUDY PROGRAM DOCTORATE DEGREE			
	1. Concise and clear.	v		
	2. Referring to the vision of UPI to be leading and outstanding.	v		
	3. Orienting to potentials, development, development, and needs of the students.	v		
	4. Orienting to local, national, and international interests.	v		
	5. Orienting to the development science, technology, and arts.	v		
	6. Providing inspirations and challenges in enhancing sustainable achievements to reach excellence.	v		
	7. Encouraging spirit and commitment of all UPI citizens to improve the quality of both processes and results of education.	v		
	8. Directing strategic actions consistent with the interpretation of the Study Program's missions.	v		

No	Component/ Indicator	Assessment		Notes
		Yes	No	
C	MISSIONS OF PTK STUDY PROGRAM DOCTORATE DEGREE			
	Elaborating the success of visions in forms of measurable statements in accordance with the priority scale, which includes:	v		
	1. All vision indicators	v		
	2. Some vision indicators	v		
D	OBJECTIVES OF PTK STUDY PROGRAM DOCTORATE DEGREE			
	Elaborating the success of missions in forms of measurable statements in accordance with the priority scale, which includes:	v		
	1. All vision indicators	v		
	2. Some vision indicators			
E	PROFILE OF GRADUATES OF PTK STUDY PROGRAM DOCTORATE DEGREE			
	1. Describing expertise of PTK study program doctorate degree	v		
	2. Describing the roles of graduates of PTK study program doctorate degree in the society	v		
	3. Describing the functions of graduates in the industry	v		
F	LEARNING OUTCOMES			
	1. Describing affective domains to be comprehended by the students	v		
	2. Describing general skills to be comprehended by the students	v		
	3. Describing specific skills to be comprehended by the students	v		
	4. Describing cognitive domains to be comprehended by the students	v		
G	CURRICULUM STRUCTURE			
	1. Postgraduate Expertise Subjects (MKKPs) are a group of subjects aiming to develop expertise in each discipline at SPs.	v		
	2. Study Program Expertise Subjects (MKKPS) are a group of subjects aiming to give students in-depth and wide development of knowledge discipline and education in accordance with each study program uniqueness.	v		
	3. Special Expertise Subjects (MKKK) are a group of optional subjects providing students an opportunity for in-depth and wide development of knowledge discipline in accordance with their interests and needs.	v		
	4. Aanvullen Subjects (MKAv) are a group of required subjects to be taken by students from non-linear majors as their previous academic background.	v		
	5. The number of subjects and credits of each subject groups describes proportional divisions.	v		

Validator Recommendations

The curriculum clearly follows the objective to develop sound research competencies in TVET and also in broader general sense. From this perspective it is highly appreciated by the evaluators that sound foundations of research concepts are included in the curriculum. Yet, the evaluators recommend to include "Qualitative Research" to a greater extent in the curriculum as qualitative methods have gained importance in TVET research currently.

Moreover, as a Ph.D. is seen as the "entry qualification" for research position, the proportion of independent research in the curriculum should be increased. This can be e.g. achieved by a close conjunction of study program subjects and research.

Validators



Prof. Dr. Astrid Seltrecht



Prof. Dr. Frank Bünning