

A PROFILE OF DOCTOR OF EDUCATION POSTGRADUATE JAMBI UNIVERSITY

ARRANGED BY:

Doctor of Education Team



PREFACE

Praise be to Allah SWT who always bestows His grace and blessings so that we have completed the Operational Plan Document of the Jambi University Postgraduate Education Doctoral Study Program for 2021-2025. On this occasion, we would like to express our gratitude and appreciation to you.

- 1) Jambi University Chancellor and his staff who have been willing to help smooth the preparation of the document.
- 2) Postgraduate Director and his staff who have been willing to help smooth the preparation of documents.
- 3) The Prodi team that has compiled this document consisting of (i) Prof. Dr. Drs. H. Ekawarna, M.Psi. as Head of Study Program, (ii) Urip Sulistiyo, S.Pd., M.Ed., Ph.D. as Secretary of Study Program, (iii) Ella Triningsih, S.H. as Study Program Finance Staff, (iv) Rudi Hartono, S.Hum., M.Pd. as Academic & Student Affairs staff, and (v) Santo Kristiyono, S.Pd., M.Pd. as general and IT staff who have completed the preparation of this document.

To all parties who cannot be mentioned one by one on this occasion, who are very instrumental in providing criticism, suggestions, and assistance in the preparation of this document.

We hope that this document can provide enlightenment and increase knowledge in good governance and organization and provide benefits for all of us. May Allah SWT bless the activities we have done. Amin ya Mujibasailin.

Jambi, January 02, 2023

Head of Study Program
Doctor of Education
Jambi University Postgraduate Program

Prof. Dr. Drs. H. Ekawarna, M.Psi.
NIP 195412071980011001

STUDY PROGRAM IDENTITY

College	: Jambi University
Study Program Management Unit	: Postgraduate
Program Type	: Doctoral Program
Study Program	: Doctor of Education
PS establishment decree number (*)	: 37/KPT/I/2016
Date of Decree of Study Program Establishment:	January 20, 2016
Month & Year of commencement	
Implementation of the study program	: January 2016
Operational License Decree Number (*)	: 4245/SK/BAN-PT/Akred/D/XI/2017
Date of Operational License Decree	: November 7, 2017
Last Accreditation Rating	: B
BAN-PT Decree Number	: 4245/SK/BAN-PT/Akred/D/XI/2017
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Background

This profile of the Education Doctoral Study Program is a descriptive description of the Operational Plan (Renop) of the Jambi University Postgraduate Education Doctoral Study Program for 2021-2025 which is the basis for realizing various superior educational Doctoral Study Program development programs in accordance with the vision of the Jambi university postgraduate The realization of the Jambi University Postgraduate Program which is superior and has an entrepreneurial character at the national and international levels within the framework of accelerating the achievement of the vision of Jambi University to become "A World Class Entrepreneurship University" in 2029. The strategic target of program development in the 2021-2025 period is to make the Education Doctoral Study Program a study program that has academic and research performance in the field of high-quality education so that it becomes a reference for national education development and becomes a superior Doctor of Education Study Program in the international region, supported by good management performance and capacity that reflects the principles of good university governance.

The profile of the Education Doctoral Study Program is one of the promotions in seeing a more specific history of doctoral program development according to its character and advantages, which can also jointly and synergistically achieve the vision and mission of the Jambi University Postgraduate Program. The success in achieving each aspect of the Educational Doctoral Study Program is highly dependent on the understanding, awareness, involvement, and serious efforts of all elements within the Educational Doctoral Study Program, as well as support from the University, Postgraduate Program, and the community. The success of realizing this Educational Doctoral Study Program in accordance with the Vision, Mission, Goals, and Objectives is also a real hope for educational development and the future development of the nation's generation.

History

The history of the University of Jambi, namely, began in 1960 with the name Jambi Commerce Academy which was under the Jambi Higher Education Foundation. This foundation was established on the initiative of community leaders and the Jambi Government at that time and was chaired by R. Sudarsono who at that time served as Mayor of Jambi. Furthermore, in 1961, the Djambi Commerce Academy turned into the Faculty of Economics along with the establishment of the Faculty of Law, both affiliated with the Faculty of Economics, University of Indonesia. Armed with these two faculties, community leaders and the Jambi Regional Government fought for the establishment of a university in Jambi through the Preparatory Committee for the Establishment of Jambi State University. With the Decree of the Minister of PTIP Number 105 of 1962 dated August 15, 1962, the Preparatory Committee for the Establishment of Jambi University was formed. The result of the Committee's work was the establishment of Jambi State University which was confirmed by the Decree of the Minister of PTIP Number 25 of 1963 dated March 23, 1963, on April 1, 1963.

The Preparatory Committee for the Establishment of Jambi State University then opened two new faculties, namely the Faculty of Agriculture and the Faculty of Animal Husbandry, so that when it was inaugurated on April 1, 1963, Jambi State University had four faculties, namely the Faculty of Economics, Faculty of Law, Faculty of Agriculture and Faculty of Animal Husbandry. From then on, April 1 was used as the anniversary date of Jambi University. In 1966, the Presidential Decree of the Republic of Indonesia Number 148 was issued which stipulated the establishment of the University under the name Jambi University. However, this letter never reached Jambi, until Presidential Decree Number 41 of 1982 was issued, the university was named Jambi State University and appointed Colonel M.J. Singedekane as Jambi Governor as the leader of the university.

Since its establishment in 2001, several new faculties and study programs have been opened. In 2001, the Master of Management Study Program was opened based on the Letter of the Directorate General of Higher Education of the Ministry of National Education of the Republic of Indonesia Number .51 / DIKTI / Kep / 2001) dated February 20, 2001, the Faculty of Economics, Jambi University (FE UNJA). In the same year, the Master of Economics Study Program (MIE) also began operating based on the Decree of the Director General of Higher Education of the Ministry of National Education of the Republic of Indonesia No.2298 / D / T / 2001. Furthermore, in 2005 the Master of Law Program (MIH) was established based on the Decree of the Director General of Higher Education of the Ministry of National Education of the Republic of Indonesia No.326 / D / T / 2005 dated September 22, 2005.

Following the master's programs in management, economics, and law, in 2007 a master's program in education, especially educational technology, began operating. The presence of the Master of Educational Technology (MTP) Program was developed through collaboration between the Faculty of Teacher Training and Education (Postgraduate), Jambi University, and the State University of Jakarta. The establishment of the Master of Educational Technology Study Program is based on the Decree of the Director General of Higher Education No. 3807 / D / T / 2007.

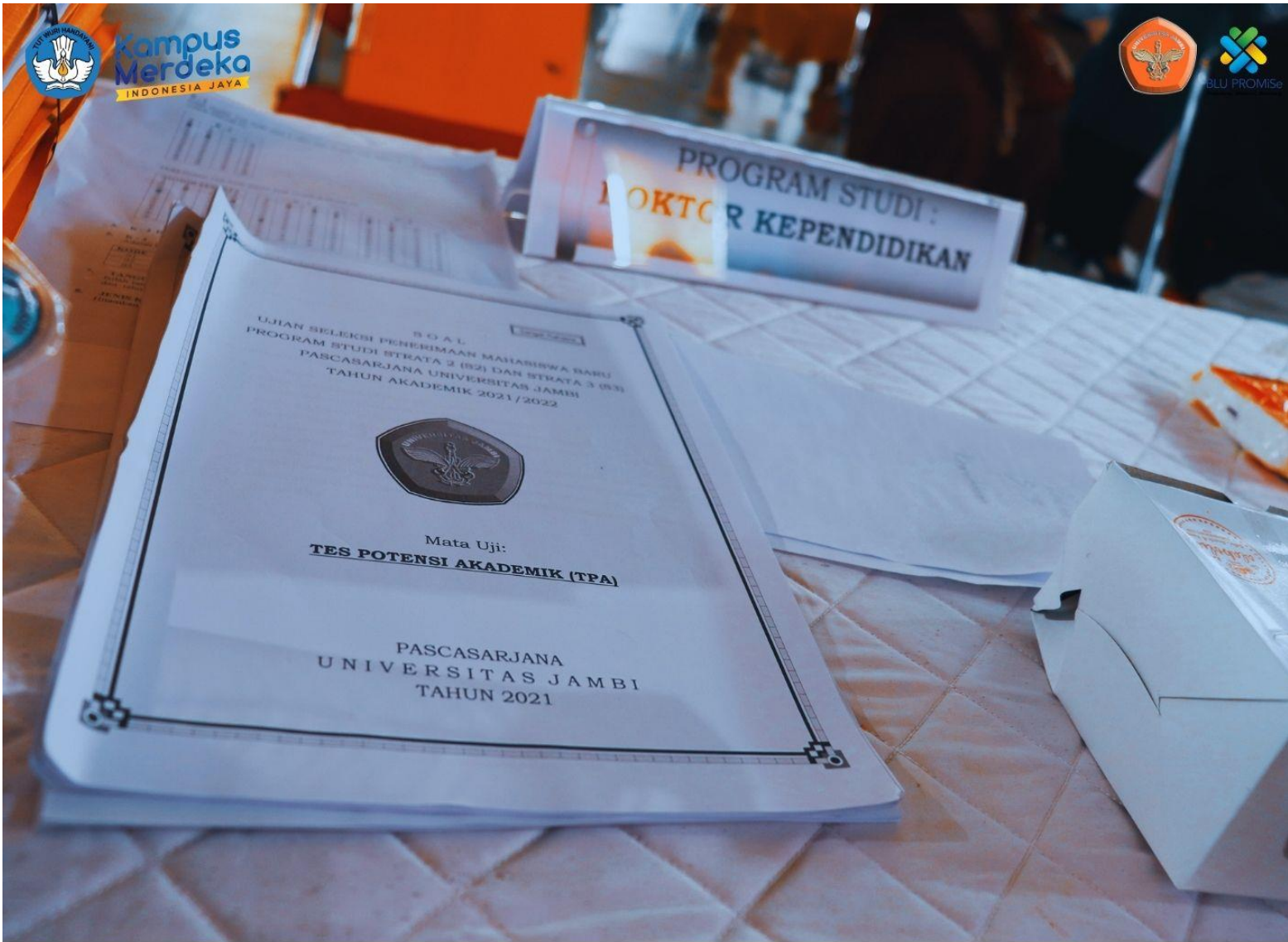
The four existing Master Study Programs (MM, MEP, MIH, and MTP) are the forerunners of the development of Postgraduate Jambi University. Initially, the four study programs were attached to their respective faculties, namely the Faculty of Economics, Faculty of Law, and Faculty of Teacher Training and Education. To facilitate the growing Postgraduate program, the establishment of the Jambi University Postgraduate Program was initiated which began operating in 2007. The establishment of the Jambi University Postgraduate Program is based on the Decree of the Jambi University Chancellor No. 79/J.21/PP/KP/2007. The position of the Jambi University Postgraduate Program was also strengthened by the Regulation of the Minister of Education and Culture No.19/2014 concerning the Organization and Work Procedures of the University of Jambi.

The presence of the Jambi University Postgraduate Program has further encouraged the formation of various master study programs in other fields. In addition, the existing study program was also developed at a higher strata level (doctoral program). The first doctoral program was the Doctor of Law Study Program, then followed by doctoral programs in other fields, namely the Doctor of Law Study Program, the Doctor of Economics Study Program, the Doctor of Education Study Program, the MIPA Education Doctoral Study Program, and the Doctor of Agricultural Science Study Program. Thus there are 24 Postgraduate study programs at Jambi University, consisting of 5 doctoral programs and 19 master's programs.

In further developments, with the establishment of the Jambi University Work Organization and Governance (Permendikbud 19/2014) there was a change in the position of a number of Postgraduate Study Programs. Based on Article 63 of the Permendikbud, mandates that the Postgraduate is tasked with carrying out master's and doctoral program education for multidisciplinary fields of science. Thus, the study programs within the monodisciplinary Postgraduate Program are managed by their respective faculties, while the multidisciplinary Postgraduate Study Program remains under Postgraduate management. Based on the Jambi University Chancellor Regulation Number 05 of 2021 concerning the Internal Quality Assurance System Management Organization at Jambi University in Article 1 paragraph 3, it is stated that the Chancellor determines the Faculty and Postgraduate Program as a Study Program Management Unit (UPPS) based on consideration of the number of Study Programs that are covered by a Decree. Article 1 paragraph 5 explains that postgraduates who manage multidisciplinary S2 and S3 education levels act as UPPS based on the Chancellor's Decree and are required to form a Quality Assurance Unit.

So, currently there are 7 Study Programs managed by the Jambi University Postgraduate Program, consisting of 3 Study Programs at the Doctoral level (S3) and 4 Master Level Study Programs (S2) which are presented in the table below.

No	Study Program	Accreditation Decree	Rating Accreditation	Expiration Date
1.	Doctor of Education	4245/SK/BAN-PT/Akred/D/XI/2017	B	2022-11-07
2.	Doctor of Education in Mathematics and Natural Sciences	1656/SK/BAN-PT/Akred/D/V/2017	B	2022-05-30
3.	Doctor of Agricultural Science	897/KPT/I/2018	C	2020-15-10
4.	Master of Science Education	3385/SK/BAN-PT/Akred/M/IX/2019	A	2024-09-04
5.	Master of Education Technology	2898/SK/BAN-PT/Akred/M/VIII/2017	B	2022-08-15
6.	Master of Environmental Science	13752/SK/BAN-PT/Ak-PPJ/M/XII/2021	B	2027-01-11
7.	Master of Population and Labor Science	1694/SK/BAN-PT/Akred/M/III/2021	B	2026-03-30



Benchmarks Configuration

The Jambi University Postgraduate Education Doctoral Study Program is the best Doctoral Program in Jambi Province that is ready to compete in the national realm by maintaining accreditation status and is improving towards competitive readiness at the international level through international accreditation efforts. By improvising the UNJA-SMART Frameworks, the Education Doctoral Study Program Team carries out restructuring in education operations and management such as updating the curriculum, increasing the quantity of academic activities outside the classroom, increasing research publications and community service, as well as establishing collaboration with campuses and institutions that are useful in building the program. Studies in a better direction such as the exchange of educators, teaching staff, and students, as well as participating in joint research and social services.

“Becoming an Excellent Jambi University Postgraduate Education Doctoral Program with Entrepreneurial Character at the National and International Levels”

- *Vision* -



- Missions -

1. Carry out educational activities that are oriented towards excellence (excellence in teaching), honesty, integrity, creativity, harmony and academic authority that upholds human values and democracy to produce graduates who are independent, professional, competitive, and have noble character.
2. Develop creative and innovative ideas through research (excellence in research and innovation) in the fields of education and education with various concentrations so that they are able to adapt to anticipate changes and developments in the latest and sustainable science, technology, and art.
3. Developing the institutional capacity of the Educational Doctoral Study Program (Management Transformation) so that it can improve the quality of performance and competitive advantage in global competition.
4. Develop a network of partnerships with other educational institutions and universities both at home and abroad, and the user community of graduates from the Academic Reputation Program.



Purposes

In accordance with the mission formulation above, the objectives to be achieved by the Jambi University Postgraduate Education Doctoral Program are as follows.

1. To produce human resources with Doctoral qualifications who have academic and professional abilities in education science and are able to develop concepts, theories, and practices in education science with various concentrations.
2. Developing a research climate for education science and disseminating the results on a local, national and international scale.
3. Increase cooperation and partnerships with stakeholders, educational institutions and users of Doctor of Education graduates at the local, national, regional and international levels.

Target

In an effort to achieve the objectives of the study program above, the main objectives of the Doctor of Education Program are as follows.

1. Lecturers with doctoral education qualifications who teach according to their fields of expertise reach 100%.
2. Professors in accordance with the competence of the study program reach 10 people in 2020 (currently there are 5).
3. Encourage lecturers to publish at least 1 international and national journal per semester including students indexed by Scopus, Thomson ISI, DOAJ, and Copernicus Index.
4. Encouraging lecturers and students to conduct research and present research results at national and international conferences and seminars as well as public lectures abroad.
5. Motivating lecturers to conduct research and become guest lecturers abroad with competitive foreign funding.
6. Inviting guest lecturers both from within and outside the country every year.
7. Realizing a competency-based curriculum so that 75% of graduates get an average GPA of > 3.50 and realizing that the graduate study period on time reaches 90% or less than 5 years.
8. Conduct research and education cooperation with other institutions both at home and abroad in accordance with the scientific field.
9. Involve students as research assistants in lecturer research as a student's final project.
10. Strengthen student or alumni bonds and involve them in academic and non-academic activities.

ACHIEVEMENT STRATEGY

No.	Goal	Achievement Strategy
1.	Lecturers with doctoral qualifications who teach in accordance with their field of expertise reached 100%.	The Education Doctoral Study Program facilitates lecturers to improve their insights and update the latest knowledge developments related to the courses they teach through seminars or conferences, both national and international, so that in the end the lecture material delivered by lecturers is of higher quality.
2.	Professors who are in accordance with the competence of the study program reach 10 people in 2020 (currently there are 5)	The Doctor of Education program currently has 5 professors according to concentration, therefore the study program provides the widest possible opportunity in the activities of the tri dharma of higher education to lecturers in the position of lecturer and head lecturer to write scientific papers at nationally accredited and international levels to support the credit points of professors.
3.	Encourage lecturers to publish internationally and nationally in at least 1 journal per semester including Scopus indexed students, ISI Thomson, DOAJ, and Index Copernicus.	The Education Doctoral Study Program facilitates lecturers to publish research results in international journals at least one journal in one semester. The facilities provided are in the form of assistance in translating and reviewing articles in English. Currently, several lecturers have been actively writing in international journals indexed by Scopus, ISI Thomson, and DOAJ.
4.	Encourage lecturers and students to conduct research and present research results at national and international conferences and seminars as well as public lectures abroad.	The Doctor of Education program motivates and facilitates lecturers, students, and alumni to present the results of lecturer and student research.
5.	Motivate lecturers to conduct research and become guest lecturers abroad with competitive foreign funding.	Motivate lecturers to conduct research and become guest lecturers abroad with competitive foreign funding.
6.	Invite guest lecturers either from within or outside the country every year.	The desire to provide an overview of the development of the world of education on other continents and abroad, the Educational Doctoral Program invites guest lecturers according to their fields every year so that students and lecturers get new energy in the form of theory or the latest research results abroad.
7.	Realizing a competency-based curriculum so that 75% of graduates get an average GPA > 3.50 and realize the study period of graduates on time reaching 90% or less than 5 years.	<ol style="list-style-type: none"> (1) Conducting periodic curriculum evaluation and reconstruction (2) Encourage supervisors to involve students in lecturer research so that the progress of dissertation writing is monitored and allows students to graduate on time.

		(3) Facilitate student consultation every Friday-Saturday or online with the supervisor so that it allows students to graduate on time.
8.	Conducting research and educational cooperation with other institutions both at home and abroad in accordance with the scientific field.	The Doctor of Education study program conducts research and service collaborations with institutions both at home and abroad so that lecturers and students have a place to carry out their academic tasks while the institutions involved benefit in the form of the latest information about the world of education. Currently, the Education Doctoral Program has an official MOU with the Faculty of Education of Central Luzon State University, Philippines which collaborates in the fields of research, faculty exchange, and student exchange and the MoU under the Jambi University.
9.	Involving students as research assistants in lecturers' research as students' final project.	The Doctor of Education study program encourages lecturers to involve students in their research, especially related to writing the final dissertation project and encourages lecturers to publish the results of joint research in reputable international journals. Since 2017, there have been 3 publications of lecturers and students in reputable international journals. This strategy is used so that lecturers transfer knowledge not only in the classroom but also outside the classroom, especially strengthening the field of research and publication.
10.	Strengthening student/alumni ties and involving alumni in academic and non-academic activities	As a newly established program, the Educational Doctoral study program views the student/alumni association as an important force and ambassador to strengthen the study program. Therefore, the student association of the Education Doctoral study program has been formed since 2016.



UNIVERSITAS SARJANA JAMBI

Policy Direction

The Education Doctoral Study Program always realizes the vision-mission and objectives of the Study Program. These efforts are based on 3 policy pillars, namely: (1) Jambi University Strategic Plan 2021-2025; (2), Jambi University Business Plan towards UNJA SMART Vision; (3) Jambi University Postgraduate Program Strategic Plan. The three pillars are used as the basis in formulating the policy direction contained in the Operational Plan of the Jambi University Doctor of Education Study Program 2021-2025.

Outcome Based Education 4.0 Curriculum

The OBE 4.0 curriculum is prepared based on a clear and careful determination of the types and levels of abilities (competencies) that must be mastered by students when they graduate so that they are able to answer challenges in the real world. With this foundation, the learning process is focused on preparing graduates with competencies relevant to the needs of the world of work.

Visit: <https://dokterkependidikan.unja.ac.id/index.php/kurikulum/>

Determination of Graduate Profile

Graduate profiles are the roles that graduates can perform in certain fields of expertise or work fields after completing their studies. Profiles are determined based on the results of studies of labor market needs required by the government and business and industry, as well as the need to develop science and technology. To be able to carry out the roles stated in the profile, "abilities" must be possessed.

On the one hand, the mandate of the Jambi University Statute in Permenristekdikti No. 41/2018 articles 25, 26 and 27 related to the Vision, Mission and Organization of the University of Jambi has been developed into the UNJA Vision: 'Towards A World Class Entrepreneurship University Based on Agroindustry and the Environment'. While UNJA's mission is to strive to increase the expansion of access to education and the implementation of quality higher education in Jambi as well as strengthening digital services to spur accuracy and accelerate the quality of education that prioritizes exploring Jambi's local potential which is handled in a connected and integrated manner to bring Jambi University to world class. Building a center of excellence for agro-industry and the environment is the main focus. Fostering a culture of innovation of UNJA citizens supported by good governance. The concrete steps in the next four years taken are to carry out the Tri Dharma of Higher Education towards excellence.

On the other hand, based on needs analysis (market signals) through graduate searches, stakeholder input, professional associations or scientific colloquia, and trends in future scientific / expertise developments, it shows that the market currently needs educational experts to overcome problems of access, relevance and quality of education both quantitatively and qualitatively. The market needs expert activists to improve the quality of science-based human resources by utilizing the potential of existing resources. And the market needs professionals who are able to develop students in terms of Plenary Intelligence (spiritual intelligence, naturalist intelligence, emotional intelligence, social intelligence, musical intelligence, linguistic intelligence, intellectual intelligence, logical-mathematical intelligence, spatial visual intelligence, and kinesthetic intelligence) with Entrepreneurial Character (superior personality, fighting spirit, independent, innovative, creative, productive, and global insight) towards Pancasila people.

In connection with this, the profile of graduates of the Jambi University Postgraduate Education Doctoral Study Program is determined as presented in the following table.

Needs Analysis (Market Signals) Tracer Study Results	Science and Technology Studies (Vision of Science), Vision-mission of Jambi University
<ul style="list-style-type: none"> a. The world of education needs educational experts to overcome problems of access, relevance and quality of education both quantitatively and qualitatively. b. The market needs an expert driving force to improve the quality of science-based human resources by utilizing the potential of existing resources. c. The community needs professionals who are able to develop students in terms of Plenary Intelligence (spiritual intelligence, naturalist intelligence, emotional intelligence, social intelligence, musical intelligence, linguistic intelligence, intellectual intelligence, logical-mathematical intelligence, visual spatial intelligence, and kinesthetic intelligence) with Entrepreneurial Character (superior personality, fighting spirit, independent, innovative, creative, productive, and global insight) towards Pancasila people. 	<ul style="list-style-type: none"> a. Unja's vision is Towards A World Class Entrepreneurship University Based on Agroindustry and Environment b. UNJA's mission is to strive to increase the expansion of access to education and the implementation of quality higher education in Jambi as well as strengthening digital services to spur accuracy and accelerate the quality of education that prioritizes the exploration of Jambi's local potential which is handled in a connected and integrated manner to bring Jambi University to world class. c. It takes the growth of a culture of innovation of UNJA citizens supported by good governance. The concrete steps in the next four years taken are to carry out the Tri Dharma of Higher Education towards excellence.
<p>"Education experts who have noble character and excel as researchers, educators with Entrepreneur character"</p> <p>- PROFILE OF GRADUATES –</p>	

Graduates' Learning Outcomes (CPL) are formulated by referring to the KKNl qualification levels, especially those related to elements of specific skills (employability) and mastery of knowledge, while those covering general attitudes and skills can refer to the formulations set out in SN-Dikti as a minimum standard, and added by themselves to characterize their university graduates. The result of the above stages is the formulation of CP for graduates of the doctor of education study program which is the minimum SLO that must be referred to and used as a benchmark for graduate abilities. The formulation of SLOs contains elements of general attitudes and skills that have been determined in SN-Dikti, and contains elements of specific knowledge and skills formulated and agreed upon by similar study program forums if any.

The formulation of the resulting graduate learning outcomes is sought to fulfill the provisions listed in SN-Dikti and KKNl and include aspects of Soft-Skills, Hard-Skills and Competitiveness (SHC).

PROFILE OF GRADUATES	GRADUATE LEARNING OUTCOMES
Education Expert	<p>CPL-1 Able to compile scientific, technological or artistic arguments and solutions based on a critical view of facts, concepts, principles, or theories that can be scientifically accounted for and academic ethics, and communicate them through mass media or directly to the public;</p> <p>CPL-2 Able to show academic leadership in managing, developing and fostering resources and organizations under his/her responsibility;</p> <p>CPL-3 Mastering the scientific philosophy and its implementation in the field of research, in the field of learning and in the field of humanities, or in the field of social science, or in the field of applied science (according to his choice).</p>
Noble Character	<p>CPL-4 be devoted to God Almighty and able to demonstrate a religious attitude;</p> <p>CPL-5 uphold human values in carrying out duties based on religion, morals, and ethics;</p> <p>CPL-6 contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila;</p>
Excellent Researcher	<p>CPL-7 is able to discover or develop new scientific theories/concepts/ideas, contribute to the development and practice of science and / or technology in the field of education that pay attention to and apply humanities values in their field of expertise, by producing scientific research based on scientific methodology, logical, critical, systematic and creative thinking;</p> <p>CPL-8 is able to compile interdisciplinary, multidisciplinary or transdisciplinary research, including theoretical and/or experimental studies in the fields of science, technology, art and innovation as outlined in the form of dissertations, and papers that have been published in reputable international journals;</p> <p>CPL-9 Able to compile scientific, technological or artistic arguments and solutions based on critical views on facts, concepts, principles, or theories that can be scientifically accounted for and academic ethics, and communicate them through mass media or directly to the public;</p>
Excellent Educator	<p>CPL-10 Able to conduct learning analysis, through activities to identify all abilities that must be mastered by students at each stage of learning, determine the initial abilities and final abilities of students in the learning process, determine the stages of implementing student learning both hierarchically, procedurally, and clustering; and able to compile RPS that are systematic, measurable, and can be carried out in stages, efficiently and effectively.</p> <p>CPL-11 Able to carry out a learning process that is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered. Student-centered means that graduate learning outcomes are achieved through a learning process that prioritizes the</p>

	<p>development of creativity, capacity, personality, and student needs, and develops independence in seeking and finding knowledge.</p> <p>CPL-12 Able to carry out assessment, namely the process of identifying, collecting and preparing data and evidence to evaluate the learning process and outcomes of students. Assessment of student learning processes and outcomes includes assessment principles; assessment techniques and instruments; assessment mechanisms and procedures; implementation of assessment; assessment reporting; and student graduation.</p>
Berkarakter Entrepreneur	<p>CPL-13 Have a leadership spirit, with indicators of daring to be different, trustworthy and tough in action, able to define a vision and attract people to unite around that vision and turn it into reality and have the will to realize and develop creative and innovative ideas from every opportunity owned into valuable activities.</p> <p>CPL-14 Possess the abilities needed in the industrial era 4.0 such as; Critical thinking and problem solving, Communication, Collaboration, and Creativity and Innovation through mastery of literacy, numeracy literacy, science literacy, digital literacy, financial literacy, and cultural and civic literacy.</p>

Taking into account the depth and breadth of the study material, credit load, prerequisite courses or the sequence of forming student competencies, the distribution of courses is determined as shown in the following table.

No	Code	Course Name	Credit	Semester
1.	PDK-711	Philosophy of Science	3	I
2.	PDK-712	Qualitative Research Methods and Action Research in Education	3	I
3.	PDK-713	International and Comparative Education	3	I
		Total	9	
4.	PDK-721	Quantitative Research Methods in Education	3	II
5.	PDK-722	Implementation of blended learning and learning in the era of industry 4.0 and industrial revolution 5.0.	3	II
6.	PDK-723	Leadership entrepreneurship	3	II
		Total	9	
7.	PDK-731	Development Research Methods and Experimental Research in Education	3	III
8a.	EDK732	Theories, approaches and research topics in the field of Humanities	3	III
8b.	EDK732	Theories, approaches and research topics in the field of Social Sciences	3	III
8c.	EDK732	Theories, approaches and research topics in the field of applied sciences (Professions and Applied Sciences)	3	III
9.	PDK-733	Entrepreneurship Behavior	3	III
		Total	9	
10.	PDK-741	Doctoral Qualification Examination	2	IV
11.	PDK-742	Proposal Seminar	2	1V
		Total	4	
12.	PDK-751	Result Seminar	2	V
13.	PDK-752	Closed Examination	10	V
		Total	12	
14.	PDK-761	Open Exam/Promotion	15	VI
		Total	15	
		TOTAL	58	

Educators Team

We have several teams of teaching lecturers who are graduates of well-known campuses both from within and outside the country.

1. Prof. Dr. Drs. Ekawarna M.Psi.
2. Prof. Dr. M. Rusdi S.Pd., M.Sc.
3. Prof. Dr. Drs. Yundi Fitrah M.Hum.
4. Prof. Dr.rer.nat. H. Rayandra Asyhar M.Si.
5. Prof. Dr. Drs. Ali Idrus M.Pd., ME.
6. Prof. Amirul Mukminin, S.Pd., M.Sc., Ed., Ph.D
7. Dr. Drs. Firman M.Si.
8. Dr. Drs. Suratno M.Pd.
9. Muhammad Haris Effendi Hsb S.Pd., M.Si., Ph.D.
10. Dr. Drs. Eko Kuntarto M. Pd. M.Comp.Eng
11. Hadiyanto, S.Pd., M.Ed., Ph.D
12. Eddy Haryanto, S.Pd., M.Sc.Ed., MPP., Ph.D
13. Urip Sulistyono, S.Pd., M.Ed., Ph.D
14. Delita Sartika, S.S., MA., Ph.D
15. Drs. Marzul Hidayat, M.A., Ph.D
16. Dr. Rosmiati, S.Pd., M.Pd
17. Bunga Ayu Wulandari, S.Pd., M.EIL., Ph.D
18. Dr. Mukhlash Abrar, S.S., M.Hum

- Facilities -

With a focus on better education, the Jambi University campus provides several integrated facilities, students and the community to work towards solving local and global challenges. This encourages innovative organizations from various circles to work closely with Jambi University in a collaborative campus environment. Some of the facilities available include mosques, libraries, mini theatres, sports & gyms, laboratories.

BUKU YANG SUDAH
DIBACA HARAP
DIKEMBALIKAN
KETEMPAT SEMULA

372-379

- System Integration -

All activities at Jambi University have been integrated with an online computer system. Some of the systems that have been developed include the following.

1. New Student Admission: <https://pmb.unja.ac.id>
2. Student Academic Information System: <https://siakad.unja.ac.id>
3. Integrated Electronic System for Student Final Project: <https://elista.unja.ac.id>
4. E-Library: <https://librarynew.unja.ac.id/>
5. Subscription Journal: <https://librarynew.unja.ac.id/jurnal/>



IRJE (Indonesian Research Journal in Education)

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