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CHARACTER EDUCATION MANAGEMENT MODELS IN INDONESIA
AND INDIA: COMPARATIVE STUDY AT UNY AND
LR DAV COLLEGE JAGRAON INDIA



OLEH:

Prof. Dr. Sugiyono, M.Pd.
Prof. Suyanto, Ph.D.
Prof. Dr. Lantip Diat Prasajo, M.Pd.
Lia Yuliana, M.Pd.

Mitra:
Prof. Dr. Kunal Mehta
LR DAV COLLEGE JAGRAON INDIA


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LEMBAR PENGESAHAN
LAPORAN PENELITIAN PENELITIAN KERJASAMA INTERNASIONAL
PROGRAM STUDI

1. Judul Penelitian : CHARACTER EDUCATION MANAGEMENT
MODELS IN INDONESIA AND INDIA:
COMPARATIVE STUDY AT UNY AND LR DAV
COLLEGE JAGRAON INDIA
2. Ketua Peneliti :
a. Nama lengkap : Prof. Dr. Sugiyono, M.Pd.
b. Jabatan : Guru Besar
c. Program Studi : Manajemen Pendidikan - S2
d. Alamat : Jl. Utama Pugeran, Maguwoharjo, Sleman, Yogyakarta
e. Telepon : +62811269374
f. e-mail : sugiyono@uny.ac.id
3. Bidang Keilmuan : Pendidikan
4. Skim : Penelitian Kerjasama Internasional Program Studi
5. Tema Penelitian Payung : Model integrasi karakter bangsa dalam proses
pembelajaran
6. Sub Temap Penelitian :
Payung
7. Kelompok Peneliti :
- | No | Nama, Gelar | NIP | Bidang Keahlian |
|----|-------------------------------------|-----------------------|-----------------|
| 1. | Prof. Dr. Lantip Diat Prasoj, M.Pd. | 19740425 200003 1 001 | |
| 2. | Prof. Suyanto, M.Ed., Ph.D. | 19530302 197703 1 001 | |
8. Mahasiswa yang terlibat :
- | No | Nama | NIM | Prodi |
|----|-------------------|-------------|----------------------|
| 1. | Lia Yuliana | 17704269001 | Manajemen Pendidikan |
| 2. | Ahmad Abdun Salam | 19703251028 | Manajemen Pendidikan |
9. Lokasi Penelitian : INDONESIA - INDIA
10. Waktu Penelitian : 16 Maret 2020 s/d 15 November 2020
11. Dana yang diusulkan : Rp. 50.000.000,00



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Ketua Pelaksana



Prof. Dr. Sugiyono, M.Pd.
NIP 19531214 197811 1 001

**CHARACTER EDUCATION MANAGEMENT MODELS IN INDONESIA
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LR DAV COLLEGE JAGRAON INDIA**

ABSTRACT

The main problem in the character education management model in schools is whether character education is made a separate or integrated in the course. Then, it is applied that character education is integrated with the course. This means that every subject is required to include the content of characters through learning design, learning implementation, and learning evaluation. This study emphasizes that after implementing integrated character education, it is necessary to evaluate whether the program is good or not. The purpose of this research is to find out: 1) Character education management models in Indonesia and India: Comparative Study at UNY and LR DAV College Jagraon India, 2) effectiveness of Character education management models in Indonesia and India: Comparative Study at UNY and LR DAV College Jagraon India.

The method of this research was qualitative research and used comparative study design approach. The most appropriate strategy of this research was embedded research (stuck research) because the research has been planned in detail in the proposal before the researchers plunged into the field. The steps used were: 1) collecting source through multi-technique); 2) reducing data in order to simplify and categorizing data; 3) presenting data in the form of qualitative description; 4) drawing conclusions and 5) preparing research reports, and formulating recommendations comparison research results.

The aims of this research are: plotting Character education management models in Indonesia and India: Comparative Study at UNY and LR DAV College Jagraon India, as well as obtaining information about effectiveness of Character education management models in Indonesia and India: Comparative Study at UNY and LR DAV College Jagraon India. Having comparable Character education management models in Indonesia and India: Comparative Study at UNY and LR DAV College Jagraon India, then further prepared a good recommendation for Yogyakarta State University and LR DAV College Jagraon India about the effective model of character education in college.

Keywords: comparability, model, manajemen, and character education.

TABLE OF CONTENTS

Endorsement Page	2
Abstract	3
Table of Contents	4
CHAPTER I INTRODUCTION	6
A. Background	6
B. Problem Formulation	11
C. Research Objective	11
D. Research Benefits	12
E. Output	12
CHAPTER II RIVIEW OF LITERATURE.....	13
A. The Nature of Management	13
B. The Nature of Character Education	15
C. Thinking Framework	19
CHAPTER III RESEARCH METHOD	21
A. Field of Research	21
B. Research Design	21
C. Data Types	22
D. Data Collection Technique	22
E. Data Collection Instrument	23
F. Instrument Validity	23
G. Data Analysis Technique	24
CHAPTER IV RESEARCH RESULTS AND DISCUSSION.....	26
A. Data Description.....	26
B. Discussion and Analysis	39
CHAPTER V CLOSING	45
Reference	29
Attachment	31
Statement Of Cooperation Availability From The Audience Of Targets	32
Minutes Of The 2020 International Collaboration Research Seminar	51
Minutes Of The Implementation Of The 2020 International Collaboration Research Proposal Seminar	52
Letter Of Student Involvement	53

Financial Statement	54
Curriculum Vitae	55
a. Chief Researcher	55
b. Member 1	67
c. Member 2	77
d. Member 3	100

CHAPTER 1 INTRODUCTION

A. Background

Currently Character education has become a central theme in the implementation of education in the country both elementary school and college level. The Ministry of National Education has established the implementation of character education starting from 2011. Implementation of character education is not only done by educational institutions but also by all levels of education in central and regional. From that, it becomes a "national movement of character education". The Ministry of National Education undertakes to be an exemplary example in providing service and implementation of character education. The national movement of character education has begun to be socialized in all educational institutions. The supporting devices for the implementation of character education have been prepared by the Research and Development Board of the Ministry of National Education, which include "Character Education Master Design", training materials for strengthening learning methodology based on cultural values to build competitiveness and nation character and guidance on the implementation of character education.

Today, character education is the main theme in the administration of education in the country both from elementary school to vocational level. The Ministry of National Education has set the implementation of character education to begin in 2011. The implementation of character education is not only carried out by educational institutions but by all levels of education at the central and regional levels so that it becomes a "national character education movement". The Ministry of National Education undertakes to be an example in providing services and implementing character education. This national character education movement has begun to be socialized in all educational institutions. Supporting tools for the implementation of character education have been prepared by the Research and Development Agency, the Ministry of National Education which among others are in the form of "Character

Education Master Design", training materials for strengthening learning methodology based on cultural values to shape the competitiveness and character of the nation as well as guidelines for implementing education character.

One of the priorities of the national development program as written in the vision of the Ministry of National Education, is to realize a smart, comprehensive, competitive and dignified Indonesian person through the implementation of character education. Intelligent comprehension includes spiritual, emotional, social, intellectual, and kinesthetic intelligence. The strategic plan was prepared based on Law Number 20 of 2003 concerning the National Education System. In Article 1 (one) of the law, it is written that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble, as well as the skills needed by himself, society, nation and state. After that, character education is also widely written in the vision and mission of other educational institutions. In general, educational institutions form a vision that is not only charged to make graduates smart but also has good morals.

Character education is the overall dynamics of interpersonal relationships with various dimensions, both from within and from outside him, so that the person can live up to his freedom so that he can be more responsible for his own growth as a person and the development of others in their lives. Character education as a pedagogy pays attention to three important things for human growth, namely the development of human natural abilities as possessed differently by each individual (naturalist). In developing this natural ability, humans cannot neglect their negative relations with the social environment (Rosseau), and in this relationship between individuals and society, humans direct themselves to values (including Foerster, Marx, Kohlberg, and Dithrey). Having a noble character is not automatically owned by every human being when he is born, but requires a long process through nurturing and education (the engraving process). In Arabic terms the character

is similar to *ahlak* (root word *khuluk*), which is the nature or habit of doing good things. Alghazali (2010: 25) illustrates that *ahlak* is the behavior of someone who comes from a good heart.

Character education has become one of the priorities of national development programs as stated in the vision of the Ministry of National Education, which is to realize Indonesian to be a comprehensive, competitive and dignified human being. Intelligence comprehensiveness includes intelligent spiritual, emotional, social, intellectual, and kinesthetic. The strategic plan is based on Law number 20 of 2003 on National Education System. In article 1 (one) of the law, written that education is a conscious and planned effort to create a learning atmosphere and learning process, so that learners are actively developing their potential to have spiritual power, self-control, personality, intelligence, noble, as well as the skills he needs, society, nation and state. Besides, character education is also widely written in the vision and mission of other educational institutions. In general, educational institutions form a vision that is not only charged to make graduates smart but also noble.

Character education is the whole interrelated relational dynamic with various dimensions, both from within and from outside of itself. Because of that, the person can increasingly live his freedom so he can be more responsible for the growth of himself as a person and the development of others in their lives. Character education as a pedagogy gives attention to three important things for human growth, namely the development of the natural ability of man as it is owned differently by each individual (*naturalist*). In developing this natural ability man cannot neglect his negative relation to the social environment (Rosseau), and in the relation between individual and society, man directs himself to values (such as Foerster, Marx, Kohlberg, and Dithrey). Having a Noble Majesty is not automatically possessed by every human being once it is born, but it requires a long process through nurturing and education (the engraving process). In Arabic terms the character is similar to *ahlak* (the root of “*khuluk*”), ie the character or habit of doing good.

Alghazali (2010: 25) illustrates that *ahlak* is the behavior of someone who comes from a good heart.

Character education is a shared responsibility for all educators, both at home and school. Character education must begin with the educator itself. However, at this time many negative characters are found that actually comes from the educator itself. Although not based on accurate research data, but never found cases or events that tarnished the name of educators such as: (1) educators are dishonest in making scientific work; (2) educators who are studying advanced dishonest in doing exam questions that is how to copy the answer of his friend; (3) the educator helps the student to pass the national exam; (4) educators are less disciplined; (5) educators cheat in preparing promotional files and portfolio assessments, etc., which are assumptions that need to be verified.

If the educators only have shown a lot of negative characters keep doing, how the character of the students in the future? The phenomenon of the negative characters of teenagers who often become a source of news in the mass media, among others, is the act of violence, brawl, mischief, cheating on the exam and so forth. Elkins (2007: 57) conducted a survey of bullying in schools, obtaining the following findings: (1) daily about 160,000 students were bullied in school, 1 out of 3 respondent age (students at 18 years of age) violent action, 75-80% of students have observed as violence, 15-35% of students are victims of violence from cyber-bullying. This is certainly a worrying picture for both the international community and Indonesia as well. Therefore, this phenomenon must be addressed seriously so that the red thread of the need for strengthening character education can be found, and the offered model solutions are also biased effectively and efficiently.

Negative characters in adults are often hidden so that only certain circles know it. With the current information technology and computer upgrades, there are many negative characters among students and others: (1) writing paper assignments just downloading from the internet; (2) replicating thesis of the work of others; (3) answer the test questions with the help of

mobile phones that can connect to the internet. If this negative character is left unchecked, the student is feared will decrease his creativity. Besides, students will be lazy, like to take shortcuts, do not like challenges and happy to find something that is instant. Whereas on the other hand, students are required to have a strong person because of increasingly tight job competition. Such a reality need seriously implementing of character education on an ongoing basis. It is no exception that college continues to develop the model of character education that is very effective for the business of student characterization internalization.

In its implementation, character education is strengthened through the 18 values that exist in the educational unit sourced from religion, Pancasila, culture, and the goals of national education, namely: religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, the love of the homeland, the appreciation of achievement, friendship / communicative, love of peace, love to read, caring environment, social care, and responsibility (Kemdiknas, 2010: 8). As a prospective educator, students should have a variety of good characters, one of them is creative-communicative. Creative-communicative must-have prospective educators in optimizing learning activities to achieve educational goals. Students as prospective educators are educated workers who have a role in determining and influencing dynamism in the environment of education. Quality students certainly have a sensitivity to the conditions that run in society. That sensitivity leads to curiosity into ideas that bring creativity. Creativity can give birth to a solution to solve various problems in the world of education.

This study focuses on the study of the character education model held in Yogyakarta State University and LR DAV College Jagraon India. In many relationships, Indonesia and India have almost the same history and the same educational philosophy. If Indonesia has Ki Hajar Dewantara, then India has Mahatma Gandhi. Therefore, the study focused on the realities of implementing character education models at Yogyakarta State University and

LR DAV College Jagraon India and the effectiveness of character education models at Yogyakarta State University Indonesia and LR DAV College Jagraon India. The results of this study will be an important input and character education programs for Yogyakarta State University Indonesia and LR DAV College Jagraon India to develop a character education program dynamically and sustainably.

B. Problem Formulation

Based on the background of the problems then formulated research problems as follows.

1. How is the comparison of Character education management models in Indonesia and India: Comparative Study at UNY and LR DAV College Jagraon India?
2. How is the achievement of Character education management models in Indonesia and India: Comparative Study at UNY and LR DAV College Jagraon India?

C. Research Objectives

Based on the background and the formulation problems, then formulated the research objectives as follows.

1. Knowing the similarities and differences of Character education management models in Indonesia and India: Comparative Study at UNY and LR DAV College Jagraon India.
2. Knowing the achievement of Character education management models in Indonesia and India: Comparative Study at UNY and LR DAV College Jagraon India.

D. Research Benefits

1. Giving important inputs to higher education leaders at Yogyakarta State University and LR DAV College Jagraon India to seriously in programming character education in the institutions they lead.
2. Providing useful input for lecturers to be active and creative in designing and implementing character education integrated with the course.

E. Output

This research output is a Scientific Article for International Journal of Reputable and Scientific, Articles that is presented in Scopus Index International Seminar.

CHAPTER 2

REVIEW OF LITERATURE

A. The Nature of Management

Conceptually, management has definitions that are seen from various points of view. According to Sharma (2009: 66) management means: "management is getting people to do or what needs to be done". This conception is interpreted that management is an activity to guide people to work or do whatever is needed. According to Sharma, management is defined as an effort to achieve the goal by asking others to do it. Meanwhile according to Armstrong (2015: 3) management means that "management is the process of deciding what to do and then getting it done through the effective use of resources." The concept can mean that management is a process of what will be done and solve it using effective and efficient ways. Definition of management according to Brown (2006: 15), management is the process of using functions that include planning, organizing, leading, and controlling of an organization. Management is the process of using functions that include planning, organizing, leadership, and controlling an organization.

The concept of management according to Griffin & Gregory (2014: 143), management is a process of planning, organizing, coordinating and controlling any available resources in order to achieve the goals or goals that have been determined effectively and efficiently. To understand more about the functions of education management, in the perspective of schooling, by referring to the thoughts of Terry (2012: 126), including: (1) planning (planning); (2) organizing; (3) actuating and (4) controlling. Planning is nothing but an activity to set goals to be achieved along with ways to achieve those goals. As stated by Keith (1991: 72) that: planning may be defined as the process by which the manager sets objectives, assesses the future, and develops courses of action designed to accomplish these objectives.

While Handoko (1991: 34) states that: planning (planning) is the selection or determination of organizational goals and determining the strategies, policies, projects, programs, procedures, methods, systems, budgets

and standards needed to achieve goals. Decision making is heavily involved in this function. The importance of planning is primarily to provide clear direction for each activity, so that each activity can be endeavored and carried out as efficiently and effectively as possible.

There are nine benefits of planning, namely: (a) helping management adjust to environmental changes; (b) helps in the crystallization of conformity with key issues; (c) allows managers to understand the whole picture; (d) help assign responsibilities more precisely; (e) provides a way to give orders to operate; (f) makes it easy to coordinate between various parts of the organization; (g) make goals more specific, detailed and easier to understand; (h) minimize uncertain work; and (i) saving time, effort and funds (Handoko, 1991: 34).

Therefore, in planning (planning) activities carried out selecting goals and ways to achieve goals. Organizing activities are arranged responsibility for each task that must be completed. Actuating activities are carrying out activities where managers try to influence so that the workforce is motivated to complete their tasks. While controlling, monitoring activities are carried out so that if there are irregularities can be immediately corrected Griffin & Gregory (2014: 143). The contents of this research, planning planning activities contain predictions and formulate objectives, set and interpret management evaluation, develop evaluation management to achieve goals, set a schedule, prepare a budget and develop standards. Organizing contains activities to develop organizational structure, delegate authority and responsibilities, establish procedures for the use of resources, design work and develop job descriptions. Directing contains activities to motivate, train and develop subordinates, develop communication channels, assess the leadership style of personnel. Controlling contains activities evaluating the results of the implementation of evaluation activities, taking corrective actions on the results of evaluations, conducting performance evaluations, reporting results and monitoring activities on an ongoing basis.

B. The Nature of Character Education

In the context of virtue, character is a character, morality, or personality formed from the internalization of virtues that are believed and used as a basis for the worldview, thinking, attitude, and action. Virtue consists of a number of values, morals, and norms, such as honest, courageous, trustworthy, and respectful to others. The interaction of someone with others fosters the character of society and the character of the nation. Therefore, the development of the character of the nation can only be done through the development of one's individual character. However, since humans live in certain social and cultural environments, the development of one's individual character can only be done within the social and cultural environment (Puskur, 2010).

Research at Harvard University United States in (Ali Ibrahim Akbar, 2009: 87), identifies a person's success is not determined solely by knowledge and technical skills (hard skills), but rather by the ability to manage themselves and others (soft skill). This study revealed, success is only determined about 20 percent by hard skills and the remaining 80 percent by soft skills. Even the most successful people in the world can succeed because more supported the ability of soft skills rather than hard skills. This implies that the quality of character education of learners is very important to be improved. Education practice in Indonesia tends to be more oriented towards hard skill based education (technical skills) that develops intelligence quotient (IQ), but lacks the soft skill capability contained in emotional intelligence (EQ), and spiritual intelligence (SQ). The courses emphasize on the acquisition of re-examination value and test result score. Many teachers have a perception that learners who have good competence are having high test or exam results, regardless of other more important indicators.

According to David Elkind & Freddy Sweet (2004: 127), character education is interpreted as follows: *"character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right,*

and then do what they believe to be right, even in the face of pressure from without and temptation from within ". Character education is everything the teacher does, which is able to influence the character of the learner. Teachers help build the character of learners about exemplary how the behavior of teachers, how teachers talk or deliver material, how teachers tolerate, and various other related matters.

Meanwhile, according to Elkins (2007: 89), character education has the same essence and meaning with moral education and value education. The goal is to create a child's personality, to be a good human being, a citizen, and a good citizen. As for good human criteria, good citizens, and good citizens for a society or nation, in general are certain social values, which are heavily influenced by the culture of society and nation. Therefore, the essence of character education in the context of education in Indonesia is the value of education, namely the noble values education that comes from the culture of the Indonesian nation itself, in order to foster the personality of the younger generation.

Academically, character education is interpreted as value education, character education, moral education, or value education whose purpose is to develop the ability of learners to give good decisions, to maintain what is good, and to realize the goodness in daily life. day with all my heart. Therefore, the character's character education psychologically includes *the moral dimensions of reasoning, moral feeling, and moral behavior* (Lickona, 1991). Pedagogically, character education should be developed by applying a holistic approach, with the understanding that *"Effective character education is not a program or set of programs. Rather it is a transformation of the culture and life of the school "*(Berkowitz, in goodcharacter.com, 2010).

The commendable character is the result of internalizing the moral values in a person that characterized by positive attitudes and behaviors. Therefore, it is strongly related to the power of the heart. Science is not fully capable of creating morals or faith, it is only able to establish it, and therefore also nurturing the heart while sharpening reason will strengthen one's

character. Based on the grand design developed by Puskur (2010), psychologically and socially the culture of character building in the individual is a function of all human potential (cognitive, affective, conative, and psychomotor) in the context of cultural social interaction (in family, school and community) and lasts for life. Configuration of characters in the context of the totality of psychological and socio-cultural processes can be grouped into: Spiritual and emotional development, intellectual development, Physical and Kinesthetic development, and Exercise and Karsa (Affective and Creativity development).

As with the characteristics of the characters mentioned above, the Indonesian Heritage Foundation (IHF) developed a model of "Character-based Holistic Education". The curriculum used is "Character-based Integrated Curriculum". The curriculum aims to develop all human dimensions. There are nine pillars of character in the curriculum, namely: (1) the love of God and all of His creation; (2) independence and responsibility; (3) honesty / trustworthiness; (4) respect and courtesy; (5) philanthropists, like help and mutual cooperation; (6) confident and hardworking; (7) leadership and justice; (6) good and humble, and; (9) tolerance, peace, and unity. Theories of personality traits that are positive characters are not to be memorized by learners but must be lived and embodied in the behavior of everyday life. Establishing and nurturing a positive character of course takes a long time and needs to process habituation. If all human beings are positive, it is hoped that human life in the world will be peaceful.

In Indonesia, the Ministry of National Education (Kemendiknas) has formulated 18 values of character that will be implanted in the students as an effort to build the character of the nation (Suyadi, 2013: 7-9). 18 values of MONE version of the character as stipulated in the book Development of Cultural Education and National Character of Ministry of National Education through the body of research and development of curriculum center (Ministry of National Education, 2010), as follows: 1) Religious, 2) Honest, 3) Tolerance, 4) Discipline, 5) Hard Work, 6) Creative, 7) Independent, 8)

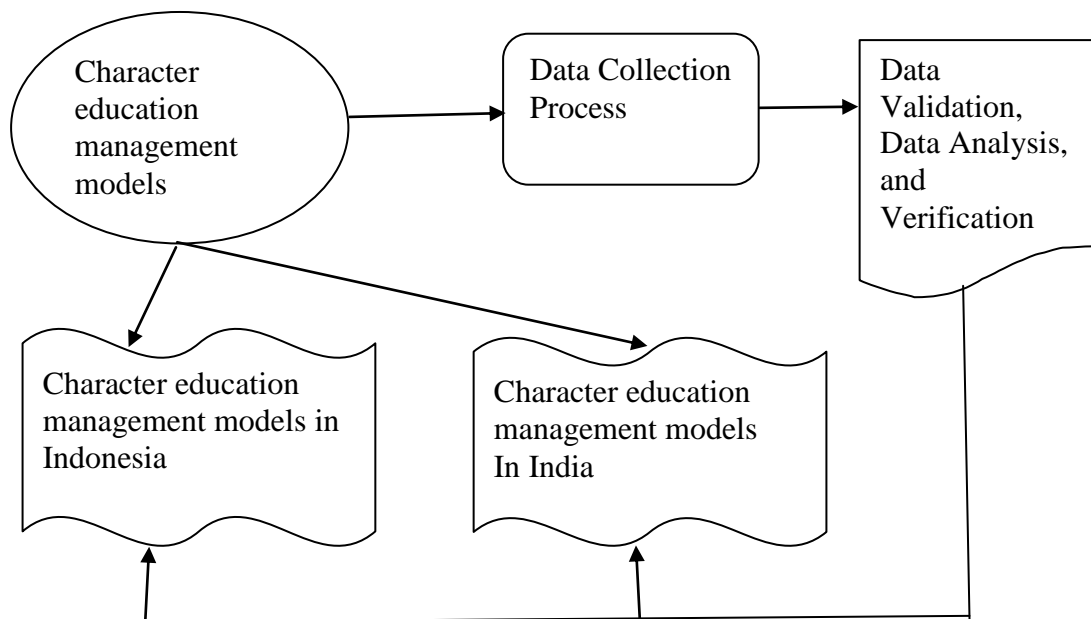
Democratic, 9) Curiosity, 10) Spirit of Nationality, 11) Love Country, 12) Respect for Achievement, 13) Friendly / Communicative, 14) Love Peace, 15) Love Reading, 16) Care for the Environment, 17) Social Care, and 18) Responsibility. Similarly, Yogyakarta State University has become the driving force of the character education movement in Indonesia.

According to Muhammad B. Ilyas, Indonesian national identity is a projection that is reflected in the behavior of Indonesian people in general that is in accordance with the values contained in Pancasila (2013: 39). Behavior that is in accordance with the values in Pancasila and is a true characteristic of the Indonesian nation in another concept, namely national identity. The word identity comes from the word identity (English) which has a literal understanding of the signs, characteristics, or identity attached to the individual or something that distinguishes it from the others. Identity in anthropology has a specific meaning that explains and is in accordance with one's own self-awareness, one's own group, group, community, or country.

Departing from this sense of identity, identity is not limited to individuals, but applies to a large group called the nation. While the word national or nation is an identity that is owned by a larger group (larger group) that is bound by similarity, similarity, whether physical like culture (culture), religion (religion), and language (language) or non-physical like desire (needs), ideals (goals) and goals (goals). These groups are then referred to as national identities or national identities which are expected to ultimately produce group actions that are manifested in the form of movements or organizational forms that are given national attributes (Sartono Kartodirdjo, 2005: 132). National identity in the context of Indonesia is a manifestation of cultural values that grow and develop in various aspects of life from hundreds of tribes that are gathered in one unity Indonesia into a national culture with reference to Pancasila and Unity in Diversity as the basis and direction for its development. In other words, the essence of our national identity as a nation in the life and life of the nation and state is Pancasila whose actualization is reflected in the structuring of our lives in the day after tomorrow, for example in the rule of

law or law, ethical and moral values which are normatively applied in daily life, desirable government systems, both at national and international levels and so forth (Sartono Kartodirdjo, 2005: 132).

C. Thinking Framework



The first step in this research is the effort to collect data about the character education model in Yogyakarta State University Indonesia and LR DAV College Jagraon India. The collected data is validated through external and internal criticism to test the credibility and authenticity of the data either through informant review, triangulation, or any other relevant test. After the data collected that meet the requirements for be analyzed, then the process of identification and analysis of the model began to be done together, or in the first identification then analyzed with *verstehn* approach to reveal the meaningfulness of the facts revealed. After all the indicators of the character education model are identified and analyzed, the next step is comparative effort of the advantages and disadvantages of the character education model held at Yogyakarta State

University Indonesia and LR DAV College Jagraon India. Comparisons are not for the purpose of looking for the deficiencies of a model, but rather to complement each other and give each other feedback for the improvement recommendations of the character education model. If in Yogyakarta State University Indonesia, the values of the characters have become soul of vision-mission of the institution, which must be derived in Tri Dharma activities, then how about in India.

CHAPTER 3 RESEARCH METHODS

Methodology is a theoretical concept that discusses the various methods or sciences methods, used in research. While the method is part of the methodology, which is interpreted as techniques and methods in research, such as observation techniques, collection methods (heuristics), interview techniques, questionnaires, content analysis, and so forth. In this study, considering the type of research is an evaluation study, then the methodology used is also a way that strengthens the quality of qualitative research results. Various matters relating to research methodology to be used in this study can be explained as follows.

A. Field of Research

Fields to be studied in this qualitative research were character education models at Yogyakarta State University Indonesia and LR DAV College Jagraon India.

B. Research Design

This research was descriptive qualitative research method. This study used a loose design to deal with possible possibilities, but the exact conditions of these possibilities were unpredictable. The design was a plan of anticipation of the possibility. When the possibility arose, the design could be adjusted appropriately in the implementation. The appearance of further studies was built by a number of interactions that always remain open all the time. There were several elements in formulating the design : 1) determining the focus of the study, 2) determining the accuracy of the paradigm on its focus, 3) determining the application of the paradigm of study on selected substantive theory, 4) determining about where and from whom data will be collected , 5) determining the successive phases of research, 6) using "human instrumentation", 7) collecting and recording data, 8) cultivating of analysis, 9) planning the logistics, and 10) planning degree of trust.

Based on the problems in this study, the type of research which was appropriate and relevant was descriptive qualitative research. This research was

expected to reveal a variety of qualitative information with thorough and meaningful analyzes. While the research strategy used was hermeneutic approach with type of systemic study of the symptoms found in the field both qualitative and quantitative related to the existence of character education model in Yogyakarta State University Indonesia and LR DAV College Jagraon India.

C. Data Types

Types of data obtained in this study were quantitative and qualitative data. Quantitative data came from quantitative documents on Character education models at UNY Indonesia and LR DAV College Jagraon India. The data was expected to provide an overview of the reality of character education model at Yogyakarta State University Indonesia and LR DAV College Jagraon India. While qualitative data was based on open questionnaire, observation, and interviews that provide opportunities for respondents to describe the character education model in Yogyakarta State University Indonesia and LR DAV College Jagraon India.

D. Data Collection Technique

Data collection technique used in this research was FGD technique (focus group discussion) by inviting lecturer and head of department and faculty in character education model at Yogyakarta State University Indonesia and LR DAV College Jagraon India, that is taken by *purposive sampling*. Interview techniques are flexible and open, not tightly structured, but with questions that are increasingly focused and lead to the depth of information. Thus this data collection technique is used when researchers want to know things from more in-depth informants (Sugiyono, 2018: 317). The observations in this study are intended to supplement the interview data and documentation so as to obtain credible research data. Observation is a data collection technique that requires researchers to go directly to the field to observe matters relating to space, place, actors, activities, objects, time, and events (Ghony and Almanshur, 2012: 165).

The documentation method is intended to trace data in the form of notes, transcripts, books, newspapers, magazines, promotions, minutes of meetings, agendas, etc. (Arikunto, 2010: 102). Data collection instruments in this study used the main instruments and supporting instruments. The main instrument is the researcher himself who in theory and methodology understands the flow and structure of qualitative research. As the main instrument researchers are required to be able to understand data both data sourced from informants, the observation process, and data sourced from documents. Researchers are also required to be able to analyze and synthesize in a reconstruction and interpretation of the problems being studied. This shows that the workings of researchers as planners, executors, interpreters of data, and reporters of research results are structured and systematic activities.

E. Data Collection Instrument

The data collection instruments developed in this study was a questionnaire instrument on the reality of the character education model at Yogyakarta State University Indonesia and LR DAV College Jagraon India. Techniques used for character education model at Yogyakarta State University Indonesia and LR DAV College Jagraon India which was and had been running were aspects that was validated, namely: learning design, learning implementation, and learning evaluation.

F. Instrument Validity

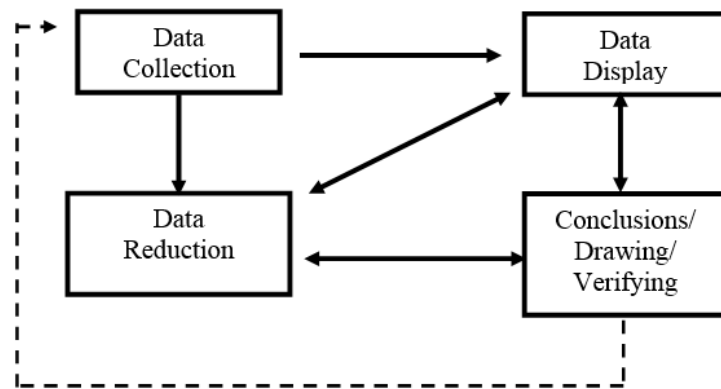
Content validity, which is often called curricular validity, is important if you want to describe how a person demonstrates his ability in a field. The principle of content validity that needs to be researched is what is already known by the individual concerned. Borg and Gall, 1984: 123), a valid instrument showing that the instrument can be used to measure what should be measured, "content validity is the degree to which the test is designed to measure". In addition, instrument validity also uses expert judgment or expert validation to ensure that the instrument developed has a high degree of validity.

G. Data Analysis Technique

Data analysis is a process of systematically searching and compiling data obtained from interviews, observations, and documentation, by organizing data into categories, describing into units, synthesizing, organizing into patterns, choosing what is important and which will be studied, and make conclusions so that they are easily understood by themselves and others (Sugiyono, 2018: 335). The analysis technique in this study uses an interactive analysis model (Miles & Huberman, 2014: 16). In this analysis model, the three components of the analysis are data reduction, data presentation, and drawing conclusions or verification, the activities carried out in an interactive form with the process of collecting data as a process that continues, repeats, and continues to form a cycle. In this process the researcher's activities move between the components of analysis and data collection during this process. Furthermore, researchers only move between the three components of the analysis, thus forming a cycle pattern or its nature is repeated. These three units of analysis are preceded by data collection activities and can be explained as follows.

Data reduction could be interpreted as a selection process, focusing attention on simplification, abstraction, and transformation of "rough" data arising from written records in the field. Thus data reduction was a form of analysis that sharpens, classifies, directs, discards the unnecessary, and organizes the data in such a way that the final conclusion can be drawn and verified. Simply could be explained by "data reduction" and need to mean it as quantification. Qualitative data could be simplified and transformed in a variety of ways: through rigorous selection, summarizing, classifying it in a wider pattern and so on. While the presentation of data was the second important flow of interactive analysis activities. While the third important analysis activity was to draw conclusions or verification. Researchers should conclude in a loose, open and skeptical way (Patton, 1983: 20). Thus, this interactive analysis model can be explained as follows. In collecting data of this model, researchers made data reduction and data presentation until the compilation of conclusions. This means that the data obtained in the field then researchers compile an understanding of the meaning of

all events called *data reduction* and followed the preparation of data in the form of story systematically. These data reduction and presentation were prepared when the researchers obtained the data units needed in the study. The last data collection of researchers began to make an effort to draw conclusions by drawing verification based on data reduction and serving. If the problem under study had not been answered and or not yet completed, then the researcher had to complete the deficiency in the field first. Schematically this interactive analysis process can be described as follows.



Gambar 6. Model Analisis Interaktif Miles dan Huberman

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

A. Data Description

1. Character Education Management at YSU

In the context of character education management, UNY refers to the vision and mission formulated in the strategic plan, both the old strategic plan and the new strategic plan. The vision of UNY in order to answer the challenges of education in the industrial era 4.0 which is used as a reference and direction for the development of UNY in carrying out its role in higher education is: **"To become a superior, creative, and innovative educational university based on piety, independence, and scholarship in 2025"**. The development of UNY towards a world-class educational university that is superior, creative, innovative, and sustainable certainly does not override the basic values set by the founding fathers who have taken root in the UNY academic community, namely piety, independence, intelligence, and Indonesian identity. Piety means that in carrying out his mandate, UNY always carries out activities on a path that is blessed by Allah SWT. Independence refers to a strong self-ability in carrying out its mandate so that the dependent nature of thinking, acting and acting is more likely to be initiated by oneself. Intelligence means that every thought, attitude, and action is always based on scientific truth, not the interests of individuals or groups.

Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika which is Indonesia's identity must be upheld as a foundation in organizing UNY towards a world-class educational university that is superior, creative, innovative and sustainable. "Thus, morality, morality, self-efficacy, truth, and Indonesian identity are the essence of the basic values used by UNY in developing itself towards a world-class university." Broadly speaking, the values of Indonesian identity that underlie the development of UNY include the basic values of individuals and institutions. All of that is embodied in hope, as stated in the motto "Leading in

Character Education" which is in line with the philosophy of education at YSU, namely the philosophy of Pancasila. UNY believes that the main purpose of education is to form character, namely individuals who can realize basic values in their lives. This motto is used as an UNY icon which is included in various documents and used in various activities at the local, national, regional, and international levels.

The vision is then translated into the seven main missions of UNY, namely as follows.

- a. To organize academic and professional education in the field of education that are superior, creative, and innovative to produce devout, independent, and intellectual people;
- b. Organizing academic, professional, and vocational education in non-educational fields that are superior, creative, and innovative to produce devout, independent and intellectual people.
- c. conduct research to discover, develop, and disseminate science, technology, and arts that improve the welfare of individuals and communities, and support regional and national development, as well as contribute to creative and innovative solutions to global problems based on piety, independence, and intelligence;
- d. organizing creative and innovative community service and empowerment that encourages the development of human, community, and natural potential to realize social welfare based on piety, independence, and intelligence;
- e. organizing good, clean and authoritative governance and services in the implementation of higher education autonomy to create a superior, creative and innovative university based on piety, independence, and intelligence;
- f. create learning processes and environments that are able to empower students creatively and innovatively to carry out lifelong learning based on piety, independence, and intelligence; and
- g. develop cooperation with other institutions, both national and international, creatively and innovatively to improve the quality of the implementation of the tridharma on the principle of equality and mutual benefit based on piety,

independence and intelligence.

For the development of UNY's strategic program in the future, it is necessary to make adjustments to the 2020-2024 UNY Strategic Plan by considering the RPJP which will end in 2025. Thus, UNY's Strategic Plan for the 2020-2025 period needs to be a reference in the strategic development of UNY. The fourth (final) stage strategic plan in achieving UKKD refers to the corridors of the main tasks and functions of higher education, namely: (1) human development according to natural abilities and in line with various needs; (2) development of science, technology, arts and sports which are beneficial for community development; and improving the life of the Indonesian people and humanity through the dissemination of science, technology, arts and sports. Therefore, the strategic efforts taken in an effort to realize UNY as UKKD are carried out based on a solid foundation, both legal, philosophical, and scientific (empirical) in line with the future demands of the Indonesian people as members of the world community, which are based on local excellence and national.

The implementation of strategic programs requires full involvement of stakeholders both internally and externally. YSU internal stakeholders consisting of lecturers, educational staff, and students play an important role in the successful implementation of the 2020-2025 UNY Strategic Plan. The existence of YSU's human resources as internal stakeholders is very important to carry out all of YSU's strategic plans and objectives. The quality and quantity of UNY's human resources is also the basis for confidence in the ability to implement programs to achieve strategic goals, program objectives and targets set in the Renstra. UNY's human resources have considerable qualifications, potential, and contribution in education development at the national level. Many lecturers become assessors, reviewers, and consultants in the education sector at the national level. Thus, the national and international experience of UNY's human resources can be the basis for implementing the strategic plan.

At YSU, the implementation of character education is inseparable from the well-organized practice of character education management. The direction of our character education today is to rediscover the national identity, restore the national

identity, and rebuild the national identity that was lost amidst the nation's journey in this globalization era, so as to increase the competitiveness of this nation's human resources in the midst of the era of globalization and markets free. Law No. 20 of 2003 on the National Education System in Article 3 states that national education has the function of developing capabilities and shaping dignified national character and civilization in order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe and fear the Almighty God, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Based on the functions and objectives of national education, it is clear that education at every level must be organized systematically in order to achieve these goals. This is related to the character building of students so that they are able to compete, ethically, morally, and politely in interacting with society. The characters referred to are the values of human behavior related to God Almighty, self, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, order, manners, culture, and customs. Character education is a system of inculcating character values to school members which includes components of knowledge, awareness or willingness, and actions to carry out these values, both towards God Almighty (YME), self, neighbor, environment, and nationality so that it becomes "Insan kamil".

Character education aims to improve the quality of implementation and educational outcomes at YSU which leads to the achievement of character building and noble character of students as a whole, integrated and balanced, according to the competency standards of graduates. Through character education, students are expected to be able to independently improve and use their knowledge, study and internalize and personalize the values of character and noble morals so that they are manifested in daily behavior both on campus and in the community. Education and character building are also included in the material that must be taught and mastered and realized by students in their daily lives. The problem is, character education in tertiary institutions has only touched the level

of introducing norms or values, and not yet at the level of internalization and real action in everyday life on campus and society.

The practice of managing character education at YSU is based on observations, interviews and questionnaires, so it can be organized in a managerial manner starting from planning, organizing, actuating, and controlling. First is planning, in the form of a granular design program for strengthening character education both in the old strategic plan and in the new plan. In the new strategic plan formulated the vision "**To become a superior, creative, and innovative educational university based on piety, independence and intellectuality by 2025**". This vision is very full of UNY's efforts to strengthen character education as an effort to support government programs in the Strengthening Character Education (PPK) program. At the university level, it is designed through the vision and mission, objectives, and program implementation strategies, so at the faculty a character education model is designed with the faculty characteristics. Design or planning for character education at the faculty level, through the implementation of a separate character education course as a course, some are integrated with other subject courses. At the class level, each lecturer must prepare a Semester Learning Plan (RPS) which includes character integration in courses both in productive and non-productive subjects. Therefore, the design or planning of character education is contained in the strategic plan, vision and mission, objectives, activity programs, and plans on a micro scale as the spearhead of the success of the character education strengthening program at UNY.

The second is Organizing, in the form of organizing resources both human resources, material resources, or supporting resources as executors of the character education strengthening program at YSU. At the rectorate level, the leaders of UNY, deans, heads of departments, lecturers, and education staff are synergistically organized so that they mutually support each other to achieve the character education strengthening program. Synergy is built at the university level through various programs that are integrated with Tri Dharma activities, namely education, research, and community service activities. To support the implementation of character education strengthening program activities,

coordination is an effective means, so that between leaders at the university level, faculty / departmental institutions, synergically supports each other. In a broader context, involvement of campus student organizations can accelerate the implementation of the character education strengthening program at YSU. Other resources such as funding are supporting resources that also affect the success of the character education strengthening program. Organizing these resources as an organizing model in management practices which greatly influences the success of the program.

Third, Actuating, namely the implementation of the character education strengthening program which is an illustration both in the context of the grand design, and at the class level, namely the implementation of character education at the class level by applying the RPS compiled by the lecturer. In the implementation of character education at the faculty, there are several variants, some of which specifically organize courses called Character Education Courses, but some are integrated with both productive and non-productive courses. The implementation of character education aims to make students, lecturers, education staff, and the community into character. It may be that the implementation of character education starts from coercion, compulsion, but in the end it becomes accustomed, becomes the character and personality of the academic community. In the field of research, the implementation of character education is in the form of determining research schemes and PPM that have character. This aims to realize the character education strengthening program among students, lecturers, educational staff, and the community.

Fourth, Controlling, is an activity to ensure the implementation of the character education strengthening program at YSU. This activity is carried out in good management practice by the chancellor, dean, head of the department. The institution that specifically carries out monitoring and evaluation as well as an audit system is the Quality Assurance and Education Development Institute (LPMPP). This institution controls how the character education program is implemented down to the class and subject levels, both at the beginning of the semester, mid-semester, and at the end of the semester. Hail monitoring and

evaluation is material for reflection and follow-up for the next improvement and revamping of the program. Based on the results of research through interviews, questionnaires, and observations, the implementation of character education at YSU has been effective, as evidenced by the increasingly characteristic characteristics of students, lecturers, and educational staff. Among students, the higher the level of education, the more character the student will be. Strata-3 is more characteristic than Strata-2, and Strata-2 is more characteristic than Strata-1. This shows that the higher a person's level of education, the more character the human being is concerned.

2. Character Education Management at LR DAV College Jagraon India

Vision LR DAV College Jagraon India is Providing our students with value based education while equipping them with necessary skills required to face and overcome the challenges of ever changing, competitive and global world. **Mission** To strive to provide intellectually, socially, morally and spiritually oriented citizens for the nation. **Objectives** is Quality education leading to holistic growth of the students. To prepare our students for gainful employment by providing them scientific and technical knowledge along with academic excellence. Ten principles of Arya Samaj is:

1. God is the primary source of all true knowledge and of all that can be known through it.
2. God is Existent, Intelligent and Blissful. He is Formless, Almighty, Just, Merciful, Unborn, Infinite, Unchangeable, Beginningless, Incomparable, the Support and Lord of all, Omniscient, Imperishable, Immortal, Fearless, Eternal, Holy and the Maker of the universe. To him alone worship is due.
3. The Vedas are scriptures of true knowledge. It is the duty of all Aryas to read them, hear them being read and recite them to others.
4. We should always be ready to accept the truth and give up untruth.
5. All actions should be performed in conformity with Dharma, that is, after consideration of right and wrong.

6. The primary aim of the Arya Samaj is to do good to all, that is, to promote their physical, spiritual and social well-being.
7. We should treat all people with love, fairness and due regards for their merit.
8. We should aim at dispelling ignorance and promoting knowledge.
9. No one should be content with promoting his/her good only; on the contrary, one should look for his/her good in promoting the good of all.
10. One should regard oneself under restrictions to follow altruistic rulings of the society, while all should be free in following the rules of individual welfare.

Lajpat Rai DAV College, Jagraon stands steady as one of the most prestigious educational institutions of the region. The college named after the great national martyr LalaLajpat Rai was founded in 1959 by RK Trust established by Sh. LalaLajpat Rai in the memory of his father Sh. RadhaKrishan. It has been nurturing and nourishing young minds not only in the field of education but in the stage and stadium too for the past 56 years. The college was initially named as LalaLajpat Rai Memorial college and provided education to undergraduate classes of BA and BSC only. Owing to untiring efforts of R.K.Trust, stewardship and able guidance of various principals and ceaseless efforts of the college faculty, the college has made rapid strides in ensuring all round development of the students. Gradually as the years rolled by, it evolved itself into a premier post graduate institution. The college has made commendable attainments in diverse fields-academic, sports, social services, culture and heritage .This institution was taken over by DAV ,one of the most reputed organizations associated with the spread of education in the country, in 1987. It is a matter of great pride and honor to be associated with such a great organization as DAV that has always proved true to its meaning.

The college has been graced, blessed and made sanctimonious with the august presence of many renowned personalities in the past. Many students of the college have brought laurels to their alma mater through their attainments at the

District, State, National and International levels. The students of the college have made their mark in State and National Civil Services and have occupied important positions in Medical and Engineering spheres too. Under the guidance of DAV 'Management, New Delhi, the college has continued to make efforts for the attainment of further heights of glory.

The college has always produced excellent results in PU Exams. A number of our students have bagged top positions in the University. The college has excelled in cultural affairs too. The college has captured top positions in Zonal Youth Festival. Our college students performed remarkably well in many items in Zonal and Inter Zonal festival of P.U.in Youth Festival, held in 2015. We bagged as many as 13 prizes in different items like Poem Recitation, Pranda Making, General dance, Mehendi, Luddi, Poster Making etc. Our sports students also bagged a no. of prizes in different tournaments during the session. They also participated in Annual Athletic Meet, Panjab University, Chandigarh. The performance of the NSS and NCC units has too also been commendable.

The college lays emphasis on the rich culture of our country and students are motivated to adopt moral and social values. The biggest achievement of the college is that it has got accredited by NAAC . The NAAC peer team was greatly impressed by the efforts put in by the faculty of college for taking the college to the peaks of glory. The college is striving hard to introduce more and more facilities keeping in view the comfort and welfare of the students. Last year Rain Harvesting Project was successfully launched. This year, we are going to accomplish the project of building large parking sheds. Stength its LR DAV College Jagraon India is:

1. An exciting, safe and happening environment
2. An innovative and creative faculty updated on professional skills, expertise and knowledge, State of-the-art-Science/Physics , Chemistry, Computer ,A/V Aids, Cosmetology , Fashion Designing and Language Labs
3. Well-developed and stocked library

4. Many subject associations, societies and clubs which organize lectures, debates, paper-reading contests, poetical symposiums, declamation contests, quiz etc
5. Elaborate arrangements for games.
6. An Excellent provision for training in NCC, NSS and Youth Welfare Club
7. Placement and Counseling Cell
8. Emphasis on holistic development of the students by making them acquire stress-resistance, value-based ethos, communication skills, team-building spirit dan awareness about emerging technologies
9. Science dan Psychometric techniques of evaluation through brainstorming, workshops, paper presentations, special tests, mock tests, quizzing dan Group discussions.

Teaching and learning tolls at LR DAV College Jagraon India its be fellow:

1. Intensive as well as extensive class-room instructions with emphasis on both intellectual excellence and enquiry
2. Student-friendly initiatives like remedial classes followed by reflective testing and evaluating sessions
3. Individualized instructions and test-based counseling to make academics result-oriented
4. Multi-sensorial teaching by using emerging technologies – Computer Aided Instruction (CAI), Computer Aided Learning (CAL), Internet to produce new millennium learners and a technological savvy generation
5. Training through real-world case studies and analyses, field trips, live projects, demos, team presentations and interactive tutorials. Personalized monitoring by in-house faculty
6. Constant reality-check on academic quality and bench-marking of performance through mock-test
7. Commitment to inter-disciplinary learning
8. Emphasis on soft skills and net-etiquettes
9. Lab based projects with audio-video aids for preparing presentations

The college encourages the students for earn while learn scheme. In this scheme, needy students are offered various data entry jobs in administrative office and library. The students are paid accordingly so that they can manage their expenses alongwith the studies. Such activities enable the students to properly handle variety of office jobs. Hawan Yajna is performed every month. Principal of the college delivers a lecture on moral values after the Hawan Yajna. Through this activity, the students are morally motivated to lead higher life. The college is managing organic waste to generate manure in the college ground. This is an environment friendly activity of the college. Through this waste management, we generate manure which is an organic fertilizer. Even the students of our college get the awareness of the generation of manure and its benefits over chemical fertilizers.

India chose a commitment to disseminate knowledge and freedom of thought among the population which is reflected in the policy in its law, namely article 45 states that the State seeks to provide free education for 10 years, and for children until they are 14 years old. Meanwhile, Article 29 paragraph 1 states that citizens who have various languages and writings receive special treatment in the economic sector. Since 1976, the central government has decided to be responsible for financing and regulating primary to secondary education, and coordinating with higher education programs. The government also provides equal opportunities in general education.

This education system was influenced by Mahatma Ghandi, who had the idea of forming a "complete, creative and productive personality". The department that deals with education issues is the Ministry of Education and Welfare. The Government decides that education policy is adopted based on the provisions of the federal parliament, while the government only acts as the implementer. This idea came about based on a suggestion from the HR Development Department. In 1990, India formed a small modification committee which worked for 2 years to revise its long-term program in education

Since 1976, the central government has assumed responsibility for financing and setting standards for upper to secondary education and coordination

with higher education programs. The quality of education in India that is able to compete in the international world does not appear suddenly. There are several factors driving the progress and development of education in India, including: First, modern universities in India have been established since 1857 and are well established. Some of the most famous campuses in India have been around since the British colonial period. With this long age, they have enough experience and maturity in the management system and efforts to improve the quality of human resources in India.

Second, the use of English as the language of instruction in educational institutions and government agencies in India, by using English, students in India no longer have problems gaining various knowledge from all perspectives and approaches with a large number of references. Third, Indian lecturers At least they have completed doctoral education (S-3), in fact, not a few of them have completed S-2 and S-3 several times. Therefore, it is not uncommon for us to find lecturers with multiple degrees, such as Dr. Gurusami, M., Sc., M.E.D, .Ph.D. Fourth, India develops various campuses that focus on one particular field of science which then becomes a pillar of strength for education in India, where quality alumni are undoubtedly in the international world.

Observing the vision and mission of LR DAV College Jagraon India, character development is very full of religious and human values. The curriculum is structured according to the vision and mission that prioritizes the character of a religious campus and can have competitive competences towards the development of science and technology. Character education programs are well systemed, starting from planning, organizing, implementing, and monitoring. The management of character education that is implemented is that all persons have character according to the vision and mission both at the rectorate level, as well as at the faculty and department levels. The controlling agency is the leader in each unit. At the class level, lecturers have an important role in implementing character education, from designing, organizing, implementing, to supervision. In this context, character is formed first starting from the religious background they have, then becoming the basis for the development of character education on campus.

Students feel disciplined towards lecture activities, take assignments seriously, and uphold togetherness.

Therefore, basically the management practices both at UNY and in LR DAV College Jagraon India have similarities, starting from the formulation of the vision and mission, to the implementation of programs that refer to the vision and mission. In the context of implementing the character education program at LR DAV College in Jagraon India, there is a harmonization between university leaders, deans, heads of departments, lecturers, education staff and students. Students are not only as objects of enhancing character education, but also as subjects who have a role in the efforts to implement character education that create a religious campus situation. A religious campus atmosphere has a balanced impact on attitudes and skills. So the aspects of attitude and skills as well as balanced knowledge build identity in the form of character and personality. However, there are cultural differences between Indonesia and India, but it is related to culture which is only owned by the owner of that culture. It may be that according to India it is very civilized, but according to Indonesia it is uncivilized, and or vice versa. In general, the management of character education at LR DAV College Jagraon India has been proven by the excellent character of students, tolerance, and respect for one another even though they are of different ethnicities and religions.

B. Discussion and Analysis

Based on the results of research and identification of the character education management model at UNY and at LR DAV College Jagraon India, a comparison can be formulated as follows.

No.	Aspect	UNY	LR DAV College
1	Vision	To become a superior, creative, and innovative educational university based on piety, independence, and intelligence in 2025	Providing our students with value based education while equipping them with necessary skills required to face and overcome the challenges of ever changing, competitive and global world

2	Mission	There are 7 mission formulations with indicators of academic, professional and vocational education, research, PPM, governance, environment, cooperation	There are 4 indicators of achievement, namely providing citizens with an intellectual, social, moral and spiritual orientation for the nation.
3	Character Education Foundation	(5 Precepts) Pancasila	(10 Principles) Arya Samaj
4	Character Education Model	Integrated in Academic and Non Academic Programs	Holistic in Academic and Non Academic Aspects
5	Educational Management Model	Model Planning, Organizing, Actuating and Controlling (P-O-A-C)	Model Planning, Implementation and Evaluation (P-I-E)
6	HR involvement	All Stakeholders	All Stakeholders
7	At the Class Level	Integrated and Stand Alone Courses	Integrated with courses
9	Achievement Level	Well achieved in all programs both academic and non-academic	Achieved Holistically in all aspects

Comparatively, the character education management model at UNY and LR DAV College University is basically the same. The management model departs from the formulation of a vision and mission that has led to efforts to cultivate character education in all campuses, including lecturers, education staff, and students. Campus locality is very influential. Actually, the problem of character education is not new for the Indonesians and Indians, even though it used to be mostly carried out informally and non-formally. Education is mostly carried out by parents and community leaders as well as by lecturers in an integrated manner with lectures. what it teaches. Since ancient times our nation has been known to have good character, honesty, discipline, respect for others, likes to help, works together, likes to sacrifice, and other positive characters. However, lately our nation seems to have lost such character. In terms of politeness, sometimes we can even say today that it is more impolite than even a nation that is known to be liberal. Those nations that are known to be liberal if

they want to criticize or reject the opinions of others still have “excuse me” pleasantries and are expressed in a polite manner, however, we rarely pay attention to such nurmas. If we disagree or do not agree with other people's opinions, it is not uncommon for us to attack rudely, sarcasm or even physical confrontation.

We have almost never encountered such things in western countries or other developed countries which we have known as individualists and liberals. Strange indeed, but that is a reality that we face today. History has recorded that the education of a nation without good character education will not be able to lead to optimal success. Positive characters such as obedience to God Almighty, honesty, discipline, responsibility, respect for others, helping others, willing to sacrifice, being able to cooperate with others, and other positive characters are needed in order to optimize the achievement of national education goals and in the framework of human resource development in this beloved country. Maybe without good character education we can succeed in achieving good academic achievements, but it is possible that such good academic achievements will not bring any benefits in national development, in fact it will be a disaster for the nation. Many cases of corruption, or abuse of authority, are actually carried out by people who have high academic achievements but do not have positive characters.

They turned out to have excellent abilities academically, but unfortunately they were not matched by good character either. Unfortunately, those who should be able to play an active role in the development of this nation, in fact, become a disaster for our nation. So far, character education in schools is burdened only on religion teachers. In reality, it cannot achieve optimal learning outcomes, because the character education carried out cannot be contextual. Character education must be contextual in the sense that it is attached to the case and context of certain subjects / subjects. Thus character education should be attached to the subject / course or field of study being taught. For example, when a teacher / lecturer teaches computer science, the teacher must simultaneously instill character education here. The inherent

character education, for example, the teacher explains that the computer is a sophisticated tool, but its usefulness really depends on the people behind it, it is carried out in various learning strategies, so as to optimize the achievement of "nurturant effect" or optimal accompaniment goals.

The results of research at Harvard University in the United States show that a person's success is not only determined by technical knowledge and abilities (hard skills), but rather by the ability to manage oneself and others (soft skills). This research reveals that success is only determined by around 20 percent by hard skills and the remaining 80 percent by soft skills. Even the most successful people in the world can succeed because they are supported more by soft skills than hard skills. This suggests that the quality of character education is very high. important to improve. Soft skills are part of character that must be formed through education from early childhood to tertiary education. The Ministry of National Education has developed a character education grand design for each track, level, and type of educational unit. This grand design is a conceptual and operational reference for development, implementation, and assessment at every pathway and level of education.

Based on the Grand design of national character education, it is stated that the character configuration in the context of the totality of the psychological and socio-cultural processes is grouped into: Spiritual and emotional development, intellectual development, sports and kinesthetic (Physical and kinesthetic development), and sports. Taste and Creativity development. A person's character that is formed will be influenced by the mindset and attitude pattern adopted by a person / student. If the pattern of thought and attitude adopted is based on faith and piety towards God as the creator and regulator of his creatures, will form the right and strong character that is implemented in everyday life in society, be it the character towards oneself, others, the environment and the nationality which is obtained through activities of thought, exercise of the heart, sports and exercise of feeling and initiative. in character education should be something which gives meaning to

life and is upheld which colors and animates one's actions. This definition explains that value

The implementation of character education inherent in subjects / courses cannot be separated from the participation and support of schools / campuses. Schools / campuses should provide support through acculturation in all activities and school / campus atmosphere. Culture will create a habit. To foster a positive character, schools / campuses need to plan a culture and habituation activities. Habit is a good educational tool in character education. For students (especially those who are still young), habituation is very important because it is with habituation that eventually an activity will belong to students at a later date. Good habits will form a human figure with a good personality too. Conversely, bad habituation will form a human figure with a bad personality as well. This habituation can be done through giving assignments or the application of activities through certain learning methods, such as group work and discipline in assignments. It can also be done through prayer together at the beginning and at the end of learning under the guidance of the teacher. It is believed that the development of character education is necessary and important to be carried out by schools and their stakeholders to become a foothold in the implementation of character education in schools.

Character education is developed through the knowing, acting, and habit stages. Character is not limited to knowledge alone. A person who has good knowledge is not necessarily able to act according to his knowledge, if he is not trained (becomes a habit) to do that good. Character also reaches into the emotional and habitual realm of oneself. Thus, three components of good character are needed, namely moral knowing (knowledge of morals), moral feeling (emotional reinforcement) about morals, and moral action or moral actions. This is necessary so that students and / or other school members who are involved in the education system can understand, feel, live, and practice (work on) virtue (moral) values.

The dimensions included in moral knowing that will fill the cognitive realm are moral awareness, knowing moral values, perspective taking, moral

reasoning, courage to take a stand. (decision making), and self-introduction (self knowledge). Moral feeling is the strengthening of the emotional aspects of students to become human characters. This strengthening is related to the forms of attitudes that students must feel, namely conscience, self-esteem, self-esteem, sensitivity to people's suffering. other (emphaty), love of truth (loving the good), self-control (self control), humility (humility). Moral action is an act or moral action which is the result (outcome) of the other two character components. To understand what drives someone to act morally, we must look at three other aspects of character, namely competence, will, and habit (Masyhud, 2012a). Character development in an educational system is the relationship between character components that contain behavioral values, which can be done or acted gradually and are interconnected between knowledge of behavioral values with strong attitudes or emotions to implement them, both towards God Almighty, himself, neighbor, environment, nation and state as well as the international world.

Character education should lead students to cognitive value recognition, affective appreciation of values, and finally to real value practice. Character education must be implemented up to higher education. However, the implementation of character education in schools and higher education should not be too burdensome for students. Character education does not need to be carried out in the form of separate courses, but must be integrated into various existing courses, so that it can be contextual. Thus character education will be more meaningful for students. Character education must be emphasized on direct and more affective methods, highlighting forms of practice and self-reflection rather than theory, so that learning outcomes can be achieved more effectively.

Character education is very complex. To be able to carry out character education properly and the results to be effective, character education must be supported by various sources. Character education is not sufficiently carried out with mere theories, but what is more important is deeds, examples and attitudes. Character education must be based on local wisdom and contextual. Therefore,

various sources of character "values" from society must be used as material for character education. The development of character education at UNY and at LR DAV College University is based on management practices. This is where the role of education management is needed. Educational management that is suitable for this is the management of education management must be able to synchronize the character education program carried out by the school with the family and community around it. Character education programs in schools must be designed jointly between schools, parents and the community. Then in implementation and supervision there must also be togetherness between the campus, family and community.

CHAPTER V CLOSING

Based on the research results indicate that the character education management model in Indonesia and India are almost the same. If in Indonesia it focuses more on religious and general characters, in India it is more on the development of religious character. Meanwhile, the effectiveness of character education from both Indonesia and India has been achieved, in shaping the character of students and other components, both lecturers and educational staff. Education problems in almost all developing countries are generally the same, ranging from problems with school fees, illiteracy, dropping out of school, the curriculum to the education budget. However, everything can change as long as the government and all related elements are strongly committed to advancing education in their respective countries. The quality of the education system greatly influences the development of a society and nation because it brings major changes to the life of the nation. The successes achieved basically cannot be separated from the support of existing government policies. Meanwhile in India, the awareness of the public and educators of the importance of education has made India one of the countries whose education is quite taken into account in the international world.

One aspect that supports education in India is the provision of text books for schools and universities that are cheap, besides cheap books, education in India is also cheap. Free education to Higher Education. Another supporter is the application of English as the language of instruction in almost all universities in India. At primary, secondary and tertiary levels, education in India emphasizes simplicity. Physically, the educational building is apprehensive, but in terms of quality, higher education in India is relatively prominent. Character education in schools has a strategic value in improving the quality of education and developing human resources in the era of globalization. Therefore character education in schools must be handled seriously by using a variety of methods between theory and practice. Good character education must be carried out synergistically,

between higher education institutions, parents and the community. Each party should complement and control the implementation of character education that is carried out. Higher education instills character education in students, parents and the community to assist in its implementation and supervise and provide input to universities. In order for character education to be carried out optimally, it must be supported by the role of effective education management. Management education in character education is needed in the stages of planning, implementation, and control and assessment.

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ATTACHMENT

**LETTER OF EMPLOYEES 'STATEMENT OF EMPLOYEES
FROM PARTNER IN IMPLEMENTATION
RESEARCH OF INTERNATIONAL COOPERATION POSTGRADUATE
PROGRAM YOGYAKARTA STATE UNIVERSITY**

The undersigned below:

Name : Dr. KUNAL MEHTA
Designation : ASSISTANT PROFESIONAL
Institute : L.R DAV COLLEGE
date of Birth : 01.08.1977
Marital Status : MARRIED
Languages Known : ENGLISH, HINDI, PUNJABI
Permanent Address : EF219 NEW RAILWAY ROAD,
JALANDHARCITY DUNSAB, INDIA
Residential Address : H.N. 1188, KRISHNANAGAR, (CHATTGALI),
JAGROAN, PUNJAB, INDIA
Mobile No : 98554322594
Email Id : professorkunal@yahoo.com

Hereby declare willingness to cooperate in the activity of International Cooperation Research of Faculty of Science Education Yogyakarta State University Indonesia.

Name of Chief Proposer : Prof. Dr. Sugiyono, M.Pd.
University : Yogyakarta State University

In order to implement the International Cooperation Research Program of faculty of Science Education Yogyakarta State University Indonesia, we:

1. It is hereby declared willing to cooperate in the research activity of International Cooperation Program of Faculty of Science Education Yogyakarta State University Indonesia with title: "Character education management models in Indonesia and India: Comparative Study at UNY and LR DAV College Jagraon India"
2. Willing to bear the cost of research (if required) during this international cooperative research program runs.
3. Willing as a partner to participate in conducting research to completion.

This this statement is made with full awareness and responsibility to be used properly.

Yogyakarta, 2 March 2020
That state,


Dr. Kunal Mehta



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
PASCASARJANA

Jalan Colombo Nomor 1 Yogyakarta 55281
Telepon (0274) 550835, 550836 Fax. (0274) 520326
Laman: pps.uny.ac.id Email: pps@uny.ac.id, kerjasama_pasca@yahoo.com

BERITA ACARA
PELAKSANAAN SEMINAR HASIL PENELITIAN KERJASAMA INTERNASIONAL
TAHUN 2020

Ketua Peneliti : Prof. Dr. Sugiyono, M.Pd.
Judul Penelitian : Character Education Management Models in Indonesia and India:
Comparative Study At UNY And Lr Dav College Jagraon India

Pelaksanaan

Hari, tanggal : Jumat, 20 November 2020
Tempat : Daring Via Zoom

Dipimpin oleh

Ketua sidang : Dr. Nani Ratnaningsih, M.P.
Pembahas : Prof. Dr. C. Asri Budiningsih, M.Pd.

Peserta yang hadir

Peserta seminar : 50 orang
Pembahas : 1 orang
Saran-saran :

1. Masih perlu penyempurnaan penulisan pada bab IV.
2. Temuan penelitian supaya konsisten dengan rumusan masalah penelitian.
3. Perlu ada pembahasan terhadap temuan penelitian dari kedua lembaga pendidikan tersebut.

Pembahas

Prof. Dr. C. Asri Budiningsih, M.Pd.

Ketua Sidang,

Dr. Nani Ratnaningsih, M.P.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
PASCASARJANA

Jalan Colombo Nomor 1 Yogyakarta 55281
Telepon (0274) 550835, 550836 Fax. (0274) 520326
Laman: pps.uny.ac.id Email: pps@uny.ac.id, humas_pps@uny.ac.id

BERITA ACARA
PELAKSANAAN SEMINAR PROPOSAL PENELITIAN
KERJASAMA INTERNASIONAL
TAHUN 2020

Ketua Peneliti : Prof. Dr. Sugiyono, M.Pd.
Judul Penelitian : Character Education Management Models In Indonesia and India: Comparative Study At UNY And Lr Dav College Jagraon India

Pelaksanaan

Hari , tanggal : Jumat, 22 Mei 2020
Tempat : Room 2: <https://meet.google.com/ryb-mhbh-tbo>

Peserta yang hadir

Pembahas : 2 orang
Saran-saran :

1. Pada metode penelitian perlu dijelaskan pentingnya menggunakan “mix-method” dalam studi komparatif antara Indonesia dan India.
2. Penelitian ini akan menarik jika sampai pada pengembangan model yang tidak hanya terbatas pada konsep, tetapi pada tataran aplikasinya.

Pembahas

Prof. Dr. Siti Irene Astuti Dwiningrum, M.Pd.

LETTER OF STUDENT INVOLVEMENT

The undersigned below:

Name : Prof. Dr. Sugiyono, M.Pd
NIP : 19531214 197811 1 001
Faculty : Program Pascasarjana/S-2 Education Management
Structural Position : Head of Study Program Educational Management

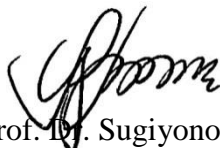
This explains that:

No.	Nama	NIM	Study Program
1.	Lia Yuliana	17704269001	S-3 Educational Management
2.	Ahmad Abdun Salam	19703251028	S-2 Educational Management

the names mentioned above are actually still registered as active students in the S-3 and S-2 Study Program in Management of Postgraduate Education in Yogyakarta State University.

This letter is made to be used as intended.

Yogyakarta, November 2020
Head of Study Program Educational Management,



Prof. Dr. Sugiyono, M.Pd.
NIP. 19531214 197811 1 001

FINANCIAL STATEMENTS

1. Consumables

Types of Goods	Qty	Unit Price (Rp)	Total (Rp)
1. HVS Kwarto	5 reams	40.000	200.000
2. Cartridge printer	2 piece	250.000	500.000
3. Blok note	100 piece	10.000	500.000
4. Ball Point	100 piece	3000	300.000
5. Snelhecter map	100 piece	10.000	500.000
6. File cabinet	100 piece	5.000	500.000
7. Paperclips	40 piece	2.500	100.000
8. Stopmap	5 pack	20.000	100.000
9. Stapler	10 pack	5.000	50.000
Sub-Total			2.750.000

2. Equipment rental

Types of Tool	Qty	Month rent	Rate/month (Rp)	Total (Rp)
1. Computer	1 piece	6	500.000	1.000.000
2. Printer	1 piece	6	200.000	1.200.000
3. Camera	1 piece	6	200.000	1.200.000
Sub-Total				3.400.000

3. Transportation and Accommodation

Purpose	Qty	PP/mng	Jml. hari	Tarif/pp	Total (Rp)
1. Yogyakarta – India – Yogyakarta	2	2	1	10.500.000	21.000.000
2. Accommodation and Hotel	2	3	7	3.000.000	14.000.000
Sub-Total					35.000.000

4. Lain-lain

Uraian	Total (Rp)
3. Reproduction of research instruments	1.800.000
4. Reproduction of research reports	2.500.000
5. Research team and FGD meetings	2.000.000
6. Photocopy of references	50.000
7. International Seminars	2.500.000
Sub Total	8.850.000

Total : 1+2+3+4+5= Rp 50.000.000,- (fifty million rupiah)

CURRICULUM VITAE

a. Achief Researcher

Prof. Dr. Sugiyono, M. Pd

Tempat/tgl lahir : Klaten, 14 Desember 1953
Jenis Kelamin : Laki-laki
Pekerjaan : Dosen Universitas Negeri Yogyakarta
Status Perkawinan : Kawin
Agama : Islam
Alamat : Jalan Utama 48, Pugeran Maguwoharjo, Depok,
Sleman, Yogyakarta. Tlp 0811269374
Pangkat /Gol : Pembina Utama Maya/IVd
Jabatan Fungsional : Guru Besar
Jurusan : Pendidikan Teknik Mesin FT UNY, Manajemen
Pendidikan PPS UNY
Pengalaman Jabatan : Sekretaris Jurusan Pen Teknik Mesin , 1985 -
1987, Dekan FT UNY 1999 sd 2007

Pengalaman Organisasi Profesi

No.	Nama Organisasi	Kedudukan	Tahun
1.	Lembaga Pendidikan Maarif PBNU	Wakil Ketua	2010 - sekarang
2.	Lembaga Pendidikan Ma'arif PW NU DIY	Ketua/Wakil Ketua	2000 – 2010 2010- sekarang
3.	Asosiasi Dosen dan Guru Vokasi Indonesia (ADGVI)	Ketua Dewan Pengawas	2009 - sekarang
4	Badan Pertimbangan Pendidikan dan Pengajaran Pendidikan Agama Islam Provinsi DIY	Ketua	2002- sekarang
5.	Asosiasi Pendidikan Teknik dan Kejuruan Indonesia	Ketua	2000 - 2010

Riwayat Pendidikan:

Jenjang	Bidang Studi	Perguruan Tinggi	Tahun
Sarjana	Pendidikan Teknik Mesin	IKIP Yogyakarta	1977
Magister	Manajemen Pendidikan	IKIP Bandung	1985
Doktor	Manajemen Pendidikan	IKIP Bandung	1990

Riwayat Pelatihan:

No.	Tempat Pelatihan	Bidang Pelatihan	Lama Pelatihan	Tahun
1.	P3GT Bandung	Machining	9 bulan	1977- 78
2.	Balai Latihan Khusus Kerja Las	Welding	3 bulan	1982
3.	IKIP Yogyakarta	Teaching Method	2 bulan	1979
4	LAN Jakarta	LAKIP	7 hari	1991

Penyaji Makalah Seminar /Workshop

No.	Tempat Seminar	Bidang	Lama Kegiatan	Tahun
1.	Korea	<i>Education and Industrial Partnership</i>	2 hari	2002
2.	Thailand	<i>Educational Management</i>	2 hari	2001
3.	Malaysia	<i>Curriculum Development</i>	2 hari	2000
4.	Singapura	<i>Vocational Education Development</i>	2 hari	2000
5.	India	<i>Education and Industrial Partnership</i>	2 hari	1999
6.	Bapeda DKI	Penelitian Kebijakan	1 hari	2006
7.	Dinas Pendidikan Dasar DKI JKT	Pendidikan Gratis	1 hari	2006
8.	Dinas Pendidikan Dasar DKI JKT	Evaluasi Manajemen Berbasis Sekolah di DKI	1 hari	2004
9.	Lembaga Administrasi Negara	Model Penelitian Kebijakan Publik	1 hari	2004

10.	UNJ	Quality Assurance bidang Pendidikan	2	2004
11.	Diklat Pemprof DKI	Membangun <i>Good Governance</i> di Pem Prof. DKI Jakarta	1 hari	2001
12.	UNY	Model Pengelolaan Pendidikan dalam era otonomi daerah	1 hari	2000
13.	BPM Prop. DKI	Pengembangan Pusat Pemberdayaan masyarakat	2 hari	2000
14.	Pusditek PU Yogyakarta	Manajemen Diklat	2 hari	1999
15.	LAN Jakarta	Media Pendidikan	2 hari	1996
16.	Pusdiklat Pertanian Bogor	Teknologi Pembelajaran	2 hari	1995
17.	Pusdiklat Kehutanan Bogor	Teknologi Pembelajaran orang dewasa	2 hari	1994
17.	P3G Kesenian	Metode Penelitian Kualitatif	3 hari	2002
18.	LAN Jakarta	Metode Penelitian Administrasi	10 hari	2000
19.	STAIN Kudus	Manajemen Pendidikan yang profesional	1hari	2001
20.	FT UNY	Kebutuhan Guru Teknik Berbasis Kompetensi	1 hari	2001
21.	Dinas Pendidikan DIY	Manajemen Sekolah yang Efektif	1 hari	2002
22.	Bapeda DKI	Penelitian untuk pembuatan Kebijakan	1 hari	2003
23.	Dinas Pendidikan DKI Jakarta	Siapa yang memperoleh Pendidikan Gratis	1 hari	2004
24.	Badan Diklat Jateng	Penelitian Untuk Penyusunan Kertas Kerja	1 hari	2005
25.	Dinas Pendidikan DKI Jakarta	Biaya Sekolah untuk Sekolah Ungggul	1 hari	2005
26.	Diklat Propinsi DKI Jakarta	Teknologi Pembelajaran Orang	2 hari	2006

		Dewasa		
27.	Badan Diklat Jatim	Penelitian Untuk Penyusunan Kertas Kerja	1 hari	2006
28.	UNY	Pengelolaan Pendidikan dalam era Otonomi Daerah	1 hari	2006
29.	LAN Jakarta	Membangun Aparatur di Era Otonomi Daerah	1 hari	2007
30.	Direktorat Tenaga Kependidikan, Depdiknas	Membangun Sekolah Bertaraf Internasional	1 hari	2007
31.	Direktorat Tenaga Kependidikan, Depdiknas	Menyiapkan Kepala Sekolah dan Pengawas pada Sekolah SBI	2 hari	2007
32.	UNJ	<i>Quality Assurance in Education</i>	1 hari	1007
33.	UNY	Membangun Universitas Kelas Dunia	1 hari	2008
34.	LP Maarif	Manajemen Sekolah Berkbasis Standar Nasional Pendidikan	1 hari	2008
35.	Badan Diklat Jateng	Penelitian Untuk Penyusunan Kertas Kerja	1 hari	2008
36.	Lemabaga Pendidikan Maarif	Pengembangan Pendidikan Kejuruan di Era Global	1 hari	2008
37.	STKS Bandung	Penelitian untuk Kesejahteraan Sosial	2 hari	2009
38.	UNES Semarang	Penyusunan Disertasi dengan R&D	1 hari	2009
39.	Dikti, Jkt	Pengembangan Pendidikan Berkarakter Bangsa	2 hari	2009
40.	Universitas Negeri Makasar	Pengembangan Pendidikan Kejuruan	1 Hari	2010
41.	Diknas Pendidikan DKI	Manajemen Pendidikan yg Efektif	1 hari	2010

	Jakarta			
41.	Balitbang Diknas	Penelitian dan Pengembangan	2 hari	2010
42.	P4TK Kesenian	Penelitian Seni	2 hari	2010
43.	UNY	Penelitian Evaluasi	3 hari	2010
44	P4TK Matematik	Metode Penelitian Kualitatif dalam Pendidikan Matematika	2 hari	2011
45.	UPI	Mixed Methods	1 hari	2011
46.	PPS IAIN Palembang	Penulisan Disertasi	1 hari	2012
47.	UIN Riau	Penelitian Pendidikan islam	2 hari	2012
48.	U Tanjung Pura	Mixed Methods	1 hari	2012
49.	FIP Unes	Mixed Methods	1 hari	2012
50.	FE Unes	Mixed Methods	1 hari	2013
51.	FE U Bengkulu	Penelitian Bisnis	1 hari	2012
52.	PPS Uhamka	Mixed Methods	1 haru	2013
53	PPS Pakuan	R & D	1 hari	2013
53.	PPS Pakuan	Mixed Methods	1 hari	2013
53.	U PGRI Semarang	Mixed Methods	1 hari	2013
53	FE U Riau	Penelitian Bisnis	1 hari	2013
53.	U PGRI Madiun	Mixed Methods	1 hari	2013
54.	FKIP U Riau	Mixed Methods	1 hari	2013
55.	Balitbang Dikbud Jkt	Pendidikan Berbudaya Pancasila	1 hari	2013
56.	Puslitbang Kemensos	Mixed Methods	1 hari	2013
57.	STIA YAPPAN JKT	Mixed Methods	1 hari	2013
58	LPPM UNY	Penelitian Kebijakan	1 hari	2013
59	ST Komunikasi Sukabumi	Mixed Methods	1 hari	2013
60.	PPS Un Pakuan Bogor, Prodi MP	Metode Kuan, Kual, Mixed, dan R&D	1 hari	2014
61	PPS Un Pakuan Bogor, Prodi Hukum	Metode Penelitian Hukum	1 hari	2014
62.	Asoosiasi	Penelitian	1 hari	2014

	Pendidikan dan Kejuruan Indonesia	pengembangan ilmu pendidikan vokasi		
62.	Sekretariat Jenderal Dewan Perwakilan Rakyat	Metode Penelitian Kebijakan	1 hari	2014
63.	Unswagati Cirebon	Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi	1 hari	2015
64.	Universitas PGRI Semarang	Doing High Quality Research On Education	1 hari. Internasional Seminar	2015
65.	Universitas Negeri Padang PGSD	Penelitian Tindakan dan Penelitian Pengembangan	1 hari	2015
67.	Politeknik Kebidanan Cirebon	Metode penelitian untuk penulisan skripsi	1 hari	2015
67.	STAIN Ponorogo	Metode Penelitian Kombinasi	1 hari	2015
68.	IAIN Lampung 2	Metode Penelitian	1 hari	2015
69.	Untag Srby	Metode Kuantitatif dan <i>Mixed Methods</i>	1 hari	2015
70	DPR	Metode Penelitian Kebijakan	1 Hari	2015
71	UNJ	Metode Penelitian Kuantittatif	1 hari	2015
72.	Sekolah Tinggi Parriwisata Bandung	Cara Mudah Menulis Skripsi, Tesis dan Disertasi	1 hari	2015
73.	PPM UNY	Penelitian Tindakan Kleas	1 hari	2015
74.	Universitas Putera Indonesia Padang	Berbagai Pendekatan dalam penelitian	2 hari	2015
75.	PGSD Unive PGRI Semarang	Met Kuan, Kual, Mixed Methods, R&D, PTK	1 hari	2015
76.	IAIN Samarinda	Penelitian Tesis	2 hari	1/2016
77.	Politeknik	Penelitian Skripsi	1 hari	2/2016

	Kebidanan Cirebon			
78.	UNS PPS	R & D	1 hari	19/2/2016
79.	PPS Untirta	Cara Mudah Manulis Tesis	1 Hari	20/2/2016
80.	Univ Ahmad Dalam Yogya	Metode Kuantitatif dan Penelitian Tindakan	1 hari	22/2/2016
81.	Asosiasi PTS 10E Batam	Penelitian dan Penulisan Jurnal	1 hari	6/3/2016
82.	IKIP Mataram	Metode Penelitian Penulisan Skripsi	1 hari	12/3/2016
83.	Politeknik Pariwisata Makasar	Metode Penelitian Kombinasi	1 hari	18/3/2016
84.	PPS Universitas Muhamadiyah Aceh	Cara menyusun Borang Akreditasi	1 hari	23 Maret 2016
85.	BAN PT	Pengendalian Mutu Internal PT. Diikuti 50 PT di Provinsi Aceh dan Sumatera Utara	2 hari	21 sd 23 Maret 2016
86.	Balitbangda Jambi	Metode Penelitian Kabijakan	1 hari	28 Maret 2016
87.	Dirjen Guru dan Tendik	Pengembangan Karir Guru	2 hari	30 Maret 2016
89.	PPS Unnes	Research and Development	1Hari	3 Mei 2016
90.	IKIP PGRI Samarinda	Metode Penelitian Pendidikan	2 hari	1-2 Juni 2015

E. Pengalaman Kerja

1. Mengajar

No.	Tempat Kerja	Bidang	Lama Kegiatan	Tahun
1.	FT UNY	Teknologi Pengelasan	24 tahun	1978 – sekarang
2.	FT UNY	Media Pendidikan	12 tahun	1978 – 1990
3.	FT UNY	Manajemen Diklat	12 tahun	1990 – 2002
4.	SMK	Bagian-bagian Mesin	2 tahun	1978 – 1980
5.	STIA LAN Bandung	Statistik,	5 tahun	1997 – 2002

6.	STIA LAN Bandung	Metode Penelitian Administrasi	5 tahun	1997 – 2002
7.	Pasca Sarjana UNY	Pembiayaan Diklat	2 tahun	2000 - sekarang
8.	Pasca Sarjana UNY	Perilaku Organisasi	5 tahun	1997 - sekarang
9.	Pasca Sarjana UNY	Pembelajaran Diklat	5 tahun	1997 - sekarang
10.	Diklat Struktural di Berbagai Departemen dan LPND	Pengembangan instrumen penelitian, Pengambilan Keputusan, pengembangan organisasi	8 tahun	1990 - sekarang
11.	SESKO AURI	Pengembangan Organisasi	2 tahun	1992-1994
12.	PPS ISI S3	Manajemen Seni	5 tahun	2006 sd sekarang
13.	Balitbang Diknas	Reviwer berbagai penelitian	2 tahun	2004 - sekarang
14.	Pascasarjana	Manajemen SDM	8 tahun	1995 - sekarang
15.	Pasca Sarjana (S2)IAIN Walisongo Semarang	Manajemen Pendidikan	5 tahun	1977 - sekarang
16.	Pasca Sarjana IAIN Sunan kalijaga (S2 dan S3) Yogyakarta	Manajemen pendidikan, Penelitian pendidikan	4 tahun	1999 - sekarang
17.	MM UGM	Sistem Pengendalian Manajemen	1 tahun	2011
18.	IAIAN RF Palembang, S3	Penelitian Pendidikan Islam	2 tahun	2010 sd 2013
19.	PPS STAIN Purwokerto	Penelitian Pendidikan Islam	4 tahun	2013 sd sekarang
20.	PPS Sarjanawiaya Taman Siswa	Manajemen Pengendalian Mutu Pendidikan	5 tahun	Sejak 2008
21.	PPS STAINU Kebumen	Penelitian Pendidikan Islam	1 tahun	2013 sd sekarang

2. Praktek Kerja Industri

No.	Tempat Praktek	Bidang	Lama Kegiatan	Tahun
1.	IPTN Bandung	Machining	12 bulan	1998
2.	Condet Jakarta	Welding	3 bulan	1985

F. Penelitian

No.	Judul	A. Tahun
1.	Model Alternatif Sistem dan pengembangan manajemen pendidikan kejuruan di Indonesia	1992
2.	Kualitas Pelayanan Aparatur Pemerintah DKI Jakarta	1994
3.	Profil Lulusan FT UNY tahun 19996 – 2002	2000
4.	Efektivitas Pembinaan Guru dengan sistem Angka Kredit	2001
5.	Profil remaja DKI Jakarta	2001
6.	Analisis kebutuhan Media Pendidikan SD di DKI Jakarta	2002
7.	Kajian Kebijakan Pembinaan Aparatur Pemerintah DKI Jakarta	2003
8.	Profesionalisme Guru terhadap keberhasilan belajar siswa pada SD di wilayah DKI Jakarta	2003
9.	Validasi test ujian masuk FT UNY Program Nonreguler	2002
10.	Pengembangan Model Media Pembelajaran Bidang Teknik Mesin berbasis komputer	2003
11.	Kajian Pembiayaan Pendidikan di Indonesia	2004
12.	Kinerja Dinas Pendidikan DKI Jakarta	2005
13.	Pengendalian Mutu Pendidikan di DKI Jakarta	2008
14.	Pengaruh Sertifikasi Guru terhadap kuantitas dan kuantitas Pendaftar LPTK	2009
15.	Efektivitas Manajemen ISO 9001-2000 dalam meningkatkan kualitas pelayanan dan hasil pendidikan di FT UN	2010
16.	Trend Kualitas Pendidikan di Indonesia	2010
17.	Studi Tingkat Kemangkiran Guru di Indonesia	2010
18.	Pengembangan Manajemen Laboratorium Manajemen Pendidikan	2011

18.	Dampak kebijakan otonomi daerah terhadap pendidikan, Balitbang Dikbus	2012
19.	Implementasi Pendidikan Karakter Bangsa di Sekolah, Balitbang Dikbud	2012
17.	Pengembangan Model Pemberdayaan sekolah yang dikelola oleh Masyarakat. Setditjen Dikmen	2013
18.	Pengembangan Model Pendidikan yang beretika dan berbudaya Pancasila, Balitbang Dikbud	2013
19.	Dampak program kemitraan Kepala SMK	2013
20.	Model Pendidikan yang berbudaya	2014
21.	Dampak Model Amovie Dalam Meningkatkan Kemampuan Teacherpreneur	2016

3. Pengalaman Konsultan/Reviewer

No.	Tempat Kegiatan	Bidang	B. Tahun
1.	IPTN BANDUNG	Manajemen SDM	1990
2.	Departemen Sosial	Pegembangan SDM Pegawai Depsos	1995
3.	Diklat Propinsi DKI Jakarta	Semua aspek yang terkait dengan diklat	1993 - 1995
4.	Biro Kepegawaian Pemda DKI Jakarta	Semua aspek yang terkait dengan pembinaan SDM Pegawai	1995 - 1996
5.	Biro Bina Program	Pengembangan Organisasi Jaringan Bawah Tanah di Pemda DKI Jakarta	1994 - 1996
6.	Bappeda Pemda DKI	Sosial budaya, SDM aparatur dan penelitian kebijakan	1996 - 1997
7.	Badan Pemberdayaan Masyarakat Pemprop DKI	Penyusunan Renstra, LAKIP, pembinaan Remaja	1997 –1998
8.	Dinas Pendidikan Dasar Pemprop DKI	Teknologi Pembelajaran, MBS, evaluasi program	1988 – 2000
9.	Balitbang Diknas	Konsultan Penelitian Bermutu	2009 - 2010
10.	BAN BT	Program Bermutu	2013
11.	Review Penelitian Dikti	Review penelitian	2003-2010
12.	Dikti	Review Jurnal untuk diakreditasi	

13.	BAN PT	Asesor Prodi dan Institusi	1997 - sekarang
14.	Mitarbestari	Jurnal Penelitian Balitbang	2007 sd sekarang

G. Publikasi Buku

No.	Jenis Publikasi	Penerbit	Tahun
1.	Metode Penelitian Administrasi	Alpha Betha, Bandung	1996
2.	Metode Penelitian Bisnis	Alpha Betha, Bandung	1999
3.	Statistika Untuk Penelitian	Alpha Betha, Bandung	1988
4.	Statistika Nonparametris untuk penelitian	Alpha Betha, Bandung	1999
5.	SPSS 10	Alpha Betha, Bandung	2000
6.	Las Listrik	Alpha Betha, Bandung	2002
7.	Las Gas	Alpha Betha, Bandung	2002
8.	Las TIG dan MIG	Alpha Betha, Bandung	2002
9.	Manajemen Diklat	Alpha Betha, Bandung	2002
10.	Metode Penelitian Kualitatif	Alpha Betha, Bandung	2005
11.	Metode Penelitian Kuantitatif, Kualitatif, R & D	Alpha Betha, Bandung	2006
12.	Metode Penelitian Pendidikan	Alpha Betha, Bandung	2006
13.	Metode Penelitian Kombinasi (Mixed Methods)	Alpha Betha, Bandung	2011
14.	Metode Penelitian Manajemen	Alpha Betha, Bandung	2013
14	Tantangan Guru SMK Abad 21.	Direktorat Pembinaan Pendidik dan Tenaga Kependidikan, Dikmen, Kementerian Pendidikan dan Kebudayaan	2012

15.	Peta Jalan (Road Map) Pendidikan di Indonesia	Balitbang Kementerian Pendidikan dan Kebudayaan	2013
16.	Cara Mudah Menyusun Skripsi, Tesis, Disertasi	Alpha Betha, Bandung	2013
17.	Cara Mudah Belajar SPSS dan LISREL	Alpha Betha, Bandung	2014
18.	Metode Penelitian dan Pengembangan	Alpha Betha, Bandung	2015
19.	Metode Penelitian Tindakan Komprehensif	Alpha Betha, Bandung	2015

Saya menyatakan bahwa semua keterangan dalam Daftar Riwayat Hidup ini adalah benar dan bersedia membawa sertifikat asli saat proses seleksi reviewer/interviewer/psikolog serta bersedia mempertanggungjawabkannya apabila tidak sesuai dengan fakta.

Yogyakarta, Februari 2020

Yang menyatakan,



(Prof. Dr. Sugiyono, M.Pd)

b. Member 1

Nama : Prof. Dr. Lantip Diat Prasajo
NIP/NIK : 19740425 200003 1 001
Tempat dan Tanggal Lahir : Magetan, 25 April 1974
Jenis Kelamin : Laki-laki Perempuan
Status Perkawinan : Kawin Belum Kawin
Agama : Islam
Golongan / Pangkat * : IVc/Pembina Utama Muda
Jabatan Akademik * : Guru Besar
Perguruan Tinggi/Lembaga : Universitas Negeri Yogyakarta
Alamat PT/Lembaga : Jl. Colombo No.1 Karangmalang
Yogyakarta
Telp./Fax. : 0274-586168, fax. 0274 565500
Alamat Rumah : Perum Sidoarum Blok IV No.26 Godean
Sleman Yogyakarta
Nomor HP : 081320266717
Alamat e-mail : lantip1975@gmail.com, lantip@uny.ac.id

I. RIWAYAT PENDIDIKAN

Tahun Lulus	Jenjang Pendidikan	Perguruan Tinggi	Bidang Studi
2001	S1	UGM	Teknik Elektro
2005	S2	UNY	Manajemen Pendidikan
2009	S3	UPI	Manajemen Pendidikan/Adpend

II. PENGALAMAN KERJA (10 pengalaman terbaik)

Tahun	Institusi/Lembaga	Jabatan	Jangka Waktu
2000-sekarang	FIP Universitas Negeri Yogyakarta	Dosen	16 tahun
2012-sekarang	Prodi Manajemen Pendidikan Pascasarjana UNY	Sekprodi S2 dan S3	7 tahun

2009 sekarang	- BAN PT	Asesor BAN PT	10 tahun
2015 - 2018	LPDP	Interviewer Beasiswa LPDP	3 tahun
2018 - 2022	Senat UNY	Ketua Komisi A	4 tahun
1 Oktober 2019 - sekarang	LPMPP UNY	Ketua LPMPP UNY	

III. PENGALAMAN SEBAGAI REVIEWER (5 tahun terakhir)

Tahun	Bidang	Penyelenggara	Jangka Waktu
2009- sekarang	Asesor Ban PT Kemendikbud	Kemendikbud	7 Tahun
2014	Reviewer buku di FIP UNY	FIP UNY	1 hari
2015	Reviewer buku MP	UNY	1 minggu
2013- 2014	Reviewer seminar proposal/hasil penelitian	LPPM UNY	2 bulan
2013- 2014	Reviewer Publikasi makalah seminar Nasional	Manajemen Pendidikan UNY	1 bulan
2013- Sekarang	Reviewer Publikasi makalah Jurnal Akuntabilitas Manajemen Pendidikan	Manajemen Pendidikan UNY	3 Tahun
2012- 2015	Seleksi masuk mahasiswa S2 Manajemen Pendidikan	Program Pasca Sarjana UNY,	3 bulan
2013- 2015	Seleksi masuk mahasiswa S2 Manajemen Pendidikan kerjasama dengan lembaga P2TK	Program Pasca Sarjana UNY,	2 bulan
2014	Seleksi masuk mahasiswa S2 Manajemen Pendidikan kerjasama dengan lembaga dengan dinas kota	Program Pasca Sarjana UNY,	2 bulan
2015	Reviewer buku Manajemen Pendidikan kurikulum 2013	Perorangan	1 bulan
2013- sekarang	Reviewer Publikasi makalah jurnal Manajemen Pendidikan	Jurusan Adm. Pendidikan	3 bulan
2014	Reviewer Borang Akreditasi Prodi S2 Pendidikan Dasar	Program Pasca Sarjana UNY,	2 Minggu
2015	Reviewer Borang Akreditasi Prodi S2 Bimbingan Konseling	Program Pasca Sarjana UNY,	2 Minggu
2015	Reviewer Borang Akreditasi Prodi S1 Pendidikan Teknik Informatika	FT UNY	2 Minggu
2015	Reviewer Borang Akreditasi FIP UNY	FIP UNY	2 Minggu

2012	Review Naskah Akademis Permendiknas No. 27 tahun 2010 tentang PIGP	PPTK Dikdas Kemdikbud	5 hari
2012	Juri Tingkat Nasional Pengawas sekolah Berprestasi tahun 2012 (Reviewer Dokumennya)	PPTK Dikdas Kemdikbud	4 hari
2013	Juri Tingkat Nasional Guru SMK Berprestasi tahun 2013 (Reviewer Dokumennya)	PPTK SMK Dikmen Kemdikbud	4 hari
2014	Juri Tingkat Nasional Guru SMK Berprestasi tahun 2014 (Reviewer Dokumennya)	PPTK SMK Dikmen Kemdikbud	4 hari
2015	Juri Tingkat Nasional Kepala sekolah Berprestasi tahun 2015 (Reviewer Dokumennya)	PKLK Direktorat Guru dan Tendik Kemdikbud	4 hari

IV. PENGALAMAN PELATIHAN/WORKSHOP(5 tahun terakhir)

Tahun	Jenis Pelatihan/Workshop	Institusi Penyelenggara	Jangka Waktu
2005	Pelatihan Manajemen sarana dan Prasarana Pendidikan Berbasis Teknologi Informasi	SMP Negeri 9 Yogyakarta	4 hari
2005	Pelatihan internet bagi dosen-dosen MKU dalam rangka peningkatan SDM	UNY	1 Minggu
2005	Pelatihan Pembuatan Media Pembelajaran MPK bagi Dosen-dosen MKU UNY	UNY	1 Minggu
2005	Pelatihan Operasional Software Program Billing System Bagi Karyawan di RSUD Wonosari	RSUD Wonosari	1 Minggu
2006	Pelatihan Akuntabilitas Instansi Sekolah (LAKIS) se Kabupaten Fakfak Irian Jaya Barat	Kabupaten Fakfak Irian Jaya Barat	1 Minggu
2006	Pelatihan Nasional TOT Akuntansi berbasis Komputer Bagi Kepala sekolah SD se-Indonesia	PMPTK	5 hari
2008	Pelatihan Nasional TOT Bagi Calon Kepala sekolah se-Indonesia	PMPTK & AUSAID	5 hari
2009	Pelatihan Nasional TOT Bahan Belajar Mandiri KKKS, MKKS, KKPS, MKPS pada Program BERMUTU 2009	PMPTK & BERMUTU	5 hari
2009	Pelatihan Nasional TOT Program Induksi Berbasis Sekolah bagi Guru	PMPTK & BERMUTU	5 hari

	Pemula		
2009	Uji Puplik Permendiknas Program Induksi Guru Pemula Berbasis Sekolah	PMPTK & BERMUTU	3 hari
2010	Pelatihan Nasional <i>Distric Core Trainer</i> (DCT) dan <i>Provincial Core Trainner</i> (PCT)	PMPTK & BERMUTU	5 hari
2010	Pelatihan Kelompok Kerja Program Bermutu	PMPTK & BERMUTU	5 hari
2010	<i>Workshop</i> Program Induksi Guru Pemula dan Penilaian Kinerja	PMPTK & BERMUTU	5 hari
2010	<i>Workshop levelling</i> Kepala Sekolah	PMPTK & BERMUTU	5 hari
2011	Pelatihan PKG	PPTK Dikmen	5 hari
2011	Pelatihan Program Induksi Guru Pemula	PPTK Dikmen	5 hari
2012	Juri Tingkat Nasional Pengawas sekolah Berprestasi tahun 2012	PPTK Dikdas Kemdikbub	4 hari

VI. PENGALAMAN RISET (5 tahun terakhir)

Tahun	Judul Riset	Sumber Dana
2005	Efektivitas Implementasi SIM Berbasis Komputer Di UNY	UNY
2005	Kepemimpinan <i>Transforming</i> Kabid SMA Dinas Pendidikan Dan Pengajaran Kota Yogyakarta	UNY
2006	Model <i>Problem Based Learning</i> Untuk Meningkatkan Pembelajaran Pada Matakuliah Media Tepat Guna	Dikti
2007	Pemanfaatan SIM pada Manajemen Humas di Kota Yogyakarta	Dikti
2009	Model Pengembangan E-SDLC (<i>Electronic System Development Life Cycle</i>) di Dinas Pendidikan Kota Yogyakarta.	Dikti (Hibah Bersaing)
2009	Manajemen <i>E-Learning</i>	Dikti (Hibah Doktor)
2010	Model Pembelajaran berbasis <i>LMS (Learning management System)</i> dengan Pengembangan <i>Software Moodle (Modular Object-Oriented Dynamic Learning Environment)</i> di SMAN Kota Yogyakarta Daerah Istimewa Yogyakarta.	Dikti (Hibah bersaing)
2010	Model Pendidikan Kewirausahaan Bagi Remaja Putus Sekolah Dalam Upaya Mengurangi	Dikti (Hibah kompetitif)

	Kemiskinan Dan Pengangguran Di Propinsi Daerah Istimewa Yogyakarta	Stranas)
2010	Model Pembelajaran Berbasis <i>E-learning</i> di Prodi MP FIP UNY	DIPA PNBP UNY
2011	Model Pendidikan Kewirausahaan Bagi Remaja Putus Sekolah Dalam Upaya Mengurangi Kemiskinan Dan Pengangguran Di Propinsi Daerah Istimewa Yogyakarta	Dikti (Hibah kompetitif Stranas)
2012	Model Pendidikan Kewirausahaan Bagi Remaja Putus Sekolah Dalam Upaya Mengurangi Kemiskinan Dan Pengangguran Di Propinsi Daerah Istimewa Yogyakarta	Dikti (Hibah kompetitif Stranas)

VII. PENGALAMAN SEBAGAI PEMBIMBING TESIS/ DISERTASI (5 tahun terakhir)

Tahun	Judul Tesis/ Disertasi	Tesis	Disertasi
2011	Manajemen CSR dalam Pengembangan Model Tenaga Kependidikan SMK di Indonesia		Disertasi
2012	Manajemen Kinerja Guru dan Kepala SMK dalam Implementasi Ujian Nasional dan Prakerin sesuai dengan Kurikulum 2013		Disertasi
2013	Pengembangan Model Pengelolaan Perguruan Tinggi Jarak Jauh		Disertasi
2014	Model Kepemimpinan dalam pengembangan Karakter pada Sekolah Dasar di Kota Semarang		Disertasi
2014	Pengembangan Model Sistem Evaluasi Kinerja Kepala Sekolah		Disertasi
2009	KEEFEKTIFAN PEMANFAATAN LABORATORIUM RIAS JURUSAN TATA RIAS DAN KECANTIKAN DI SMK NEGERI 6 SEMARANG.	Tesis	
2010	Produktivitas Kepala Sekolah Dalam Meningkatkan Disiplin Kerja Guru Di SMK N 1 Depok	Tesis	
2011	Implementasi budaya kerja di Dinas Pendidikan Kabupaten Kulon Progo	Tesis	
	Pengaruh kompensasi, iklim organisasi dan komitmen dengan kinerja pegawai Dinas Pendidikan Kab Kulon Progo	Tesis	
2012	Analisis Investasi Human Capital dalam Perspektif Pendidikan bagi Tenaga	Tesis	

	Kependidikan di Instansi Pendidikan Tinggi Negeri Yogyakarta		
	Analisis Investasi Human Capital dalam Perspektif Pendidikan bagi Tenaga Kependidikan di Instansi Pendidikan Tinggi Negeri Yogyakarta	Tesis	
	Analisis Pengaruh Kapasitas SDM, Subjective Well Being, dan Organizational Commitment terhadap Job Satisfaction Pegawai di Lingkungan Instansi Pendidikan Daerah Istimewa Yogyakarta	Tesis	
	Manajemen Pelayanan dalam Rangka Mengoptimalkan Kepuasan Pelanggan pada STIKES Aisyiyah Yogyakarta	Tesis	
	Evaluasi Program Ektrakurikuler bagi peningkatan Kemandirian Belajar Siswa SMP	Tesis	
	Manajemen Budaya Belajar untuk Pembentukan Etos Kerja pada SMK N 2 Yogyakarta	Tesis	
2013	Manajemen Pelayanan Pelanggan di Perguruan Tinggi STIKES Yogyakarta	Tesis	
	Manajemen Strategis dalam Pembentukan Karakter Siswa di SMA Yogyakarta	Tesis	
	Kontribusi Kinerja Komite Sekolah, Kepemimpinan kepala Sekolah, dan Kinerja Mengajar Guru terhadap Mutu Pendidikan di Sekolah Menengah Pertama Negeri Se Kabupaten Boyolali.	Tesis	
	Analisis Karakteristik Kepala SMP Daerah Terpencil di Kabupaten Pelalawan Provinsi Riau	Tesis	
	Produktivitas Kepala Sekolah Dalam Meningkatkan Disiplin Kerja Guru Di lingkungan SMKN se Kabupaten Sleman.	Tesis	
	Peran Manajemen Guru dalam Pengembangan Keprofesian Berkelanjutan di Susukan.	Tesis	
2014	Pola kepemimpinan kepala sekolah di SMAN di Kab Kebumen	Tesis	
	Perbandingan Sistem Penerimaan Siswa Baru Model Real Time Online (RTO) dengan Penerimaan Peserta Didik Baru (PPDB) Konvensional di SMP Negeri di Kecamatan Pakem Tahun Pelajaran 2015/2016	Tesis	

	Keefektifan Komite Sekolah dalam Peningkatan Mutu SMK Negeri di Kabupaten Kulonprogo	Tesis,	
	Evaluasi dan strategi Peningkatan Mutu Sekolah Negeri di Kabupaten Asahan, Sumatera Utara	Tesis	
	Factors discouraging students from schooling at Phonhong District, Vientiane Province, Laos.	Tesis	

VIII. KARYA ILMIAH (5 tahun terakhir) Buku/Jurnal/Makalah

Tahun	Judul	Penerbit/Jurnal/ Media
a. Buku	Teknologi Informasi Pendidikan	PT. Gava Media
	Supervisi Pendidikan	PT. Gava Media
	Sistem Informasi Manajemen Pendidikan	UNY Press
	Database SIM berbasis SQL	UNY Press
b. Jurnal	Model Kepemimpinan <i>Transforming</i> dalam Organisasi Pendidikan	Fondasia
	Kepemimpinan <i>Intrepreneur</i> dalam Pendidikan	Dinamika Pendidikan
	Teknik Delphi dalam Pendidikan	Fondasia
	Kepemimpinan Transformasional	Dinamika Pendidikan
	Kepemimpinan <i>Transforming</i> Kabid SMA Dinas Pendidikan dan Pengajaran Kota Yogyakarta	Teknodika UNS
	Efektivitas Sistem Informasi Akademik di UNY	Dinamika Pendidikan
	Manajemen Fasilitas Pendidikan Berbasis Komputer	Dinamika Pendidikan
	Konstruktivisme dalam Pendidikan Tinggi	Dinamika Pendidikan
	Model manajemen SMK Abad 21	Jurnal Pendidikan
	Manajemen Pendidikan dan Model Pembaharuan dalam Pengembangan Sekolah	Dinamika Pendidikan
	Kepemimpinan Transformasional bagi Kepela Tenaga Administrasi Sekolah	Jurnal Tenaga Kependidikan
	Model Kompetensi Tenaga Administrasi SMK	Jurnal Tenaga Kependidikan
	<i>Financial Resources</i> sebagai Faktor Penentu dalam Implementasi Kebijakan Pendidikan	Jurnal Internasional Manajemen

		Pendidikan
	Pengembangan TU berbasis TI	Jurnal Tenaga Kependidikan
c. Makalah	Penjaminan Mutu Penerapan <i>E-Learning</i>	Majalah Ilmiah Pembelajaran
	Sistem Manajemen Perguruan Tinggi Modern	Dinamika Pendidikan
	Model Manajemen <i>E-learning</i> di Perguruan Tinggi	Majalah Ilmiah Pembelajaran
	Sistem Informasi Manajemen dalam Pembelajaran	Majalah Ilmiah Pembelajaran
	Kepemimpinan efektif	Seminar Internasional MP
	Model Manajemen SMA Abad 21	Cakrawala Pendidikan
	Sumbangan Teknik Informatika dalam Mewujudkan Sekolah Efektif	Majalah Ilmiah Pembelajaran

IX. KONFERENSI DAN SEMINAR (5 tahun terakhir)

Tahun	Judul Kegiatan	Penyelenggara	Panitia/Peserta/ Pembicara
2003	Seminar lokakarya Silabi Prodi D-II PGTK	UNY	Pembicara
2003	Pelatihan Komputer program MS Office 2000	UNY	Pelatih
2003	Sarasehan Kebijakan SD dan PLB	UNY	Pembicara
2003	Seminar Peran BK dalam implementasi KBK	UNY	Panitia dan peserta
2003	Seminar Otonomi dan Privatisasi Pendidikan	UNY	Pembicara
2004	Seminar Rekonstruksi dan revitalisasi ilmu pendidikan dalam pembaharuan pendidikan nasional	UNY	Pembicara
2005	Pelatihan internet dosen-dosen MKU UNY	UNY	Pembicara
2005	Pelatihan penyusunan proposal Karya Tulis Ilmiah	Kemdikbud	pembicara
2014	10th International Conference on Natural Computation (ICNC)	Xiamen University, China	Peserta
2006	<i>Workshop on Internet Utilization for Research</i>	Kemdikbud	Koordinator TIM

2009	<i>Workshop</i> Penyusunan Kebijakan Induksi dan Penilaian Kinerja serta Modul Induksi Guru Pemula.	Kemdikbud	Koordinator TIM
2009	<i>Workshop</i> Finalisasi Kebijakan Induksi dan Penilaian Kinerja Guru Pemula.	Kemdikbud	Koordinator TIM
2009	<i>Workshop</i> Sinkronisasi Kebijakan Induksi dan Penilaian Kinerja Guru Pemula.	Kemdikbud	Koordinator TIM
2009	<i>Workshop</i> Harmonisasi Kebijakan Induksi dan Penilaian Kinerja Guru Pemula.	Kemdikbud	Koordinator TIM
2010	Pelatihan Audit Internal ISO: 9001:2008	SUCOFIND O	Peserta

X. PENGALAMAN KEPEMIMPINAN

Tingkat	Ruang Lingkup Jabatan	Jangka waktu
a. International		
b. Nasional	Ketua Tim Pengembang Program Induksi Guru Pemula Kemdikbud Jakarta	2009-2011
c. PT/Lembaga	Manajer Limunyo Puskom UNY	2009 – 2011
	Koordinator ISO PPs UNY	2009 – 2011
	Sekretaris Eksekutif Rektor UNY	2011-2012
	Sekprodi S2 dan S3 MP PPs UNY	2012 - Sekarang

XI. PENGHARGAAN

Tahun	Bentuk Penghargaan	Pemberi
2013	Satya Lencana Karya Satya 10 tahun	Presiden Republik Indonesia
2012	Dosen Berprestasi FIP UNY	Dekan FIP UNY

XII. PRESTASI YANG MENONJOL

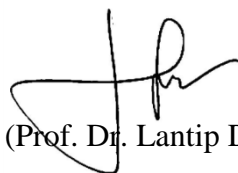
Tahun	Prestasi	Tingkat
2012	Dosen Berprestasi FIP UNY	Dekan FIP UNY

XIII. ORGANISASI PROFESI/ILMIAH

Tahun	Jenis>Nama Organisasi	Jabatan/Jenjang Keanggotaan
2010-sekarang	Indo MS	Anggota
2009-sekarang	Ismapi	Anggota

Saya menyatakan bahwa semua keterangan dalam Daftar Riwayat Hidup ini adalah benar dan bersedia membawa sertifikat asli saat proses seleksi reviewer/interviewer/psikolog serta bersedia mempertanggungjawabkannya apabila tidak sesuai dengan fakta.

Yogyakarta, Februari 2020
Yang menyatakan,



(Prof. Dr. Lantip Diat Prasojó)

c. Member 2

Nama : Prof. Suyanto, Ph.D
Tempat dan Tanggal Lahir : Magetan, 2 Maret 1953
Jabatan dan Gol./Pangkat : Guru Besar (1.050), Gol. IV/e
Tugas Dalam Jabatan : Plt. Direktur Jenderal Pendidikan Dasar
Kementerian Pendidikan dan Kebudayaan
(*Januari 2011 – Maret 2013*)
Dirjen Manajemen Pendidikan Dasar dan
Menengah,
Departemen Pendidikan Nasional
(*Juli 2005 – 2011*)
Rektor Universitas Negeri Yogyakarta
(*September 1999 – September 2003*) -
Periode I
(*September 2003 – Maret 2006*) – *Periode II.*

Alamat Kantor : Fakultas Ekonomi Universitas Negeri
Yogyakarta, Kampus Karangmalang,
Yogyakarta 55281
Telp./fax: (0274) 554 902
Program Pasca Sarjana
Universitas Negeri Yogyakarta
Kampus Karangmalang, Yogyakarta 55281.
Telp. (0274) 4961 2244
e-mail:suyan@ymail.com

Alamat Rumah : Perumahan Nogotirto III
Jalan Semeru C - 152
Yogyakarta55291
Tel. (0274) 620853;
Hand phone: 08121193366

1) Pendidikan yang diperoleh di luar negeri:

- a) (1986) *Doctor of Philosophy (Ph.D)* dalam bidang *Social Studies Curriculum and Instruction* dari College of Education, Michigan State University, Amerika Serikat, tamat 12 Desember, 1986, dengan beasiswa dari The Ford Foundation, USA.
- b) (1981) *Master of Education (M.Ed)* dalam bidang *Social Studies Education* di School of Education, Boston University, Amerika Serikat, tamat pada tanggal 25 Januari, 1981, dengan beasiswa dari Fulbright, USA.

2) Pendidikan yang diperoleh di dalam negeri:

- 1) (1976) Sarjana Pendidikan Ekonomi Koperasi FKIS-IKIP YOGYAKARTA, tamat 29 November, 1976.
2. (1974) Sarjana Muda Pendidikan Ekonomi Koperasi FKIS-IKIP YOGYAKARTA, tamat 30 November, 1974.
3. (1971) Sekolah Menengah Tingkat Atas Negeri (SMAN) Ngawi, Jurusan Sosial, tamat 28 Oktober, 1971.
4. (1967) Sekolah Menengah Tingkat Pertama Negeri (SMPN) Maospati, Magetan, tamat 28 Oktober, 1967.
5. (1964) Sekolah Rakyat Negeri (SRN)II Pojoksari, Sukomoro, Magetan, tamat 30 November, 1964.

3) Seminar/ konferensi/ pelatihan/ delegasi dalam forum internasional

- 1) (2011) Menjadi Delegasi Ahli Republik Indonesia dalam *The 46th SEAMEO Conferencedan The 6th ASED* di Brunei Darussalam, 26 – 29 Januari 2011.
- 2) (2009) Menjadi Delegasi Ahli Republik Indonesia dalam *The 35th UNESCO General Conference* di Paris, Perancis, 5 – 13 Oktober 2009.
- 3) (2009) Ketua Delegasi Republik Indonesia dalam *Congress of Vocational and Technical Education in Islamic Countries* di Istanbul, Turki, 18 – 20 Juni 2009.

- 4) (2009) Anggota Delegasi Republik Indonesia dalam *World Conference On Education for Sustainable Development* di Bonn, Jerman, 31 Maret – 2 April 2009.
- 5) (2008) Anggota Delegasi Republik Indonesia dalam *The Eighth Meeting of The High Level Group on EFA* di Oslo, Norwegia, 14-19 Desember 2008.
- 6) (2008) Anggota Delegasi Republik Indonesia dalam *Forty-Eighth Session of the International Conference on Education* di Jenewa, Swiss, 25 – 28 Nopember 2008.
- 7) (2008) Anggota Delegasi Republik Indonesia dalam *Joint Working Group Meeting RI – Australia and Australia Indonesia Ministerial Forum (AIMF)* di Canberra, Australia, 9 – 13 Nopember 2008.
- 8) (2008) Anggota Delegasi Republik Indonesia dalam *Senior Officials Meeting of E-9 Countries* di Jakarta, Indonesia, 22 – 24 Oktober 2008.
- 9) (2008) Anggota Delegasi Indonesia dalam **43rd SEAMEO Council** di Kuala Lumpur, Malaysia, 13-14 Maret 2008.
- 10) (2008) Anggota Delegasi Indonesia dalam *Seventh E-9 Ministerial Review Meeting* di Bali, Indonesia, 10-12 Maret 2008.
- 11) (2007) Menjadi Delegasi Ahli Republik Indonesia dalam *The 34th UNESCO General Conference* di Paris, Perancis, 16 – 29 Oktober 2007.
- 12) (2006) Anggota Delegasi Republik Indonesia dalam *Sixth High-Level Group Meeting on Education for All* di Kairo, Mesir, 14 – 16 Nopember 2006.
- 13) (2006) Anggota Delegasi Indonesia dan Tim Perumus Kebijakan dalam *Sixth Ministerial Review Meeting* yang diselenggarakan oleh UNESCO di Monterrey, Mexico, 13 – 15 Februari 2006.
- 14) (2005) Anggota Delegasi Indonesia untuk *The Microsoft Government Leaders Forum Asia* yang diselenggarakan di New Delhi, India, 28 -31 September 2005.
- 15) (2001) Mengikuti *International Conference on New Curriculum for the Knowledge Age*. Diselenggarakan Oleh Department of Education,

Training, and Youth Affairs New South Wales, Australia, di Sydney, 14 – 16 Juni 2001.

16) (1993/1994) Mengikuti *Research Manager Training* di Institute of Education, University of London, Inggris, 19 Nopember 1993 - 19 Februari 1994, dibiayai oleh World Bank.

4) Karya Tulis Yang Telah Dipresentasikan Dan Atau Dipublikasikan (Internasional)

a) (2013) *Empowering The Primary Education For The Brighter Generation*. Disampaikan dalam Seminar Internasional, yang diselenggarakan oleh Universitas Negeri Yogyakarta, 18 Mei 2013.

b) (2012) *Indonesia's School Operational Assistance Program (BOS): Challenges in Embedding Results-Based Approach*. Disampaikan dalam East Asia Pacific Workshop, yang diselenggarakan oleh Bank Dunia, Seoul, 22-23 Oktober 2012.

c) (2012) *Profesionalisme Guru Masa Depan*. Disampaikan dalam Workshop Pembinaan Guru Learning Center yang diselenggarakan oleh KJRI Kota Kinabalu dan Kemdikbud, Kinabalu, 05 Oktober 2012.

d) (2011) *Enriching Future Generation: Education Promoting Indonesian Self-Development*. Keynote Speech pada seminar internasional yang diselenggarakan oleh Universitas Negeri Yogyakarta dan Yale University, Yogyakarta, 27 Juni 2011.

e) (2009) *Technical and Vocational School Development Strategy in Indonesia*. Disampaikan pada *Congress of Vocational and Technical Education in Islamic Countries* di Istanbul, Turki, 18 – 20 Juni 2009.

f) (2008) *Bridging The Education Gap: Improving Access, Equity, And Quality (The Case Of Indonesia)*. Disampaikan pada **43rd SEAMEO Council** di Kuala Lumpur, 13-14 Maret 2008

g) (2008) *Regional Perspective on Current Initiatives and Opportunities for E-9 Teacher Networking: Indonesia – China*. Disampaikan pada Seventh E-9 Ministerial Review Meeting, 10-12 Maret 2008.

- h) (2008) *Road Map 2006 – 2010: Policies in the Development of Technical Vocational School in Indonesia*. Disampaikan dalam Forum Seminar Internasional yang diselenggarakan di Hanoi, Vietnam oleh Directorate General Vocational and Labor, Invalids and Socialist Bekerja Sama Dengan TOEIC ETS Vietnam, 12 Januari 2008.
- i) (2007) *Primary and Secondary School Management: Challenges and Opportunities*. Disampaikan dalam Seminar Internasional yang diselenggarakan oleh United States/Indonesia Teacher Education Consortium (Usintec), di Jakarta, 30 Juli 2007.
- j) (2004) *Indonesian Education in Comparison Of South East Asian Countries*. Disampaikan dalam Forum Seminar Internasional Antar Bangsa Asia Tenggara yang diselenggarakan oleh Fakultas Ilmu Budaya, Universitas Gadjah Mada, Tanggal 10 Desember 2004.
- k) (2003) *Strategy of Sport Development within the Frame Work of Local Autonomy: The Case of Indonesia*. Disampaikan dalam Forum Konferensi Internasional tentang Sport, Civilization and Peace yang diselenggarakan oleh Direktorat Jenderal Olahraga Depdiknas di JEC Yogyakarta, 10 September 2003.
- l) (2002) *Dialogue Among the Civilizations: The Role of Universities, Country Perspective: Indonesia*. Disajikan dalam forum *The 4th Asia University Federation Annual Conference*, yang diselenggarakan oleh Sun Moon University, Asan City, Korea, 20 – 23 November 2002.
- m) (2002) *A Glance at the Indonesian Educational System*. Keynote Speech, Work Shop on Collaboration in Education and Science for Global Society, Jointly Organized by Bandung Institute of Technology, Gadjah Mada University, Islamic University of Indonesia, Parahyangan Catholic University, State University of Yogyakarta, and University of Boras, Sweden, di Hotel Radisson, Yogyakarta, 5-6 Februari 2002.
- n) (2001) *Education for Tolerance and Human Rights: Building Socio-Pedagogical Models for Indonesian Harmony in Diversity*. Keynote Speech Disampaikan dalam Forum Konferensi Internasional Civic

Education yang diselenggarakan Oleh Center for Indonesian Civic Education (CICED), Bekerja Sama dengan: Center for Civic Education (CCE) Calabasas California, USA; The United States Embassy; dan Universitas Negeri Yogyakarta, di Universitas Negeri Yogyakarta, 16 Juli 2001.

- o) (2001) *National Education Reform Agenda: The Principles of Change*. Disampaikan di Forum Workshop Internasional, yang diselenggarakan Oleh Balitbang Departemen Pendidikan Nasional, 5 Juli 2001.

5) Karya tulis yang telah dipresentasikan dan atau dipublikasikan (nasional)

- (1) (2013) *Pembelajaran Abad 21: Apa yang Harus Dilakukan Guru?* Disampaikan dalam Seminar Nasional yang diselenggarakan oleh Lenovo dan Intel dalam rangka Lenovo & Intel Education Day, di Yogyakarta 29 Agustus 2013.
- (2) (2013) *Peran Guru dan Kepala Sekolah di Amal Usaha Pendidikan Muhammadiyah*. Disampaikan di Forum Silaturahmi Keluarga Besar Muhammadiyah, Pimpinan Daerah Muhammadiyah Kota Yogyakarta. Sportorium UMY, 24 Agustus 2013.
- (3) (2013) *OPSPEK Era Global*. Dipublikasikan oleh Kedulatan Rakyat, Kolom Analisis, Halaman 1, Edisi 21 Agustus 2013.
- (4) (2013) *Pendidikan Karakter untuk Mahasiswa*. Disampaikan dalam OSPEK Fakultas Ilmu Pendidikan, Universitas Negeri Yogyakarta, 21 Agustus 2013.
- (5) (2013) *Akseptabilitas Kurikulum 2013*. Disampaikan dalam Diskusi Pendidikan dan Forum Media Universitas Negeri Yogyakarta 12 Juli 2013.
- (6) (2013) *Katup Pengaman Kurikulum 2013*. Dipublikasikan oleh Harian KOMPAS, Kolom Opini, 8 Juli 2013.
- (7) (2013) *Kewirausahaan dan Kepemimpinan Sekolah*. Disampaikan dalam Forum Bimbingan Teknis Pemenuhan Standar Nasional

Pendidikan yang diselenggarakan oleh Direktorat Pembinaan SMP, Ditjen Dikdas, Kemdikbud, di Solo, 29 Mei 2013, dan Bogor, 3 Juli 2013.

- (8) (2013) *Implementasi Kurikulum 2013 untuk Menyongsong Peningkatan Mutu Pendidikan di Indonesia*. Disampaikan dalam Seminar Nasional yang diselenggarakan oleh Fakultas Keguruan dan Ilmu Pendidikan Universitas Achmad Dahlan, Yogyakarta, 22 Juni 2013.
- (9) (2013) *Implementasi Kurikulum 2013*. Disampaikan dalam Rapat Kerja UPT, Pendidikan Dasar dan Menengah Kabupaten Magelang, di Kaliurang, Sleman, 18 Juni 2013.
- (10) (2013) *Meningkatkan Kualaitas Guru Menuju Profesionalisme*. Disampaikan dalam Executive Forum yang Diselenggarakan Oleh Harian Media Indonesia Bekerja Sama dengan Tanoto Foundation, di Crown Plaza Hotel, Jakarta 11 Juni 2013.
- (11) (2013) *Kurikulum 2013 dan Peningkatan Kualitas Pendidikan Dasar (SD/MI)*. Disampaikan pada Forum Seminar Nasional yang Diselenggarakan Oleh Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta, 11 Juni 2013.
- (12) (2013) *Pengembangan Pendidikan Muhammadiyah dalam Kerangka Kebijakan Pendidikan Nasional*. Disampaikan dalam Rapat Dinas dan Pembinaan Kepala Sekolah Muhammadiyah DIY, oleh Majelis Pendidikan Dasar dan Menengah Pimpinan Wilayah Muhammadiyah DIY, 31 Mei 2013.
- (13) (2013) *Kebijakan Pelaksanaan Kurikulum 2013*. Disampaikan dalam Forum Seminar Nasional yang diselenggarakan oleh Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta (UMS), 11 Mei 2013.

- (14) (2013) *Motivasi Kinerja Layanan Pendidikan SD yang Bermutu*. Disampaikan dalam forum Rapat Koordinasi Nasional Direktorat Pembinaan Sekolah Dasar, Kemdikbud, Yogyakarta, 29 April 2013.
- (15) (2013) *Pentingnya Penerapan Kurikulum 2013 untuk Meningkatkan Mutu Pendidikan di Indonesia*. Disampaikan dalam forum seminar pendidikan yang diselenggarakan oleh Himpunan Mahasiswa Pendidikan Akuntansi, FE UNY, Yogyakarta, 28 April 2013.
- (16) *Penguatan LPTK Muhammadiyah dalam Dinamika Pendidikan Masa Depan*. Disampaikan dalam Pertemuan Nasional Lembaga Pendidikan Tenaga Kependidikan (LPTK) Perguruan Tinggi Muhammadiyah (PTM) oleh Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah di UHAMKA, 27 April 2013.
- (17) (2013) *Pencapaian Pendidikan: Sudah Sukseskah Pendidikan di Indonesia?* Disampaikan dalam forum diskusi studi ekonomi yang diselenggarakan oleh Himpunan Mahasiswa Ekonomi Fakultas Ekonomi UNY, Yogyakarta, 25 April 2013.
- (18) (2013) *Peran Penting Manajemen Keuangan Pendidikan di Indonesia*. Disampaikan dalam seminar yang diselenggarakan oleh Fakultas Ekonomi Universitas Negeri Yogyakarta, Yogyakarta, 6 April 2013.
- (19) (2013) *Profesionalisme Guru Masa Depan*. Disampaikan dalam Seminar Nasional yang diselenggarakan oleh Dewan Pendidikan Kota Tangerang Selatan, Serpong, 4 April 2013.
- (20) (2013) *Strategi Penguasaan Kurikulum dan Metodologi Pembelajaran yang Efektif dan Inovatif Berbasis Nilai-Nilai Kebangsaan*. Disampaikan dalam seminar nasional pendidikan yang diselenggarakan oleh Yayasan Kartika Jaya, Jakarta, 20 Maret 2013.
- (21) (2013) *Menuju Sekolah Muhammadiyah Unggul*. Disampaikan dalam seminar pendidikan yang diselenggarakan oleh Pimpinan Daerah Muhammadiyah Sleman, Yogyakarta, 12 Maret 2013.

- (22) (2013) *Optimalisasi Penuntasan Rehabilitasi Ruang Belajar SD dan SMP di Seluruh Wilayah Indonesia*. Disampaikan dalam Rakor Teritorial TNI yang diselenggarakan oleh Mabes TNI Cilangkap, Jakarta, 4 Februari 2013.
- (23) (2013) *Peningkatan Kualitas Pendidikan Muhammadiyah dan Antisipasi Kurikulum 2013*. Disampaikan dalam rapat pimpinan PP Muhammadiyah, Jakarta, 8 Januari 2013.
- (24) (2012) *Pendidikan Inklusif*. Diterbitkan oleh Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar, Kementerian Pendidikan dan Kebudayaan.
- (25) (2012) *Kurikulum 2013 dan Professionalisme Guru*. Disampaikan dalam workshop yang diadakan oleh Yayasan Bakti Idhata, Jakarta, 20 Desember 2012
- (26) (2012) *Manajemen Pendidikan Dasar*. Disampaikan dalam seminar yang diselenggarakan oleh BAN Perguruan Tinggi, Yogyakarta, 8 Desember 2012.
- (27) (2012) *Kebijakan dan Rencana Aksi Gerakan Indonesia Bersih (GIB) pada Pendidikan Dasar*. Disampaikan dalam Rapat Koordinasi Gerakan Indonesia Bersih yang diselenggarakan oleh Kementerian Lingkungan Hidup, Jakarta, 12 Nopember 2012.
- (28) (2012) *Manajemen Pendidikan yang Efektif*. Disampaikan dalam seminar yang diselenggarakan oleh PB Alkhairat, Palu, 1 September 2012.
- (29) (2012) *Membangun Karakter Humanistik dan Profesionalisme Tenaga Kesehatan untuk Mencapai Pelayanan Prima*. Disampaikan dalam seminar yang diselenggarakan oleh STIKES 'Aisyiyah Yogyakarta, Yogyakarta, 14 Juli 2012.
- (30) (2012) *Peluang dan Tantangan Masa Depan Pendidikan Muhammadiyah*. Disampaikan dalam seminar yang diselenggarakan oleh Majelis Pendidikan Dasar dan Menengah PP Muhammadiyah, Yogyakarta, 12 Juli 2012.

- (31) (2012) *Profesionalisme Guru Masa Depan*. Disampaikan dalam Kuliah Perdana yang diselenggarakan oleh Pasca Sarjana UNY, Yogyakarta, 26 Juni 2012.
- (32) (2012) *Profesionalisme Guru*. Disampaikan dalam seminar yang diselenggarakan oleh Sekolah Tinggi Agama Islam Darul Arqom Garut, Garut, 2 Juni 2012.
- (33) (2012) *Pendidikan Anak Bangsa dalam Menjawab Persoalan Karakter Bangsa*. Disampaikan dalam seminar yang diselenggarakan oleh PP Aisyiah, Yogyakarta, 16 Juni 2012.
- (34) (2012) *Profesionalisme Guru*. Disampaikan dalam seminar yang diselenggarakan oleh Universitas Muhammadiyah Tangerang, Tangerang, 12 Mei 2012.
- (35) (2012) *Membangun Jaringan Alumni untuk Membentuk Lulusan yang Kompeten dan Berkarakter*. Disampaikan dalam temu alumni yang diselenggarakan oleh Fakultas Ekonomi UNY, Yogyakarta, 6 Mei 2012.
- (36) (2012) *Implementasi Pendidikan Karakter untuk Membangun Bangsa*. Disampaikan dalam seminar yang diselenggarakan oleh Ikatan Alumni Universitas Negeri Yogyakarta, Yogyakarta, 05 Mei 2012.
- (37) (2012) *Pengembangan dan Pembinaan Guru Sekolah Dasar Berkarakter*. Disampaikan dalam seminar yang diselenggarakan oleh Universitas Muhammadiyah Cirebon, Cirebon, 14 April 2012.
- (38) (2012) *Kebijakan Kemdikbud dalam Sinergitas Implementasi Bantuan Siswa Miskin dengan Program Keluarga Harapan*. Disampaikan pada Rakor Program Keluarga Harapan yang diselenggarakan oleh Kementerian Sosial, Bandung, 21 Maret 2012.
- (39) (2012) *Pendekatan Budaya dalam Pendidikan Karakter Bangsa Indonesia*. Disampaikan pada seminar yang diselenggarakan oleh PP Aisyiah, Palembang, 17 Maret 2012.

- (40) (2012) *Program Pembangunan SMP*. Disampaikan dalam Rakor Kepala SMP se-Provinsi Jawa Tengah yang diselenggarakan oleh Dinas Pendidikan Provinsi Jawa Tengah, Semarang, 8 Februari 2012.
- (41) (2012) *Peran Serta TNI dalam Program Rehabilitasi Sekolah, Pendidikan Karakter Bangsa, dan Bantuan Penyediaan Pendidik*. Disampaikan pada Rakor TNI, Cilangkap, Jakarta, 31 Januari 2012.
- (42) (2012) *Membangun Karakter Utama untuk Kemandirian dan Kemajuan Bangsa*. Disampaikan pada forum Workshop Pendidikan Karakter yang diselenggarakan oleh Yayasan Bhakti Idata, Jakarta, 20 Januari 2012.
- (43) (2011) *Bagaimana Menjadi Calon Guru dan Guru Profesional*. Diterbitkan oleh Multi Pressindo, Yogyakarta, ISBN 978-602-18309-0-1
- (44) (2011) *Betapa Mudah Menulis Karya Ilmiah*. Diterbitkan oleh Multi Pressindo, Yogyakarta, ISBN 978-979-18882-64
- (45) (2011) *Membangun Karakter Utama untuk Kemandirian dan Kemajuan Bangsa*. Disampaikan pada forum Seminar Nasional yang diselenggarakan oleh Universitas Muhammadiyah Semarang, Semarang, 10 Desember 2011.
- (46) (2011) *Program Penuntasan Rehabilitasi Sekolah Rusak*. Disampaikan dalam forum Dialog Pendidikan yang diselenggarakan oleh Perpustakaan Kemdikbud, Jakarta, 1 Nopember 2011.
- (47) (2011) *Pembentukan Karakter Bangsa Melalui Pendidikan*. Disampaikan dalam forum seminar nasional yang diselenggarakan oleh Universitas Muhammadiyah Purworejo, Purworejo, 22 Oktober 2011.
- (48) (2011) *Kebijakan Pembangunan Pendidikan Dasar di Papua dan Papua Barat*. Disampaikan dalam forum diskusi terbatas tentang percepatan pembangunan Papua dan Papua Barat yang

- diselenggarakan oleh Dewan Pertimbangan Presiden, Jakarta, 6 Oktober 2011
- (49) (2011) *Sekolah yang Efektif*. Disampaikan dalam Rapat Koordinasi Guru Daerah Khusus, Hotel Grand Sahid, Jakarta, 17 Agustus 2011.
- (50) (2011) *Kebijakan Pemerintah dalam Membangun Pendidikan Karakter*. Disampaikan dalam forum seminar yang diselenggarakan oleh Harian Umum Kedaulatan Rakyat, Yogyakarta, 14 Agustus 2011.
- (51) (2011) *Mahasiswa Dalam Perspektif Persaingan Global*. Disampaikan dalam studium general penerimaan mahasiswa baru Universitas Negeri Yogyakarta, Yogyakarta, 2 Agustus 2011
- (52) (2011) *Kebijakan Pemerintah dalam Membangun Pendidikan Karakter*, disampaikan dalam forum seminar nasional yang diselenggarakan oleh Universitas Muhammadiyah Riau, Pekanbaru, 15 Juni 2011.
- (53) (2011) *Membangun Generasi Masa Depan Melalui Pendidikan Karakter*, disampaikan dalam Forum Seminar nasional yang diselenggarakan oleh Universitas Muhammadiyah Surakarta, Surakarta, 28 Mei 2011.
- (54) (2011) *Peran Lembaga Pendidikan Menyikapi Perilaku Anak Didik Dari Bahaya Rokok, Miras, Narkoba Dan Penyimpangan Seks*, disampaikan dalam forum seminar nasional yang diselenggarakan oleh YABINA, Jakarta, 25 Mei 2011.
- (55) (2011) *Peningkatan Kinerja Pendidik Dalam Usaha Meningkatkan Profesionalisme*, disampaikan dalam forum seminar nasional yang diselenggarakan oleh Universitas Bangun Nusantara, Sukoharjo, 14 Mei 2011.
- (56) (2011) *Pendidikan Kewirausahaan Di Sekolah*, disampaikan dalam forum kuliah umum yang diselenggarakan oleh Jawa POS, Surabaya, 30 April 2011.

- (57) (2011) *Kebijakan Direktorat Jenderal Pendidikan Dasar*. Disampaikan dalam forum Rapat Koordinasi yang diselenggarakan oleh Badan Pengembangan SDM Pendidikan dan PMP, Kemdiknas, Jakarta, 19 April 2011.
- (58) (2011) *Pembinaan SMP dan Penuntasan Wajar Dikdas untuk Papua dan Papua Barat*. Disampaikan dalam forum Rapat Koordinasi yang diselenggarakan oleh Kemdiknas, Jakarta, 6 April 2011.
- (59) (2011) *Rintisan Sekolah Bertaraf Internasional (RSBI) Tinjauan Konseptual dan Implementasinya*. Disampaikan dalam forum seminar nasional yang diselenggarakan oleh Universitas PGRI Yogyakarta, Yogyakarta, 26 Maret 2011.
- (60) (2011) *Kebijakan Luar Negeri Pendidikan Dasar*. Disampaikan dalam forum Rapat Koordinasi yang diselenggarakan oleh Biro Perencanaan dan Kerjasama Luar Negeri, Kemdiknas, Jakarta, 14 maret 2011.
- (61) (2011) *Kebijakan Program Bantuan Operasional Sekolah (BOS) Tahun 2011*. Disampaikan dalam forum Rapat Koordinasi yang diselenggarakan oleh Kementerian Dalam Negeri, Jakarta, 1 Maret 2011
- (62) (2011) *Kebijakan Direktorat Jenderal Pendidikan Dasar*. Disampaikan dalam forum Rapat Koordinasi yang diselenggarakan oleh Dinas Pendidikan Provinsi Jawa Timur, Surabaya, 19 Februari 2011.
- (63) (2011) *Sekolah yang Efektif*. Disampaikan dalam forum rapat koordinasi yang diselenggarakan oleh Direktorat P2TK Dikdas, Kemdiknas, Jakarta, 16 Februari 2011.
- (64) (2011) *Peran Pendidikan Dan Pelatihan Pada Pengembangan Kewirausahaan*. Disampaikan dalam forum rapat koordinasi di Kementerian Perekonomian, Jakarta, 11 Januari 2011.

- (65) (2010) *Kebijakan Anggaran Kementerian Pendidikan Nasional Tahun 2011*. Disampaikan dalam forum Simulasi Rapat DPR, Jakarta, 13 Desember 2010.
- (66) (2010) *Peran Pendidikan Profesi Guru (PPG) dalam Menyiapkan Tenaga Kependidikan yang Profesional dan Berkarakter*. Disampaikan dalam forum Seminar Nasional yang diselenggarakan oleh Universitas Negeri Yogyakarta, Yogyakarta, 5 Desember 2010.
- (67) (2010) *Program Prioritas pada Jenjang Pendidikan Dasar dan Menengah*. Disampaikan dalam forum Konferensi Alumni Program ILEP yang diselenggarakan oleh AMINEF, Jakarta, 15 Nopember 2010.
- (68) (2010) *Sekolah Bertaraf Internasional*. Disampaikan dalam forum Seminar Nasional yang diselenggarakan oleh Badan Penelitian dan Pengembangan, Depdiknas, Jakarta, 29 Oktober 2010.
- (69) (2010) *Prospek Pendidikan Muhammadiyah dalam Mewujudkan Pendidikan Berkarakter di Era Global*. Disampaikan dalam forum seminar pendidikan yang diselenggarakan oleh SMA Muhammadiyah 2 Yogyakarta, Yogyakarta, 14 Oktober 2010.
- (70) (2010) *Fokus Pemanfaatan Anggaran Kementerian Pendidikan Nasional Tahun 2011*. Disampaikan pada forum Rakor Pendidikan yang diselenggarakan oleh Gubernur Sulawesi Tenggara, Kendari, 12 Oktober 2010.
- (71) (2010) *Dana Alokasi Khusus (DAK) Bidang Pendidikan Tahun 2010*. Disampaikan dalam rapat koordinasi yang diselenggarakan oleh Badan Pemeriksa Keuangan, Jakarta, 28 September 2010.
- (72) (2010) *Manajemen Sekolah yang Efektif*. Disampaikan pada forum Seminar Pendidikan yang diselenggarakan oleh SMP 1 Muhammadiyah Surakarta, Surakarta, 17 September 2010.
- (73) (2010) *Sekolah Gratis: Mimpi atau Nyata?* Disampaikan pada forum Raker Bidang Kesra Fraksi Partai Golkar, Jakarta, 30 Juli 2010.

- (74) (2010) *Profesionalisme dan Tantangan Guru Masa Depan*. Disampaikan dalam seminar Pendidikan yang diselenggarakan oleh STKIP Bumi Ayu, Boyolali, 29 Juni 2010.
- (75) (2010) *Sekolah Bertaraf Internasional*. Disampaikan pada talkshow yang diselenggarakan oleh Pengurus Pusat AACNFI, Jakarta, 9 Juni 2010.
- (76) (2010) *Manajemen Sekolah yang Efektif*. Disampaikan pada pertemuan yang diselenggarakan oleh Yayasan Bhakti Idata, Jakarta, 12 Mei 2010.
- (77) (2010) *Upaya Meningkatkan Kepastian/Keterjaminan Memperoleh Pelayanan Pendidikan Dasar dan Menengah*. Disampaikan dalam rapat koordinasi yang diselenggarakan oleh Ditjen Pendidikan Non Formal dan Informal, Kemdiknas, Jakarta, 26 Maret 2010
- (78) (2010) *Penyelenggaraan Sekolah Pasca Berlakunya UU Badan Hukum Pendidikan*. Disampaikan pada forum Rapat Koordinasi Tingkat Nasional Majelis Nasional Pendidikan Katolik (MNPK), Bogor, 23 Februari 2010.
- (79) (2010) *Pendidikan Karakter Kebangsaan Pada Pendidikan Dasar*. Disampaikan pada Forum Seminar Pendidikan yang diadakan oleh Universitas Ahmad Dahlan, Yogyakarta, 30 Januari 2010.
- (80) (2009) *Wajib Belajar 12 Tahun: Tantangan dan Manfaatnya*. Disampaikan pada Rapat Koordinasi Wajar 12 tahun yang diselenggarakan oleh Dinas Pendidikan Provinsi DKI Jakarta, Jakarta, 17 Desember 2009.
- (81) (2009) *Kebijakan Pengembangan Pendidikan Dasar*. Disampaikan dalam forum seminar nasional yang diselenggarakan oleh Universitas Pendidikan Indonesia, Bandung, 12 Desember 2009
- (82) (2009) *Pemberdayaan Budaya Guru dan Sekolah*. Disampaikan dalam forum workshop Kepala Sekolah yang diselenggarakan oleh Pemerintah Kota Surabaya, Surabaya, 7 Desember 2009.

- (83) (2009) *Posisi Dan Eksistensi Sekolah Swasta Dalam Era Otonomi Pendidikan*. Disampaikan pada Rapat Koordinasi Nasional Majelis Dikdasmen Muhammadiyah, Sawangan, 5 Desember 2011.
- (84) (2009) *Strategi Pembelajaran yang Efektif dalam Konteks Persekolahan (Pendidikan Formal)*. Disampaikan dalam forum Workshop Kependidikan yang diselenggarakan oleh Universitas Negeri Yogyakarta, Yogyakarta, 21 Nopember 2011.
- (85) (2009) *Manajemen Dan Rekayasa Sistem Pembelajaran Menuju Sekolah yang Berkualitas*. Disampaikan dalam forum seminar nasional yang diadakan oleh Macca Edutainment Makassar, Makassar, 8 Nopember 2009.
- (86) (2009) *Peran Ormas dalam Mendukung Pendidikan Untuk Semua*. Disampaikan dalam forum Mukernas KOSGORO 1957 yang diselenggarakan oleh Pimpinan Pusat Kolektif KOSGORO 1957, Jakarta, 25 September 2009.
- (87) (2009) *Peran Pendidikan dalam Mengembangkan Industri Olahraga Indonesia*. Disampaikan dalam Forum seminar yang diselenggarakan oleh Kementerian Negara Pemuda dan Olahraga, Jakarta, 8 September 2009.
- (88) (2009) *Implementasi Undang-Undang Badan Hukum Pendidikan Bagi Pendidikan Dasar dan Menengah*. Disampaikan dalam Forum Seminar yang diselenggarakan oleh Inspektorat Jenderal Depdiknas, Jakarta, 21 Agustus 2009.
- (89) (2009) *Tantangan Dakwah dan Solusinya (Bidang Pendidikan)*. Disampaikan dalam Forum Desiminasi Dakwah dan Tabligh yang diselenggarakan oleh Majelis Dakwah dan Tabligh PP Muhammadiyah, Yogyakarta, 31 Juli 2009.
- (90) (2009) *Menuju Sekolah Bertaraf Internasional*. Disampaikan dalam Forum Seminar yang diselenggarakan oleh Universitas Negeri Yogyakarta, Yogyakarta, 25 Juli 2009.

- (91) *Akselerasi: Harapan dan Masalahnya*. Disampaikan di Forum Dialog Himpunan Psikologi Indonesia (HIMPSI) Wilayah Daerah Istimewa Yogyakarta, di Universitas Wangsa Manggala, Yogyakarta, 19 Oktober 2002.
- (92) (2002) *Wawasan Pendidikan di Era Global dan Era Desentralisasi*. Disampaikan di Dinas Pendidikan Kota Yogyakarta, 2 Oktober 2002.
- (93) (2002) *Tantangan dan Pengembangan Pendidikan Tinggi di Era Global*. Pidato Ilmiah Dies Natalis Universitas Muhammadiyah Semarang, 23 September 2002.
- (94) (2002) *Transformasi Pengetahuan Perdamaian di Masjid: Suatu Model Pendidikan dan Da'wah Mengenai Nilai-Nilai Perdamaian*. Disampaikan dalam Forum Seminar Nasional: Meretas Perdamaian dan Kemanusiaan Melalui Upaya Pemberdayaan Fungsi Masjid, Diselenggarakan Oleh Yayasan Masjid dan Asrama (YASMA) Syuhada Yogyakarta dan Lembaga Pengkajian Urusan Pengungsi dan Perdamaian Global Yogyakarta, 21 September 2002.

6) Pengalaman dalam bidang penelitian

- (1) (2002) Menjadi Ketua Tim Peneliti dalam Penelitian yang Dibiayai Oleh Direktorat P3M Ditjen Dikti Depdiknas Dengan Judul: *Kepemimpinan Transformasional Wanita Kepala Sekolah Dasar di Jawa Tengah dan DIY*.
- (2) (1998) Menjadi ketua tim peneliti dalam penelitian yang dibiayai oleh Direktorat P3M Ditjen Dikti Depdikbud dengan judul *Partisipasi Wanita dalam Kegiatan Usaha Koperasi unit Desa di Daerah Istimewa Yogyakarta*.
- (3) (1998) Melakukan penelitian mandiri yang berjudul *Pemahaman Mahasiswa Program Studi pendidikan Ekonomi Koperasi terhadap Materi Kurikulum Ekonomi 1994 SMU*.

- (4) (1997) Menjadi ketua timpeneliti dalam penelitian yang berjudul *Hambatan yang Dihadapi Guru Ekonomi SMU Daerah Istimewa Yogyakarta dalam Melaksanakan Kurikulum 1994.*
- (5) (1997) Menjadi anggota tim peneliti dalam penelitian yang dibiayai oleh *Asia Development Bank Loan Number: 1360*, dengan judul *Secondary School Teacher Accreditation.*
- (6) (1995) Menjadi anggota tim peneliti dalam penelitian yang dibiayai oleh *World Bank - IBRD Loan Number: 3496-IND.*, berjudul *Policy Study on Primary School Teacher Effectiveness.*

7) Pengalaman dalam Berbagai Tim Kerja, Jabatan Akademik Dan Non-Akademik

- (1) (2011 - 2013) Menjadi Pelaksana Tugas Direktur Jenderal Pendidikan Dasar, Kementerian Pendidikan Nasional berdasarkan Surat Perintah Menteri Pendidikan Nasional, No. 197/MPN.A4/KP/2010, Tanggal 22 Desember 2010.
- (2) (2005-2011) Menjadi Direktur Jenderal Manajemen Pendidikan Dasar dan Menengah, Kementerian Pendidikan Nasional berdasarkan Surat Keputusan Presiden Republik Indonesia, No. 118/M/Tahun 2005.
- (3) (2005) Menjadi Koordinator Tim Ahli Perencanaan Isi Taman Pintar Kota Yogyakarta berdasarkan Surat Keputusan Walikota Yogyakarta, H. Herry Zudiato, No. 226/Kep/2005, Tanggal 30 Mei 2005.
- (4) (2003-2007) Menjadi Rektor Universitas Negeri Yogyakarta (UNY) Berdasarkan Surat Keputusan Presiden Republik Indonesia No. 240/M Tahun 2003.
- (5) (2003-2006) Menjadi Ketua Dewan Pendidikan Propinsi Daerah Istimewa Yogyakarta, Berdasarkan Surat Keputusan Gubernur Daerah Istimewa Yogyakarta No.136 Tahun 2003, Tanggal 16 Oktober 2003.
- (6) (2003) Menjadi Anggota Tim Pengarah Komisi Khusus Dewan Pendidikan Tinggi untuk Penyusunan Rancangan Undang-Undang Badan Hukum Pendidikan, Berdasarkan Surat Keputusan Direktur

Jenderal Pendidikan Tinggi, Departemen Pendidikan Nasional RI
Nomor: 40/Dikti/Kep/2003.

- (7) (2003) Menjadi Anggota Tim Pengarah Komisi Khusus Dewan Pendidikan Tinggi untuk Penyusunan Rancangan Peraturan Pemerintah Tentang Pendidikan Tinggi.
- (8) (2003-2005) Menjadi Anggota Dewan Pakar Lembaga Perlindungan Anak Propinsi Daerah Istimewa Yogyakarta, Berdasarkan Surat Keputusan Ketua Lembaga Perlindungan Anak Propinsi Daerah Istimewa Yogyakarta Nomer 191/KPTS/LPA/ IV/ 2003, Tanggal 10 Juni 2003.
- (9) (2003) Menjadi Anggota Panitia Kerja (Panja) di Komisi VI DPR RI Mewakili Pemerintah untuk Penyusunan UU Sisdiknas, yang Kemudian disahkan Menjadi UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- (10) (2002 – sekarang) Menjadi Penyunting Ahli *Majalah Ilmiah Ilmu Pengetahuan Sosial (MIIPS)*. Universitas Sebelas Maret Surakarta.
- (11) (2001) Menjadi Ketua Komite Reformasi Pendidikan (KRP) Berdasarkan Surat Keputusan Menteri Pendidikan Nasional No. 016/P/2001, Tanggal 21 Februari 2001, Bertugas Menyusun Draft RUU Sisdiknas, yang kemudian disahkan menjadi UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- (12) (2001 – sekarang) Menjadi Penyunting Ahli *Jurnal Mimbar Pendidikan*, Universitas Pendidikan, Bandung.
- (13) (2000 – sekarang) Menjadi Wakil Ketua Majelis Pendidikan Tinggi, Penelitian dan Pengembangan, Pimpinan Pusat Muhammadiyah.
- (14) (2000 – Januari 2001) Menjadi Ketua Komite Reformasi Pendidikan Nasional untuk mempersiapkan Draft RUU Sistem Pendidikan Nasional yang kemudian ditetapkan menjadi UU Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional, berdasarkan Keputusan Menteri Pendidikan Nasional Republik Indonesia Nomor 016/P/2001.

- (15) (2000 – Januari 2001) Menjadi Anggota Komisi Nasional Pendidikan yang bertugas memberikan masukan kebijakan kepada Menteri Pendidikan Nasional, berdasarkan Keputusan Menteri Pendidikan Nasional Republik Indonesia Nomor 057/P/2001.
- (16) (1999 – 2005) Menjadi Rektor Universitas Negeri Yogyakarta (UNY), Berdasarkan Surat Keputusan Presiden Republik Indonesia Nomor 305/M Tahun 1999.
- (17) (1999 - sekarang) Menjadi Redaktur Ahli Majalah Ilmiah Terakreditasi Nasional: *Jurnal Penelitian Kependidikan*, Lembaga Penelitian Universitas Negeri Malang.
- (18) (1999 – sekarang) Menjadi Redaktur Ahli Majalah Ilmiah Terakreditasi Nasional: *Jurnal Kependidikan*, Lembaga Penelitian Universitas Negeri Yogyakarta.
- (19) (1997 - sekarang) Menjadi Sekretaris Redaksi *Jurnal Penelitian dan Evaluasi*, Pascasarjana Universitas Negeri Yogyakarta
- (20) (1997 - 1999) Menjadi Sekretaris Pascasarjana IKIP Yogyakarta.
- (21) (1996 - 1999) Menjadi Ketua Dewan Redaksi *Jurnal Penelitian Ipteks dan Humaniora*, Lembaga Penelitian IKIP Yogyakarta.
- (22) (1996 - 1997) Menjadi anggota Tim Pengelola dan Tim Pelaksana Pengembangan IKIP Yogyakarta.
- (23) (1996 - 1997) Menjadi Ketua Tim Pengembangan Peta Potensi Akademik IKIP Yogyakarta.
- (24) (1996-1997) Menjadi anggota dalam Tim Pengembangan Universitas Negeri Yogyakarta.
- (25) (1995 - 1999) Menjadi Ketua Dewan Redaksi *Jurnal Penelitian Pendidikan Dasar*, Lembaga Penelitian Universitas Negeri Yogyakarta.
- (26) (1995 - 1996) Menjadi Staf Ahli Pembantu Rektor IV (Bidang Pengembangan dan Kerja Sama) IKIP Yogyakarta.
- (27) (1995 – 2000) Menjadi Anggota Badan Pengkajian dan Pengembangan, Pimpinan Pusat Muhammadiyah.

- (28) (1994 - 1996) Menjadi Ketua Program Studi Penelitian dan Evaluasi Program Pascasarjana IKIP Yogyakarta.
- (29) (1994 - 1999) Menjadi Ketua Dewan Redaksi Majalah Ilmiah Penelitian Ter-akreditasi Nasional: *Jurnal Kependidikan*, Lembaga Penelitian IKIP Yogyakarta.
- (30) (1994 - 1997) Menjadi Anggota Dewan Redaksi *Jurnal Pendidikan Teknologi dan Kejuruan*, FPTK IKIP Yogyakarta.
- (31) (1994 - sekarang) Menjadi Anggota Dewan Redaksi *Jurnal Al Qolam*, Universitas Muhammadiyah Ahmad Dahlan (UAD) Yogyakarta.
- (32) (1992-1999) Menjadi Ketua Lembaga Penelitian Universitas Muhammadiyah Ahmad Dahlan (UAD) Yogyakarta.
- (33) (1992 - 1994) Menjadi Staf Ahli Pembantu Rektor II (Bidang Keuangan dan Administrasi) IKIP Yogyakarta.
- (34) (1990 - 1999) Menjadi Anggota Dewan Redaksi Majalah Ilmiah, *Informasi*, FPIPS IKIP Yogyakarta.
- (35) (1987-1992) Menjadi Sekretaris Lembaga Penelitian Universitas Muhammadiyah Ahmad Dahlan (UAD) Yogyakarta.

8) Penghargaan yang pernah diterima

- (1) (1998) Menerima Piagam Penghargaan dari Menteri Pendidikan dan Kebudayaan Republik Indonesia, Prof. Dr. Yuwono Sudarsono, sebagai salah satu penulis artikel terbaik dalam bidang pendidikan dan kebudayaan, dengan judul: ***Perlunya Re-orientasi Otonomi Perguruan Tinggi***. Artikel tersebut telah dimuat Surat Kabar Harian ***KOMPAS***, 20 September 1997, halaman 4.
- (2) (1997) Menerima Tropi Penghargaan dari Wakil Presiden Republik Indonesia, Try Sutrisno, sebagai pemenang Anugerah Jurnalistik karya tulis yang berjudul ***Gerakan Pramuka dan Persoalan Lingkungan Hidup***. Karya tulis tersebut dimuat dalam Surat Kabar Harian Suara Pembaruan, 13 Agustus 1996.
- (3) (1994) Mendapatkan Piagam Penghargaan dari Markas Besar Polri sebagai penulis artikel di surat kabar berjudul ***Mendidik Masyarakat***

- Melalui Uji Coba ULLAJ.* Artikel tersebut dimuat dalam Surat Kabar Harian Suara Pembaruan, 18 juni 1993.
- (4) (1993) Mendapatkan Surat Penghargaan dari Menteri Pendayagunaan Aparatur negara untuk artikel yang berjudul *Makna Pola Hidup Sederhana bagi Pegawai Negeri.* Artikel tersebut dimuat surat Kabar Harian **SUARA KARYA**, 11 Oktober 1993.
 - (5) (1991) Memperoleh Piagam dan Tropi Penghargaan dari Departemen Parpostel Republik Indonesia untuk artikel populer berjudul *Profesionalisasi Sektor Pariwisata.* Artikel tersebut dimuat Surat Kabar Harian **SUARA KARYA**, 12 Mei 1990.
 - (6) (1990) Mendapatkan penghargaan *Adhitya Tridharma Nugraha* dari Departemen Pendidikan dan Kebudayaan Republik Indonesia sebagai dosen teladan nasional.
 - (7) (1976) Mendapatkan Piagam Penghargaan Sebagai Mahasiswa Teladan Nasional dari Menteri Pendidikan dan Kebudayaan Republik Indonesia, Sjarif Thajeb, Pada Tanggal 17 Agustus 1976, Berdasarkan Keputusan Mendikbud No. 067A/U/1976, Tanggal 25 Maret 1976.
 - (8) (1976) Mendapatkan Piagam Penghargaan Sebagai Mahasiswa Teladan IKIP “YOGYAKARTA” dari Rektor IKIP “YOGYAKARTA”, Dr. Imam Barnadib, MA, Tanggal 21 Mei 1976.
 - (9) (1974) Mendapatkan Piagam Penghargaan Dari Rektor IKIP “YOGYAKARTA”, Dr. Imam Barnadib, MA., Sebagai Mahasiswa Berprestasi Tahun 1973, Berdasarkan Surat Keputusan Rektor IKIP “YOGYAKARTA” No. 17 Tahun 1971, dan No. 23 Tahun 1974, Tanggal 20 Mei 1974.
 - (10) (1973) Mendapatkan Piagam Penghargaan Dari Rektor IKIP “YOGYAKARTA”, Drs. Soetrisno Hadi MA., Sebagai Mahasiswa Berprestasi Tahun 1972, Berdasarkan Surat Keputusan Rektor IKIP “YOGYAKARTA” No. 17 Tahun 1971 dan No.09 Tahun 1973, Tanggal 26 April 1973.

- (11) (1972) Mendapatkan Piagam Penghargaan Dari Rektor IKIP “JOGJAKARTA”, Drs. Soetrisno Hadi, MA., Sebagai Mahasiswa Berprestasi Tahun 1971, Berdasarkan Surat Keputusan Rektor IKIP “JOGJAKARTA” No. 17 Tahun 1971, dan No.09 Tahun 1972, Tanggal 12 Mei 1972.

9) Pengalaman sebagai konsultan

(1)(1997 - 1998) Menjadi Konsultan *Asia Development Bank (ADB)* untuk Manajemen Pelaksanaan Proyek SSEP (*Senior Secondary Education Project*), Direktorat Jenderal Pendidikan Dasar dan Menengah di Kanwil Depdikbud Propinsi DIY. (*ADB Loan No. 1360-IND*).

(2)(1996) Menjadi Konsultan *World Bank*, dan sekaligus sebagai *Counterpart* Konsultan Internasional dalam bidang Penelitian Pendidikan Sekolah Dasar pada Proyek PGSD, Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan dan Kebudayaan. (*IBRD Loan # 3496-IND*).

(1994) Menjadi Konsultan *World Bank* sebagai *Senior Researcher and Subject Matter Specialist* dalam Proyek Penelitian Bidang Studi di SLTP Propinsi Daerah Istimewa Yogyakarta

Saya menyatakan bahwa semua keterangan dalam Daftar Riwayat Hidup ini adalah benar dan bersedia membawa sertifikat asli saat proses seleksi reviewer/interviewer/psikolog serta bersedia mempertanggungjawabkannya apabila tidak sesuai dengan fakta.

Yogyakarta, Februari 2020

Yang menyatakan,



(Prof. Suyanto, Ph.D)

d. Member 3

Name : **KUNAL MEHTA**
Father's Name : Sh. Rakesh Mehta
Mother's Name : Smt. Sukhda Mehta
Date of Birth : 01.08.1977
Present Designation : Assistant Professor in History
at P.G. Department of History,
Lajpat Rai D.A.V. College, Jagraon.
Pin: 142026
Phone: 01624-223260
01624-223921
Qualification : Ph.D.
Topic : 'Polity in the Ramayana'
(**jk;k;k dkyhu jkT; O;oLFkk**)
Specialisation : Ancient India / Regional History
Address : EF-219, New Railway Road
Jalandhar City-144001
Phone: 0181-2242940
Mobile No. : 98554-32594
E-mail : professorkunal@yahoo.com

Description of Research Papers presented & published as follows:

- (a) Paper entitled "A Brief History of Rubber Industry in Jalandhar district since 1947" was presented at 64th session of Indian History Congress held at Mysore from 28th to 30th December 2003.
- (b) Paper entitled "History of Surgical Instrumental Industry in Jalandhar district since 1947" was presented at 65th session of Indian History Congress held at M.J.P. Rohil Khand University, Bareilly from 28th to 30th December 2004.
- (c) Paper entitled "History of Northern India Motor Pictures Association" (NIMPA) was presented in 36th session of Punjab History Conference (18th to 20th March 2004) organized by Department of Punjab historical Studies, Punjabi University, Patiala. Paper was published in the Journal THE PUNJAB PAST AND PRESENT, Vol. XXXVI-Part-I, April 2005, Serial No. 71, pp. 119-125, published by Publication Bureau, Punjabi University, Patiala.
- (d) Paper entitled "History of Leather Industry in Jalandhar District since 1947" was presented in 37th session of Punjab History Conference (18th to 20th March 2005) organized by Department of Punjab Historical

Studies, Punjabi University, Patiala. Paper was published in the proceedings of the conference from pp. 426-438°.

- (e) Paper entitled "Pracheen Bharat Mein Amatya Vyavasatha" (Ramayana Ke Vishesh Sandarbh mein) was presented in National Sanskrit Conference held at Gurukul Kangri University, Haridwar from 3rd to 5th March 2006. Paper was published in Research Journal Gurukul Shodh Bharti in October issue of 2006, pp. 197-205.
- (f) Paper entitled "Administrative set-up as depicted in Valmiki Ramayana" was presented at 43rd session of All India Oriental Conference 12th to 14th October 2006, held at Jammu Tawi. Summary was published in proceedings of conference p. 356.
- (g) Paper entitled "Swami Vivekananda as Ideal for Youth" was presented in the National Conference on the topic "Relevance of Swami Vivekananda's Ideology" in the 21st Century held at R.K. Arya College, Nawanshahr on 25th November 2006.
- (h) Paper entitled "Punjab During Ramayana Age" was presented in 39th session of Punjab History Conference (16th to 18th March 2007) organized by Department of Punjab Historical Studies, Punjabi University, Patiala. Summary was published in the proceeding of Conference.
- (i) Paper entitled "Concept of Welfare State in Valmiki Ramayana" was presented at International seminar on topic "The Concept of World Welfare in Valmiki Ramayana held on 27-28 March 2009 organised by Maharishi Valmiki Chair: Punjabi University, Patiala. Paper was accepted.
- (j) Paper entitled "Valmiki Ramayana Mein Raja Ke Kartavay" was presented at International seminar on topic "Life and Ideology of Maharshi Valmiki Ji" held on 29-30 September 2009 organised by Central Valmiki Sabha International (U.K.) at Guru Nanak Dev University, Amritsar.
- (k) Paper entitled "Places of Interest in North India as mentioned in Valmiki Ramayana" published in Book "Hindu Tradition and Modernity" ISBN-97881-925222-0-4.
- (l) Swami Dayanand's views on Education in Book "Swami Dayanand Saraswati 'Ek Yug Nirmata'", ISBN-978-93-83338-39-9.
- (m) Presented Paper in National Seminar at Radha Krishna Arya College, Shaheed Bhagat Singh Nagar, on the topic "Promotion of Ethics & Human Values" on 21.02.2012.

- (n) Presented Paper in ICSSR sponsored One-day National Seminar on the topic "Role of Prominent Punjabi Women in Freedom Struggle" organised by S.D. College for Women, Jalandhar on 10.03.2012.
- (o) Presented Research Paper on the topic "Cantonment Areas as a Social Space": A Case Study of the Jalandhar Cantonment in Colonial Context, in First South Asian History Conference from 25.10.2013 to 27.10.2013 organised by Department of History, Punjabi University, Patiala.
- (p) Presented Paper entitled "Important Historical Places as mentioned in Valmiki Ramayana" in National Seminar at Devi Talab Temple, Jalandhar, organised by Bhartiya Itihaas Sankalan Samiti from 09.11.2013 to 10.11.2013.
- (q) Presented Paper entitled "Higher Education in Rural Areas": Challenges and Issues, in National Seminar organised by M.M.D. DAV College, Gidderbaha on 21.01.2014.
- (r) Presented Paper entitled "Swami Dayanand's Views on Modern Education" in National Seminar organised by Swami Dayanand Study Centre, Radha Krishan Arya College, Shaheed Bhagat Singh Nagar on 25.02.2014.
- (s) Presented paper entitled "Polity As Depicted in Manuscript Hanuman Natika" at Three Day National Seminar on "Awakening Among People All Through The Lense Of Manuscripts" organized by P.G. Department of English, DAV College Jalandhar from 27.03.2014 to 29.03.2014 sponsored by National Manuscript Mission, New Delhi.
- (t) Presented Paper entitled "Ramayana in South East Asia" in 2nd South Asian History Conference organised by Department of History, Punjabi University, Patiala from 17.10.2014 to 19.10.2014.
- (u) Presented Paper entitled "Bills of Exchange in Medieval Period in India 1600 AD to 1650 AD" in Two-Day National Seminar organized by Department of History, Kurukshetra University, Kurukshetra from 03.12.2014 to 04.12.2014.
- (v) Presented Paper entitled "Gandhi Ji's Concept of Non-Violence" in One-Day International Seminar on 02.02.2015 organized by P.G. Department of History, under the Aegis of Gandhian Studies Centre at D.A.V. College, Amritsar.
- (w) Presented Paper entitled "Swami Dayanand Views On Western Education" at International Seminar on Nation, Freedom and Religion organised by

Swami Dayanand Studies Centre at R.K. Arya College, Nawanshahr on 04.02.2015.

- (x) Presented Paper entitled "Comparison of Epics" at 47th Session of Punjab history Conference organized by Department of Punjab Historical Studies, Punjabi University, Patiala from 27.03.2015 to 01.03.2015.

**Seminars/Conferences/Workshops/Refresher Courses/
Orientation Courses attended**

- (a) Participated in 34th session of Punjab History Conference (15th to 17th March 2002), organized by Department of Punjab Historical Studies, Punjabi University, Patiala.
- (b) Participated in 35th session of Punjab History Conference (6th to 8th March 2003) organized by Department of Punjab Historical Studies, Punjabi University, Patiala.
- (c) Participated in National Seminar on the topic "Transformation India into a Global Economic Power" held at CT Institute, Jalandhar on 1st April 2004.
- (d) Participated in 36th session of Punjab History Conference (18th to 20th March 2004) organized by Department of Punjab Historical Studies, Punjabi University, Patiala.
- (e) Participated in 37th session of Punjab History Conference (18th to 20th March 2005) organized by Department of Punjab Historical Studies, Punjabi University, Patiala.
- (f) Participated in 38th session of Punjab History Conference (18th to 20th March 2006) organized by Department of Punjab Historical Studies, Punjabi University, Patiala.
- (g) Participated in 68th session of Indian History Congress held at Delhi University (28th to 30th December 2007).
- (h) Participated in 39th session of Punjab History Conference (16th to 18th March 2007) organized by Department of Punjab Historical Studies, Punjabi University, Patiala.
- (i) Participated in 40th session of Punjab History Conference (14th to 16th March 2008) organized by Department of Punjab Historical Studies, Punjabi University, Patiala.

- (j) Attended 72nd Session of Indian History Congress at Punjabi University, Patiala from 10.12.2013 to 13.12.2013 as Delegate.
- (k) Participated in the Second Annual National Seminar on "Contextualizing Forms Of Discrimination: Minority Issues And Concerns In North West India" organised by University College, Chunni Kalan on 28.02.2014.
- (l) Participated in UGC sponsored One-Day National Conference on "Significance of Dr. Ambedkar's Ideology in Contemporary Punjab" organized by Dr. Ambedkar Studies Centre and P.G. Department of History J.C. DAV College, Dasuya on 20.03.2014.
- (m) Participated in One-Day Seminar on "Contemporary Scenario in Translation" organised by P.G. Deptt. of English, DAV College, Jalandhar on 28.04.2014.
- (n) Participated in National Seminar on "Relevance and Implications of Dr. Ambedkar's Philosophy Today" organised by P.G. Department of History and Dr. Ambedkar Studies Centre, DAV College, Amritsar on 27.09.2014.
- (o) Participated in the National Seminar on "Crisis in the Regional Languages of India" organised by Kendriya Punjabi Lekhak Sabha on 05.10.2014 at desh Bhagat Yaadgar Hall, Jalandhar.
- (p) Participated in Two-Day National Seminar, ICHR sponsored, on "Participation and Punjab" organised by P.G. Department of History, Lyallpur Khalsa College for Women from 07.11.2014 to 08.11.2014.
- (q) Attended 75th Session of Indian History Congress at Jawahar Lal Nehru University, New Delhi from 28.12.2014 to 30.12.2014.
- (r) Participated in 50th Annual Conference of institute of Historical Studies, Kolkata on "Architectural and Cultural Heritage of India through Ages" organised by P.G. Department of History, Lyallpur Khalsa College for Women, Jalandhar on 26.03.2015.
- (s) Participated in UGC-sponsored General Orientation Course at UGC Academic Staff College, University of Jammu from 10.01.2013 to 08.02.2013 and obtained Grade 'A'.
- (t) Participated in UGC-sponsored Refresher Course in the subject of Social Sciences from 10.07.2014 to 30.07.2014 organised by Academic Staff College, Guru Nanak Dev University, Amritsar and obtained Grade 'A'.

Extra-curricular Activities: Sports/NCC/NSS

- (a) **Sports:**
Participated in X Sub-Junior National Championships. Represented Punjab in Ball-Badminton held at Hyderabad from 10th to 12th May 1991 (Certificate attached).
- (b) **Scouts:**
Scouts Boy during school: 4.10.1987 (certificate attached).
Scouts Boy during school: 13.11.1988 (certificate attached).
- (c) **National Cadet Corps (NCC Army Wing):**
I have been an active NCC Cadet during my graduation from 1994 to 1997. I worked as **Under Officer** for two years. For my extra-ordinary contribution and continuous participation during all the college camps, I have been bestowed with 'C' certificate. Camps attended are as follows:
- (i) Attended Annual Training Camp held at Phagwara from 22nd September 1994 to 3rd October 1994.
 - (ii) Attended combined Annual Training Camp held at Jalandhar Cantt. from 28th October 1994 to 8th November 1994.
 - (iii) Attended combined Annual Training Camp held at Jalandhar City from 11th October 1995 to 22nd October 1995.
 - (iv) Attended National Integration Camp held at Delhi Cantt. from 28th August 1996 to 8th September 1996.
 - (v) Attended Army Attachment Camp with 3 Sikh Li held at Jalandhar Cantt. from 11th September 1996 to 25th September 1996.
 - (vi) Attended Combined Annual Training Camp held at Adampur from 18th November 1996 to 29th November 1996.
 - (vii) Awarded 'B' Certificate, 14th May 1996.
 - (viii) Participated in NCC Scooter Expedition from Jalandhar to Kunzam Pass (H.P.) from 20th June 1997 to 30th June 1997.
 - (ix) Awarded 'DAV College Colour' 1996-1997 for Proficiency in NCC Army Wing (15th March 1997).
 - (x) Passed 'C' Certificate, 21st July 1997.

(xi) From 1994 to 1997, I participated in District Level Independence Day and Republic Day celebrations (Copies of Certificates attached).

(d) **National Service Scheme (NSS)**

During my student life, I have been active volunteer of NSS. I participated in many One day and Ten day camps. Awarded 'C' certificate of NSS by Guru Nanak Dev University, Amritsar for completing 120 hours of Volunteer Service. List of camps attended:

- (i) Attended 10 day camp from 19th December 1997 to 28th December 1997 at Village Raipur Rasulpur. I was awarded with 'O' Grade.
- (ii) Attended 10 day camp from 25th December 1998 to 3rd January 1998 at Village Lakhan Ke Padde. I was awarded with 'O+' Grade.
- (iii) Attended 10 day camp from 21st December 1999 to 30 December 1999 at the Village Bhatija Randhawa. I was awarded with 'O' grade.
- (iv) On the completion of 3 year NSS service, I got 'C' Certificate from Guru Nanak Dev University, Amritsar on 6th June 2000.

Youth Welfare Activities:

Since I was appointed Lecturer in 1999, I am actively working for the Department of Co-curricular activities organized number of Zonal Youth Festival and Cultural Programmes held at DAV College, Jalandhar.

- (i) 1999 to 2003, I was incharge of Indian Musical Items.
- (ii) 2003-2006, I was incharge of College Fine Arts team.
- (iii) 2006 to 2010, I was Incharge of Bhangra team.
- (iv) Represented Punjab Folk team for 6 years in National Youth Festival conducted at different places by Ministry of Youth Affairs and Sports, Government of India.
- (v) Member of Administrative team of National Youth Festival held at Amritsar from 12th to 16th January 2009.
- (vi) Organising Kala-Utsav District Level Youth Festival for school children from last 5 years.

- (vii) Awarded with State Award on 1st October 2009 by Voluntary Blood Donation for State Blood Transfusion Council, Punjab, Department of Health & Family Welfare, Government of Punjab.

Membership of NGO's

I am Joint Secretary of Citizen's Welfare and Protection Council (Regd.) NGO, Jalandhar Cantt. and also Member of Swami Vivekananda Study Circle. Under the flagship of both these societies, I have organized innumerable literary activities like declamation contests, debates, paper reading contests etc. I am also actively working for History Association of my department and regularly organizing study trips of post-graduate students to historical places like Sanghol, Anandpur Sahib, Amritsar. Besides this, I am organizing tour for the students of Travel and Tourism (add-on-course) to different places.

Acted as Judge

- (i) Acted as a Judge at Punjab Technical University Zonal Youth Festival for Creative Writing Items on 19.10.2013 at GNDC, Ludhiana.
- (ii) Acted as a Judge for Public Speaking at Kala Utsav 2013 on 15.11.2013 at B.D. Arya Girls College, Jalandhar Cantt.
- (iii) Acted as a Judge for Zonal Youth Festival Zone-I of Punjab Technical University on 28.09.2014 at Sri Sai College of Engineering and Technology, Badhali in literary items.
- (iv) Acted as a Judge in the event of Fine Arts at Mahatma Hans Raj Youth Festival, Bathinda Zone-7 on 22.11.2014.

Membership of Professional Societies

- (i) Indian History Congress (Life Member)
- (ii) Bhartiya Itihaas Sankalan Samiti (Life Member)
- (iii) Indian Society for Pre-Historic & Quaternary Studies, Poona.
- (iv) Swami Vivekananda Study Circle
- (v) National Book Trust
- (vi) Indian Red Cross
- (vii) Punjab Historical Studies
- (viii) Indian Society of Blood Transfusion and Immuno Haematology
- (ix) Indian Institute of Advanced Studies (Library)
- (x) Member of National Society of Epileptics.

Awards & Honours:

- (i) Nominated for National Youth Award thrice (2005, 2006, 2007) by Government of Punjab.

- (ii) Awarded Shaheed-e-Azam Bhagat Singh State Youth Award by Government of Punjab in 2005-2006.
- (iii) Awarded State Award on 1st October 2009 for Voluntary Blood Donation by Government of Punjab.
- (iv) Red Cross Certificate for Services on 8th May 2010.
- (v) Was declared 'Star Blood Donor' by District Administration for donating blood more than 35 times.

Appointment as 'SAT' Examiner:

- (i) Appointed Examiner by National Council of Educational Research and Training (NCERT), New Delhi for Written Test 'SAT' (Scholastic Aptitude Test) by Educational Survey Division in June 8, 2014.

Acted as Resource Person

- (i) Acted as a Resource Person and delivered a lecture on the topic "Babur and the Foundation of Mughal Rule in India" at Guru Nanak National College for Women, Nakodar on 30.09.2014.
- (ii) Delivered an Extension Lecture on Swami Vivekananda as a Role Model of Indian Youth on 28.08.2015 at Swami Vivekananda Study Circle, Swami Vivekananda Studies Centre, R.K. Arya College, Shaheed Bhagat Singh Nagar.

Radio Talk

- (i) Delivered a 'Radio Talk' at Prasar Bharti Jalandhar on the topic "66 years of Indian Independence" on 11.08.2015 at A.I.R., Jalandhar.