# Evaluation Study of the Implementation of the Chemistry Education Doctoral Program FMIPA Yogyakarta State University in Order to Achieve the Study Program's Scientific Vision

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ABSTRACT

The background to the research activities carried out is the urgency of achieving the scientific vision of the Chemistry Education Doctoral Study Program [1] in "Development of Pedagogical Content Knowledge (PCK) supported by digital competencies oriented towards Green Chemistry and Responsible Citizens to increase global competitiveness". Pedagogical Content Knowledge (PCK) means that the Doctoral Study Program in Chemistry Education is committed to developing specific pedagogical knowledge and practices to teach chemistry appropriately through published research so that it has an impact on efforts to improve the quality of chemistry education to answer the challenges of the 21st century. Digital Competency is interpreted as an effort to accommodate With the development of globalization and industrial revolution 4.0, the PhD in Chemistry Education is committed to producing research in the field of chemistry education that is ready to answer today's challenges. Green Chemistry means that the research developed by the PhD in Chemistry Education is always aimed at utilizing environmentally friendly natural resources to support educational programs for sustainable development. Responsible Citizen means that learning and research at the Chemistry Education Doctoral Study Program facilitates strengthening the relevance of chemistry learning, especially in the professional dimension which supports the concept of science for all in realizing responsible citizenship to answer the challenges of the society 5.0 revolution. Globally Competitive means that research at the Doctoral Program in Chemistry Education is directed at the latest research trends and paradigms developing internationally, supported by the optimization of local wisdom so that it can play a role in improving the quality of chemistry education in a global context. Achieving the study program's scientific vision can be done through learning activities and other tridharmas which are carried out every semester, always supporting the study program's scientific vision. The aim of the research carried out was to evaluate the implementation of learning in the PhD chemistry education study program at FMIPA UNY which had been carried out in the odd and even semesters of the 2022/2023 academic year. The research carried out followed the CIPP (Context, Input, Process, and Product) evaluation model [2-7]. The stages of the research method include evaluating lecture planning, implementing lectures, and assessing the implementation of the teaching and learning process in the chemistry education doctoral study program in order to support the achievement of the study program's scientific vision. The targeted output is the realization of RPS for all courses in the current semester which contains the achievement of the study program's scientific vision, publication in national journals, and the course GPA has increased. The research TKT is

Kata Kunci: *evaluation, model CIPP, planning of instructional, doing of instructional, scientific vision*