



CURRICULUM DOCUMENT

ELEMENTARY SCHOOL TEACHER EDUCATION
FACULTY OF EDUCATION

STATE UNIVERSITY OF JAKARTA
PGSD CURRICULUM DEVELOPMENT TEAM|



DOCUMENT

Compilation of Information and Communication Technology-Based Curriculum

Study program : Elementary School Teacher Education (PGSD)

Faculty : Faculty of Education

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**MINISTRY OF EDUCATION AND CULTURE
STATE UNIVERSITY OF JAKARTA
2021**



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INTRODUCTION

All praise and thanks to God Almighty for His grace and guidance; Alhamdulillah, the development of the 2016 KKNI (Indonesian National Qualifications Framework) and SNPT (Higher Education National Standards) Study Program Curriculum can be completed.

With the issuance of Presidential Regulation Number 8 of 2012 concerning IQF, it is necessary to develop an IQF-based curriculum. The IQF is a work qualification framework that juxtaposes and equalizes. It integrates the education and training sectors as well as work experience to provide recognition of work competencies by work positions in various sectors. The IQF also embodies the quality and identity of the Indonesian nation concerning the education and training system as well as the national human resource development program.

The development of the PS PGSD FIP UNJ curriculum based on KKNI and SNPT will be very beneficial not only for the benefit of advancing the PGSD FIP UNJ Study Program but in principle, the development of this curriculum will provide many directions for the implementation of the PGSD FIP UNJ Undergraduate Program so that it will be motivated to make improvements, develop and rearranging the existing curriculum to suit the IQF level 6 for the undergraduate and SNPT levels/programs.

Before developing the KKNI-based PGSD PS Curriculum, the Team first looked at the results of the self-evaluation (SWOT analysis) that the previous manager had prepared, the results of the tracer study, and also paid attention to the results of the Indonesian PGSD lecturer association meetings and stakeholders.

For all the criticism, input, and suggestions from all parties, the manager would like to thank and to all the development teams for the PS PGSD FIP UNJ Curriculum based on KKNI and SNPT, who have worked hard. The manager would like to thank you very much. May God The Almighty record it as kindness. Amin.

Jakarta, 11 August 2021

Study Program Coordinator of UNJ FIP PGSD



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No. SK operational permit	:	Director General of Higher Education Dekdikbud SK No. 490/D/T/2002 March 11, 2002
Final Accreditation Score	:	A
No. Final Accreditation Decree	:	SK BAN PT Number 2175/SK/BAN-PT/Akred/XI/2016 Validity Period until 24 November 2021
International Accreditation Score	:	-
No. SK International Accreditation	:	-
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1 Background and Foundation of the Curriculum

1.1 Background

The industrial revolution 4.0 was marked by four things: supercomputers, artificial intelligence, cyber systems, and manufacturing collaboration. Therefore, competency is needed to balance these four things' presence in the Education 4.0 era. The competencies required are projections of 21st century needs, known as 4 C (Communication, Collaboration, Critical Thinking and Problem-Solving, and Creativity and Innovation), where these abilities are competencies that the KKN curriculum wants to aim at. Of course, in this very busy time, universities must respond quickly and precisely. Learning transformation is needed to equip and prepare higher education graduates to become a superior generation, responsive and ready to face the challenges of their time without being uprooted from their nation's cultural roots.

They were responding to the Freedom to Learn – Merdeka Campus policy launched by the Minister of Education and Culture as a framework to prepare students to become tough graduates, relevant to the needs of the times, and ready to become leaders with a high national spirit. Permendikbud No 3 of 2020 allows students to study outside their study program. Through this program, vast opportunities are opened for students to enrich and improve their insights and competencies in the real world through their passions and aspirations. Currently, learning can occur anywhere, not only in classrooms, libraries, laboratories, villages, industries, workplaces, service centers, research centers, other study programs, and the community. Through close interaction between universities and the world of work and the real world, universities will be present to participate in improving the quality of the nation, directly coloring the nation's culture and civilization.

The Elementary School Teacher Education study program is one of the study programs at the Faculty of Education, Jakarta State University, located in Setiabudi District, South Jakarta. By its vision, PGSD UNJ has always been consistent in becoming an educational institution that produces professional, moral, innovative, and democratic elementary school teachers who excel in the era of globalization based on Pancasila. Responding to the Freedom to Learn policy, the UNJ PGSD study program wants to make a bigger contribution in producing prospective educators who are creative and innovative in developing their thinking skills to solve educational problems and create useful outcomes for advancing education in Indonesia.



The Merdeka Campus and Merdeka Learning curriculum emphasizes student-centered learning. Learning provides challenges and opportunities for developing innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through field realities and dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements. Students' hard and soft skills will be strongly formed through a well-designed and implemented independent learning program.

To respond to the Freedom to Learn policy, the Merdeka Campus, and the development of 21st-century learning, the Elementary School Teacher Education Study Program Jakarta State University will update the learning curriculum, namely curriculum development based on 21st-century Skills, Outcome Based Education (OBE), Digital Literacy, and MBKM. This activity supports the learning outcomes of Jakarta State University (ULO), namely graduates of Jakarta State University who are educationally minded and professionally able to demonstrate cognitive, intrapersonal, and interpersonal competence in solving problems for the benefit of humanity. This activity also supports UNJ's strategic plan to improve the quality of learning and students by creating, developing, and managing learning experiences to achieve relevant and competitive graduate competencies. This curriculum update also supports the Jakarta State University quality assurance system. Following university statutes, the quality of UNJ's higher education is the conformity between the outcomes of the implementation of UNJ's higher education with the national standards of higher education, Teacher Education Standards, the Indonesian National Qualifications Framework, and the standards set by UNJ based on the vision, mission, and needs of interested parties. Thus this activity greatly contributes to the advancement of Jakarta State University.

Curriculum change in tertiary institutions is a routine activity that must be carried out in response to the development of Science, Technology, and Arts (IPTEKS) (scientific vision), community needs (societal needs), and the needs of graduate users (stakeholder needs). The problem that often arises among academics is understanding how to reconstruct higher education curricula, which still need to be more diverse, between similar study programs and universities.

Therefore, the PGSD Study Program at Jakarta State University will take part in the Information and Communication Technology-Based Study Program Curriculum Update Grant. The four components of the Study Program curriculum development are UNJ's characteristics, including 21st-century Skills, Outcome Based Education (OBE), Digital Literacy, and MBKM. This grant was facilitated



by the Saudi Fund for Development (SFD) funding. The development of this curriculum follows the higher education curriculum development guidelines and is carried out through FGDs/FGDs and workshops with all parties involved. Thus, the existence of several program activities planned by PGSD can answer the challenges of tertiary institutions to produce quality graduates and can also support the objectives of the *merdeka* learning program - *merdeka* campus.

In addition, updating the curriculum at PGSD aims to increase the existence of study programs on the national and international levels. This aligns with the vision and mission of a reputable university in the Asian Region. In the future, PGSD will propose to follow the PGSD International accreditation standards, which can produce excellent elementary school teachers in the Asian Region. The International Accreditation Program that will be selected for the PGSD Study program is The Agency for Quality Assurance through Accreditation of Study Programs (AQAS). AQAS is an independent non-profit organization dedicated to the accreditation of higher education institutions in Germany. AQAS was founded in 2002 and is headquartered in Cologne, North Rhine-Westphalia, Germany. This aligns with UNJ's strategic plans to increase cross-regional, national, and international cooperation's relevance, quality, and quantity. The curriculum that will be developed is based on the IQF review as a framework of reference for curriculum development and the basis for qualification levels of learning outcomes and is based on philosophical, sociological, psychological, and juridical foundations. With an excellent curriculum, quality partners, and international accreditation, UNJ, especially the PGSD study program, can produce both quantity and quality graduates who work according to their fields at the national and international levels.

1.2 Philosophical Foundation

Philosophical foundations provide philosophical guidance at the stages of designing, implementing, and improving the quality of education (Ornstein & Hunkins, 2014), how knowledge is reviewed and studied so that students understand the nature of life and have abilities that can improve the quality of life both individually and in society (Zais, 1976).

1.3 Sociological Foundation

The sociological foundation provides a foundation for curriculum development as an educational tool consisting of goals, materials, learning activities, and a positive learning environment for acquiring learner experiences relevant to learners' personal and social development (Ornstein



& Hunkins, 2014, p. 128). The curriculum must be able to pass on culture from one generation to the next amidst the effects of globalization that continue to erode the existence of local culture. In this regard, Ascher and Heffron (2010) state that we need to understand under what conditions does globalization have a negative impact on cultural practices and beliefs that weaken human dignity? Furthermore, they also said that we need to recognize aspects of local culture to fortify ourselves from the influence of globalization. It is in line with Plafreyman (2007), who states that cultural issues have become a hot topic among the academic community in various countries where universities are expected to be able to blend the interests of advancing the learning process oriented towards the advancement of science and technology with elements of the cultural diversity of students who can produce learning outcomes with the ability to understand cultural diversity in society; thus, producing a spirit of tolerance and mutual understanding of the presence of diversity.

The curriculum must be able to release learners from the rigid confines of their cultural boundaries (capsulation) and not realize their cultural weaknesses. In the current context, learners are expected to be able to have cultural agility, which is considered a mega competency that prospective professionals must possess in the 21st century with the mastery of at least three competencies, namely, cultural minimization, namely the ability to control themselves and adjust to standards, in conditions of working at the international level) cultural adaptation, and cultural integration (Caliguri, 2012). This concept aligns with Ki Hadjar Dewantoro's thoughts on the "Tri-Kon" concept.

1.4 Historical Foundation

Historical foundation, a curriculum that can facilitate students to learn suitable to their era; a curriculum that is able to inherit the cultural values and golden history of past nations and transform them in the era in which they are studying; a curriculum that can prepare students to live better in the 21st century, have an active role in the industrial era 4.0 and be able to read the signs of its development.

1.5 Legal Foundation

1. Law of the Republic of Indonesia Number 14 the Year 2005 on Teachers and Lecturers (State Gazette of the Republic of Indonesia Year 2005 Number 157, Supplement to State Gazette of the Republic of Indonesia Number 4586);



2. Law of the Republic of Indonesia Number 12 of 2012 on Higher Education (State Gazette of the Republic of Indonesia Year 2012 Number 158, Supplement to State Gazette of the Republic of Indonesia Number 5336);
3. Presidential Regulation of the Republic of Indonesia Number 8 of 2012, concerning the Indonesian National Qualifications Framework or *Kerangka Kualifikasi Nasional Indonesia (KKNI)*;
4. Regulation of the Minister of Education and Culture of the Republic Indonesia Number 73 of 2013, concerning the Implementation of KKNI in Higher Education;
5. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, concerning National Higher Education Standards;
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020, concerning Accreditation of Study Programs and Higher Education;
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 7 of 2020 concerning the Establishment, Change, and Dissolution of state universities and the Establishment, Change, and Revocation of Licenses of private universities;
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2014, concerning Diplomas, Certificates of Competence, and Certificates of Higher Education Profession;
9. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia.
10. Guidebook for the Preparation of Higher Education Consultants in the Industrial Era 4.0 is to support Independent Learning Independent Campus or *Merdeka Belajar Kampus Merdeka*, Directorate General of Learning and Student Affairs, Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia, 2020.
11. Guidebook for the Independent Learning or *Merdeka Belajar – Independent Campus* or *Kampus Merdeka*, Directorate General of Learning and Student Affairs, Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia, 2020.
12. Guidelines for Curriculum Development for Educators and Education Personnel Directorate General of Higher Education Ministry of Education and Culture 2013.
13. Statutes of Jakarta State University based on the Decree of the Minister of National Education Number 205/O/2003 dated 31 December 2003.



2 Vision, Mission, Objectives, and Strategy of Study Program

2.1 Vision

In 2030, it will become an educational institution that produces elementary school teachers who are moral, innovative, democratic, and excellent in the ASIA Region.

2.2 Mission

1. Organizing and developing education with character, innovation, and competence and realizing education equity programs as an institutional social responsibility;
2. Improving academic culture within the academic community through various national and international research activities;
3. Establishing partnerships with stakeholders and other institutions both nationally and internationally in community service activities and developing a positive attitude towards a healthy and prosperous community environment;
4. Realizing transparent, accountable, and credible institutional management.

2.3 Objectives

The purpose of the Primary School Teacher Education Study Program, Faculty of Education, State University of Jakarta, is to create primary school teacher education graduates as follows:

1. Have personality, pedagogic, professional, and social competencies
2. Able to conduct research
3. Able to produce innovations in the field of elementary school education;
4. Have multicultural insight

2.4 Strategy

To achieve those goals, referring to the Strategic Plan or *Rencana Strategis* (Renstra) of the State University of Jakarta, the Faculty of Education, and the work plan of the study program, the strategy for achieving each of the above targets is as follows:

1. Strategies for Accomplishing Education Sector Goals



a. Improving the quality of lectures through the use of information and communication technology, the use of innovative learning strategies, the utilization of study program laboratories, and the improvement of learning infrastructure.

- (1) Conduct capacity-building training to equip lecturers with various innovative, creative, and fun learning methods on a scheduled basis.
- (2) Improve the quality of lecturers through the assignment of further study of Postgraduate or *strata three* (S3) in the country and abroad.
- (3) Organizing national and international seminars to support the competence of study program lecturers.
- (4) Developing a study program website to facilitate lecturers to publish their scientific work.
- (5) Equipping various main and supporting facilities to support lectures in the study program.

b. Developing and implementing a curriculum based on the Indonesian National Qualifications Framework or *Kerangka Kualifikasi Nasional Indonesia* (KKNI) and the 2013 curriculum and the curriculum of the national standard of higher education or *Standar Nasional Pendidikan Tinggi* (SNPT) of Directorate General of Higher Education or *Direktorat Jenderal Pendidikan Tinggi* (Dikti).

- (1) Organizing curriculum development workshops based on the Indonesian National Qualifications Framework (KKNI) and the 2013 curriculum, and the national standard curriculum for higher education (SNPT) Dikti on a scheduled basis.
- (2) Implementing the results of curriculum development workshops based on the Indonesian National Qualifications Framework (KKNI) and the 2013 curriculum, and the national standard curriculum for higher education (SNPT) Dikti in the form of implementation in all courses in the PS.
- (3) Implement the results of curriculum development workshops based on the Indonesian National Qualifications Framework (KKNI) and the 2013 curriculum, and the national standard curriculum for higher education (SNPT) Dikti in the form of syllabi and teaching materials based on KKNI and SNPT.



- c. The realization of an academic atmosphere conducive to developing the potential and creativity of the academic community**
 - (1) Increased activity of lecturers and students in academic forums in the form of seminars, workshops, and many training on a scheduled basis.
 - (2) Increasing the activity of student activities through various programs developed by study programs.
 - (3) Increasing the frequency of academic interaction between lecturers and students through scientific discussions both in and outside the classroom.
 - (4) Increased competitiveness of graduates at the local and national levels.
 - (5) Developing students' supporting abilities as prospective teachers, such as soft skills, computers, English, and scouts.
- d. Conducting the activities to increase the capacity of teaching staff by inviting experts from outside the university from local and international, as speakers in seminars/training, guest speakers**
 - (1) Improving the quality of competence and professionalism of lecturers is through inviting experts in various seminars, workshops, and training both domestically and abroad.
 - (2) Improving the quality of learning is through applying various innovative learning methods both in the classroom and outside the classroom.

2. Research Field Objectives

- a. The creation of a research culture in study program lecturers through encouraging lecturers to compete for research grants both at the national and local levels.**
 - (1) Facilitating lecturers to be able to prepare research proposals through research methodology training activities.
 - (2) Facilitating lecturers to be able to win research grants both funds sourced from faculties, universities, Higher Education, and from other sources.
 - (3) Publishing the results of lecturers' research through the publication of scientific journals of the study program.
- b. Producing research that contributes to the development of science and technology**



- (1) Enriching lecturers' insights and research topics through focus group discussion (FGD) activities among lecturers of Primary School Teacher Education (PGSD), faculties, universities, and other universities.
 - (2) Make efforts to facilitate lecturers to access research results from domestic and foreign sources.
- c. Facilitating scientific publications of lecturers and students both in the form of books and journals through journals managed by study programs, faculties, national, and international.**
- (1) Publishing a scientific journal of the study program to facilitate the results of research and scientific studies of lecturers.
 - (2) Publishing a special student scientific journal to facilitate student thesis research results.
 - (3) Facilitating lecturers to be able to access national and international journals.
 - (4) Facilitating lecturers to be able to publish books published by the State University of Jakarta publishing company and other publishers.

3. Target Field of Community Service

a. Target Field of Community Service. Facilitating lecturers to get PkM grants for faculties, universities, and Directorate General of Higher Education (Dikti)

- (1) Facilitating lecturers to be able to prepare PkM proposals through training activities for preparing Student Creativity Program or *Program Kreativitas Mahasiswa* (PkM) proposals.
- (2) Facilitating lecturers to be able to win Student Creativity Program (PkM) grants both funds sourced from faculties, universities, Higher Education, and from other sources.
- (3) Expanding and increasing cooperation with partners in community service activities

b. Implementing lecturer research results through application to the community.

- (1) Applying the results of lecturer research in the form of training / workshop to the community at the national level.
- (2) Carry out community service thematically by involving all lecturers in the PS.



- (3) Increasing the role and contribution of the study program in the development of elementary school teacher education in Jakarta in particular and in Indonesia through community service.

4. The Objectives for Organizational Management, Management Systems, and Quality Assurance

a. Creating a conducive atmosphere in managing the study program management.

- (1) Conduct meetings at the beginning and end of the semester to listen to input and suggestions from the academic community to ensure openness in the study program management.
- (2) Implementing Standard Operating Procedures (SOPs) for the duties and functions of lecturers and education staff.
- (3) The realization of an academic atmosphere conducive to developing the potential and creativity of the academic community.
- (4) Improve supporting facilities and infrastructure for both academic and non-academic activities.

b. Establishing cooperation with various parties to support and achieve the vision and mission of the Study Program

- (1) Carry out cooperation in education and teaching, research, and community service with other Elementary School Teacher Education study programs in Indonesia.
- (2) Establishing cooperation with domestic institutions (DKI Jakarta, Ministry of Research, Technology, and Higher Education (Kemeristekdikti), Ministry of Education and Culture (Kemendikbud), and PMK) in utilizing various research results that study program lecturers have carried out.

Collaborating with foreign institutions is through lecturer exchanges, student exchanges, research, community service, and Participatory Action Research (PAR).

2.5 The Values of the University

State University of Jakarta (UNJ) carries the fundamental values of organizing Higher Education Tridharma or *Tridharma Perguruan Tinggi* activities: truth and wisdom, academic integrity, democratic and humanist, diversity and equality, beneficial to humanity, and sustainability. These fundamental values are translated into IKHLAS energy which must become a



work culture in implementing Tridharma. The work culture of the State University of Jakarta (UNJ) must have color in the form of integrity that is constantly maintained; a commitment that characterizes performance; humanism that becomes service orientation; logic that becomes the basis for addressing problems; accountability that characterizes performance, and Synergy in achieving goals. Academic policies in the implementation of Tridharma should accommodate this characteristic so that efforts to achieve the goals of the State University of Jakarta (UNJ) goals can be realized, namely creating complete graduates with scientific competence, personal intelligence, and social intelligence; thus, that they can play a role in society and life. These values are formulated in the university learning outcomes (ULO) as follows:

Table 1. University Learning Outcomes (ULO)

A	Jakarta State University graduates who are intelligent and professional, have educational insight, are religious, and love the country in solving problems, for the benefit of humans and civilization.
1	Cognitive Competence Jakarta State University graduates can demonstrate critical thinking skills in making decisions to solve common problems. Cognitive competencies are the competence includes the following components: problem-solving, decision-making, creative thinking, and computation logic. The rubric of this component can be studied in the attached document.
2	Intrapersonal Competence Jakarta State University graduates can demonstrate integrity and concern for various problems and changes. Intrapersonal competence includes intellectual openness, Work ethics/conscientiousness, Positive core self-evaluation, and Compassion. The rubric of this component can be studied in the attached document.
3	Interpersonal Competence Jakarta State University graduates can communicate and collaborate actively and effectively in responding to various problems and changes. Interpersonal competence is a competence that includes the following components: communication and collaboration. The rubric of this component can be studied in the attached document.



4	Educational Insight
	Jakarta State University graduates can show concern in efforts to educate and dignify the nation.
	Educational insight is competence which includes the following components: awareness of the strategic role of education, big ideas that influence the world of education, and issues and developments in the world of education.

3 Results of Curriculum Evaluation & Tracing Study

3.1 Curriculum Evaluation

a. Curriculum mechanism;

The structure and content of the existing curriculum since the implementation of the PGSD Undergraduate Program (S1), PS PGSD has undergone several curriculum reconstructions. In 2008, the 2008 curriculum was developed through seminars and curriculum development workshops involving basic education experts, stakeholders, lecturers, and students. The curriculum for the PGSD Undergraduate Program (S1), FIP UNJ in 2008 consisted of academic competencies of 155 credits and professional competencies of 36 credits. In 2010 with the issuance of several government policies or regulations, such as the Minister of National Education Regulation No. 8 of 2009 concerning the Implementation of the Teacher Professional Education Program (PPG Program). In the same year, the National Education Standards Agency (BNSP) developed higher education content standards that serve as the basis for planning, implementation, and supervision in order to realize quality higher education, binding and applicable to all universities. The standard learning load for undergraduate programs issued by BSNP is the number of credits 128-144. In addition, in the same year PGSD FIP UNJ received an MBS Grant program where one of the programs was to design the PGSD undergraduate PS curriculum based on MBS. Based on these policies, changes or adjustments were made to the PGSD undergraduate curriculum through workshops at the university, faculty, and study program levels.

Furthermore, in 2012, PS PGSD received an Asian Development Bank (ADB) grant for the development of the Indonesian National Qualification curriculum, so since 2012, PS PGSD has implemented the KKNi curriculum. In addition, in 2012, the PGSD study program, a member of the Indonesian Primary School Teacher Education Lecturer Association (ADPGSDI), formulated graduate



competencies for elementary school teacher undergraduate programs. The curriculum review has involved stakeholders such as PR 1, the Dean of FIP UNU, the Head of LPP UNJ, the Head of Learning Resources LPP UNJ, PGSD Study Program leaders, PGSD lecturers, partner schools, teachers and principals, and PGSD alums.

b. Curriculum items and elements evaluated from the existing curriculum

The elements of the curriculum that are evaluated include:

- 1) The use of KKNi as a reference;
- 2) The suitability of the profile with the needs of the community, the values espoused by the university, and the scientific vision of the study program;
- 3) Clarity of leveling in the formulation of learning outcomes for S1 must be equivalent to Level 6; professional education is equivalent to level 7, while for masters, it is equivalent to level 8.
- 4) Logicality and completeness of the translation of study program learning outcomes into lecture learning outcomes;
- 5) The suitability of the study materials used;
- 6) The correct procedure for determining courses; grouping study materials into courses, not the other way around;
- 7) SKS calculation is carried out systematically;
- 8) 8) Completeness of syllabus components; and
- 9) Completeness of teaching materials.

c. Evaluation results and what needs to be improved by using the evaluation method references in the Information and Communication Technology-Based Curriculum Development Guidebook and other related sources)

The monitoring process refers to the PDCA (Plan, Do, Check, and Act) format contained in the Quality Standards of the State University of Jakarta. (money instrument attachment). A follow-up to the results of curriculum development is to prepare for the implementation of the KKNi curriculum as a framework for leveling work qualifications that juxtapose, equalize, and integrate, education and training sectors and work experience in order to provide recognition of work competencies in accordance with job positions in various sectors, then as an important part that cannot be separated from the KKNi curriculum; all study programs/study programs in the PGSD FIP UNJ environment develop learning tools that are in accordance with the demands of course learning outcomes that have been formulated. For this reason, PGSD FIP UNJ facilitates the development of learning tools by all educational and



non-educational study programs in the form of preparing syllabi, SAP / RPKPS and preparing teaching materials.

3.2 Tracing Study

a. Process and Mechanism of Tracing Activities

The tracer study aims to determine the quality of graduates after carrying out their activities in the community because the PGSD Study Program aims to prepare students to become professional teachers in primary schools in accordance with the mandate of the 2005 Teacher and Lecturer Law and to make Indonesian human beings as a whole in accordance with national education goals, which specifically have academic and or professional abilities that can apply, develop and or create science and technology in basic education. Graduates who exist in the community but are also intended to determine student satisfaction in receiving academic and non-academic services from the PGSD study program.

Activities and procedures for tracing graduates are carried out by: (1) sending questionnaires either directly or through social media such as Facebook and the PGSD study program website, namely: www.pg sdfipunj.ac.id to a number of graduates and graduate users. The results of tracking graduates are then used to improve the system's quality, effectiveness, efficiency, and relevance in the PGSD Study Program. (2) The Faculty of Education annually budgets tracer study research funds whose purpose is not only to see or trace. The tracing results that have been carried out, instruments, and data are documented by the study program, faculty, and the UNJ research institute. The tracing results are analyzed and mapped to determine which components need to be improved to be used as a reference in improving quality and various things in the PGSD study program.

The results of tracking of graduates show that 94% of PGSD Study Program graduates work following their field of expertise, namely as elementary school teachers who work both in public and private elementary schools in DKI Jakarta Province, Bogor, Bekasi, Depok, parts of other West Java Provinces, Banten Province, West Papua Province, and West Kalimantan Province. In contrast, 6% of PGSD Study Program graduates work not in accordance with their field of expertise, including working at Bank Mandiri, BNI Bank, Garuda Indonesia flight attendants, and Astra International Motor. Furthermore, the results of tracking through questionnaires from a sample of graduates obtained the following information:

1. The relationship between the type of work and the competencies mastered during the lecture is very supportive and related to the competencies taught by 95% of the related answers.



2. The benefits obtained in the form of knowledge and competencies obtained from the PGSD Study Program in carrying out work to support achievement, 100% of graduates who filled out the questionnaire stated that it was useful.
3. The results of filling out the questionnaire stated that 100% of graduates stated that they did not need a long time to work after graduating from the PGSD Study Program (≤ 6 months).
4. Regarding the dissatisfaction with graduate agencies, 100% of graduates who filled out the questionnaire stated that they had never received complaints from the institutions where they taught and worked.
5. The abilities that need to be developed in the next PGSD Study Program suggested by graduates are as follows:
 - a. Mastery of the 5 clumps of related fields of study in PGSD
 - b. Ability in communication and information technology
 - c. Managerial skills related to education and learning,
 - d. English language skills.
6. Furthermore, suggestions regarding improving the quality of PGSD Study Program graduates in the future put forward by graduates are as follows:
 - a. Add qualified and competent lecturers in accordance with the scientific field.
 - b. The lecture process has been directed towards student-centered learning, but the use of learning media needs to be varied.
 - c. Provide the latest references

Based on the information obtained, the following recommendations were made:
(a) based on the results of tracing through questionnaires regarding the advantages of graduates of the PGSD Study Program, it turns out that they excel in the activities of preparing learning tools, innovating in using learning methods, varying in using learning media, being able to foster scouting, arts and sports activities and being proficient in office administration management.

b. The function of Tracing Results

Based on the findings of the tracer analysis and the recommendations provided, the tracer results are used to:

1) Improving the learning process

Improving the learning process starts with reviewing and improving the curriculum. The results obtained from tracing, there are still graduates who in learning do not have high innovation. This is related to their Mastery of learning strategies. Therefore, courses related to learning



strategies need to convey material about models, methods, and techniques related to learning.

2) Fundraising or Procurement

Alumni or graduate activities still need to be improved, such as alumni gathering activities. This limitation is due to limited funds. Therefore, to overcome this, each graduate must donate funds for alumni activities after graduation.

3) Job Information

Routine alum meetings are expected to improve alumni communication and provide information to graduates or prospective alums or study programs regarding job opportunities.

4) Alumni Network

In order for tracing and information activities and alumni participation to be carried out optimally, study programs can provide access to alumni networks such as through the website www.pg sdfipunj.ac.id, Facebook, Twitter, email, and others.

4 Graduate Profile (PL) & Formulation of Graduate Learning Outcomes (CPL)

4.1 Graduate Profile

Table 2. Profile and Description

No	Graduate Profile (PL)	Description of Graduate*
PL1	Bachelor of Primary Teacher Education	Bachelor of Education degree for elementary school who is able to plan, implement, evaluate, and develop learning based on science, character, and innovation to improve the quality of education in the Era of Industrial Revolution 4.0
PL2	Researcher in Primary Education	Researchers who are able to solve learning problems through various types of research or scientific studies.
PL3	Practitioner of Learning Innovation	Educational practitioners who are able to produce various innovations in learning that are tested to improve the quality of education in elementary schools.

*adjust to the relevant level in KKNI

4.2 The formulation of CPL

Table 3. Study Program Graduate Learning Outcomes (CPL)



ATTITUDE	
S-1	Pious to God Almighty and able to demonstrate social attitudes;
S-2	Contribute to improving the quality of life in society, collaboration, nation, state, and the advancement of civilization based on Pancasila;
GENERAL SKILL	
KU-1	Able to design and carry out research in the field of elementary education scientifically in accordance with academic ethics and report it in the form of a thesis and upload articles on the college website;
KNOWLEDGE	
P-1	Understand the principles and theories of education through the design and implementation of learning in elementary schools responsibly;
P-2	Understand the concept of the developmental characteristics of learners in terms of physical, psychological, and social development through the design and implementation of learning in elementary schools;
SPECIAL SKILLS	
KK-1	Able to apply conceptual knowledge of the field of study in elementary schools, including Indonesian Language, Mathematics, Science, Social Studies, Civics, SBdP, and PJOK through the design and implementation of learning with scientific methods in accordance with academic ethics;
KK-2	Able to analyze, reconstruct, and modify curriculum, approaches, strategies, models, methods, techniques, teaching materials, media and innovative learning resources as a classroom teacher in elementary schools independently;

4.3 Relationship matrix between CPL and Graduate Profiles

Table 4. Relationship matrix of Graduate Profile & Study Program CPL

CRITERIA	Graduate Learning Outcome (CPL)	GRADUATE PROFILE		
		P1	P2	P3
<u>ATTITUDE</u>	1. Pious to God Almighty and able to demonstrate social attitudes;	√		



CRITERIA	Graduate Learning Outcome (CPL)	GRADUATE PROFILE		
		P1	P2	P3
	2. Contribute to improving the quality of life in society, collaboration, nation, state, and advancement of civilization based on Pancasila;	√	√ √	√ √
GENERAL SKILLS	Able to design and carry out research in the field of elementary education scientifically in accordance with academic ethics and report it in the form of a thesis and upload articles on the college website;	√	√	√
KNOWLEDGE	1. Understanding educational principles and theories through designing and implementing learning in elementary schools responsibly;	√	√	√
	2. Understanding the concept of the developmental characteristics of learners in terms of physical, psychological, and social development through the design and implementation of learning in primary schools;	√	√	√
SPECIAL SKILLS	1. Able to apply conceptual knowledge of subject areas in elementary schools, including Indonesian Language, Mathematics, Science, Social Studies, Civics, SBdP, and Physic Education (PE) through the design and implementation of learning with scientific methods following academic ethics;	√	√	√
	2. Able to analyze, reconstruct, and modify curriculum, approaches, strategies, models, methods, techniques, teaching materials, media, and innovative learning resources as a classroom teacher in elementary school independently;	√	√	√

4 Course Structure in Study Program Curriculum

4.1 Curriculum Matrix

Table 9. Subject Groups and Curriculum Credit Weights



No	Subject
1	University Courses
2	Basic Education Courses
3	Study Program Subjects
4	Elective courses

*)Especially for Education Study Programs

Table 10. List of Courses

No	MK Code	Subject	EC TS
(1)	(2)	(3)	(4)
University Courses			
1	0005-20 3-2	Religion	5,2
2	0005-112 -2	Pancasila	5,2
3	0005-10 6-2	Citizenship	5,2
4	0005-114 -2	Indonesian	5,2
5	0005-32 0-2	Logic and Scientific Reasoning	5,2
6	0005-31 9-2	Raya Data and Programming	5,2
7	0005-31 8-2	Education Insights	5,2
Amount			36.4
Basic Education Courses			
1	0005-32 4-3	Educational Foundation	7.8
2	0005-214 -2	Learning and Learning Theory	5,2
3	0005-21 0-2	Student Development	5,2
Amount			18.2
Study Program Subjects			



1	16350383	Basic Concepts of Social Sciences	7.8
2	16350202	Physical education and Health Sciences	5,2
3	16352202	Basic English for Elementary School Teachers	5,2
4	1635000 2	Biology and Learning in SD	5,2
5	16350182	Elementary Music Arts Education	5,2
6	16352113	Basic mathematic	5,2
7	16351582	Educational Psychology	5,2
8	18150192	Elementary School Arithmetic Learning	7.8
9		Elementary Indonesian Language Skills	5,2
1 0	16350342	Basic Education Research Methodology	5,2
1 1	16350792	Integrated Learning	5,2
1 2	16352212	Intermediate English for Elementary School Teachers	5,2
1 3	16351372	Appreciation of Indonesian Language and Literature	5,2
1 4	16350942	Educational Research Methodology Advanced	5,2
1 5	1635007 3	Indonesian Language Learning	7.8
1 6	1635008 3	Elementary Mathematics Learning	7.8
1 7	1635009 3	Elementary science learning	7.8
1 8	16350103	Educational Statistics	7.8
1 9	16350972	Elementary School Learning Evaluation	5,2
2 0	16350163	Social Studies Learning	7.8
2	16352783	PPKN Learning	7.8



1			
2 2	16351562	Micro Teaching	5,2
2 3	16352492	Multicultural Education	5,2
2 4	16350282	SD Curriculum Development	5,2
2 5 6	KM-0001 6	Practice Teaching Skills	31.2
2 6	1005405 2	Research Proposal Seminar	5,2
2 7	1005402 4	Thesis	10.4
Elective Courses			
	16351552	Information and Communication Technology (ICT)	5,2
4 2	16350132	Capita Selecta Education, Values and Morals	5,2
4 3	16351632	Recreational Sports Education	5,2
4 4	16350012	Guidance and Counseling in SD	5,2
4 5	16350852	Basics of Science and State law	5,2
4 6	16350952	Educative communication	5,2
4 7	16350142	Dance Arts Education	5,2
4 8	1635000 4	Media model development	10.4
4 9	16353166	Assistance for Independent Projections/Colloquium	31.2
5 0	16353174	Scientific Publications	10.4
	16350982	Learning media and resources	5,2
	KM-009 34	Development of Teaching Materials	10.4
	KM-009 54	Development of Assessment Instruments	10.4
	16352992	Elementary Education Management	5,2



	16352012	Elementary Education Innovation	5,2
	16350582	Crafts and Crafts	5,2
	16350572	Integration of Social Sciences	5,2
	16350632	Earth and Space and The learning is in elementary school	5,2
	16350372	Physics and its Learning in Elementary School	5,2
	16352712	Elementary PPKn Basic Concepts	5,2
	16352172	Elementary School Fine Arts Education	5,2
	18150082	Pre elementary school conditions	5,2
	16352042	Indonesian Language Structure	5,2
	16350052	A Global Perspective with an Elementary School Insight	5,2
	16350063	Learning Geometry and Measurement	7.8
		Amount	219

*)Especially for Education Study Programs

Notes:

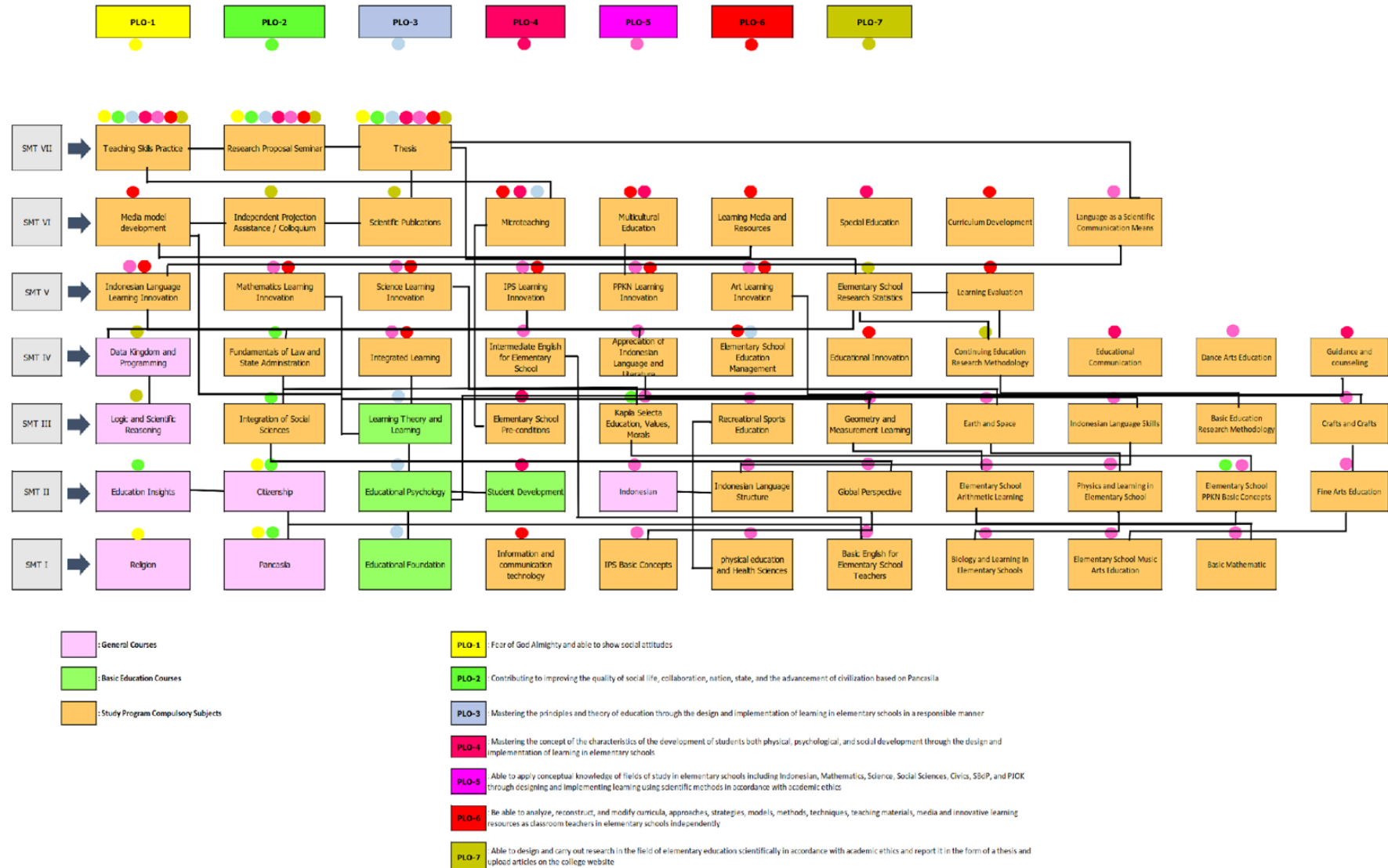
National Compulsory Courses (MKWN) each with a minimum weight of 5.2 ECTS:

- a. Religion;
- b. Pancasila;
- c. Citizenship; And
- d. Indonesian.

*Students can choose 34.4 ECTS in elective courses.



4.2 Curriculum Map Based on CPL of Study Program





5 List of Distribution of Courses Each Semester

A. Curriculum

1. Curriculum Structure

No	Subject Group	SKS	ECTS
1	University Courses	14	21
2	Basic Education Courses	7	10.5
3	Faculty Characteristic Courses	-	-
4	Study Program Subjects	126	189
	Amount	147	220.5

2. List of Courses

No	Course Code	Subject	SKS	ECTS
(1)	(2)	(3)	(4)	(5)
University Courses				
1	0005-203-2	Religion	2	3
2	0005-112-2	Pancasila	2	3
3	0005-106-2	Citizenship	2	3
4	000-532-02	Logic and Scientific Reasoning	2	3
5	16350592	Raya Data and Programming	2	3
6	00053182	Educational Insights	2	3
7	00031142	Indonesian	2	3
AMOUNT			14	21
Basic Education Courses				
1	0005-215-2	Student Development	2	3
2	0005-214-2	Learning and Learning Theory	2	3
3	0005-213-2	Foundations of Education	3	4.5
AMOUNT			7	10.5
Study Program Subjects				
1	16351552	Information and Communication Technology (ICT)	2	3
2	16350383	Basic Concepts of Social Sciences	3	4.5
3	16350202	physical education and Health Sciences	2	3
4	16352202	Basic English for Elementary School Teachers	2	3
5	16350032	Basic Concepts of Biology	2	3
6	16350182	Elementary School Music Arts Education	2	3
7	16352112	Basic mathematic	2	3
8	16351582	Educational Psychology	3	4.5
9	31142	Indonesian	2	3
10		Student Development (MKDK)	3	4.5
11	16352042	Indonesian Language Structure	2	3



No	Course Code	Subject	SKS	ECT S
12	16350062	A Global Perspective with an Elementary Insight	2	3
13	18150192	Arithmetic	2	3
14	16352092	Basic Concepts of Physics	2	3
15	16352712	Basic Concepts of Elementary School Civics	2	3
16	16350172	Fine Arts Education	2	3
17	16351582	Educational Psychology	2	3
18	16350132	Capita Selecta Education, Values and Morals	2	3
19	16351632	Recreational Sports Education	2	3
20	16352063	Geometry and Measurement	3	4.5
21	16350632	Earth and Space	2	3
22	16351342	Indonesian Language Skills	2	3
23		Integration of Social Sciences	2	3
23		Basic Education Research Methodology	2	3
25	16353042	Crafts and Crafts	2	3
26	16352552	Guidance and Counseling in Elementary School	2	3
27	18150114	Integrated learning	2	3
28	16352212	Intermediate English for Elementary School Teachers	2	3
29	16351372	Appreciation of Indonesian Language and Literature	2	3
30		Basics of Science and State law	2	3
31		Elementary Education Management	2	3
32	16352012	Elementary Education Innovation	2	3
33		Advanced Education Research Methodology	2	3
34	16352572	Educative communication	2	3
35	16350192	Dance Education	2	3
36		Indonesian language learning innovation	3	4.5
37		Elementary Mathematics Learning Innovation	3	4.5
38		Elementary Science Learning Innovation	3	4.5
39		Elementary Research Statistics	3	4.5
40	16351202	Elementary School Learning Evaluation	2	3
41		Social Sciences Learning Innovation	3	4.5
42		Civic Learning	3	4.5
43		Arts learning	3	4.5
44		Development of Media and Learning Resources models	4	6
45		Assistance for Independent Projections/ Colloquium	6	9
46		Scientific Publications	4	6
47	16351562	Micro Teaching	2	3
48	16352462	Multicultural Education	2	3



No	Course Code	Subject	SKS	ECTS
49		Scout	2	3
50		Special Education	2	3
51	16350282	Elementary School Curriculum Development	2	3
52	16350023	Practice Teaching Skills	8	12
53	10054052	Research Proposal Seminar	2	3
54	10054024	Thesis	4	6
AMOUNT			126	189

3. Course Distribution

SEMESTER 1

No	Course Code	Courses	SKS	ECTS
1	53123	Religion	2	3
2	51122	Pancasila	2	3
3	53074	Foundations of Education	3	4.5
4	16351552	Information and Communication Technology (ICT)	2	3
5	16350383	Basic Concepts of Social Sciences	3	4.5
6	16350202	physical education and Health Sciences	2	3
7	16352202	Basic English for Elementary School Teachers	2	3
8	16350032	Basic Concepts of Biology	2	3
9	16350182	Elementary School Music Arts Education	2	3
10	16352112	Basic mathematic	2	3
Total Semester I Study Load			22	33

SEMESTER 2

No	Course Code	Courses	SKS	ECTS
1		Educational Insights	2	3
2		Citizenship (MKU)	2	3
3	16351582	Educational Psychology	3	4.5
4	31142	Indonesian	2	3
5		Student Development (MKDK)	3	4.5
6	16352042	Indonesian Language Structure	2	3
7	16350062	A Global Perspective with an Elementary Insight	2	3
8	18150192	Arithmetic	2	3
9	16352092	Basic Concepts of Physics	2	3
10	16352712	Basic Concepts of Elementary School Civics	2	3
11	16350172	Fine Arts Education	2	3
Total Study Load for Semester II			24	36

SEMESTER III

No	Course Code	Courses	SKS	ECTS
1		Logic and Scientific Reasoning	2	3



N o	Course Code	Courses	SKS	ECT S
2	52144	Learning and Learning Theory	2	3
3	16351582	Educational Psychology	2	3
4	16350132	Capita Selecta Education, Values and Morals	2	3
5	16351632	Recreational Sports Education	2	3
6	16352063	Geometry and Measurement	2	3
7	16350632	Earth and Space	2	3
8	16351342	Indonesian Language Skills	2	3
9		Integration of Social Sciences	2	3
10		Basic Education Research Methodology	2	3
11	16353042	Crafts and Crafts	2	3
Total Study Load for Semester III			22	33

SEMESTER IV

N o	Course Code	Courses	SKS	ECTS
1		Big Data and Coding	2	3
2	16352552	Guidance and Counseling in Elementary School	2	3
3	18150114	Integrated learning	2	3
4	16352212	Intermediate English for Elementary School Teachers	2	3
5	16351372	Appreciation of Indonesian Language and Literature	2	3
6		Basics of Science and State law	2	3
7		Elementary Education Management	2	3
8	16352012	Elementary Education Innovation	2	3
9		Advanced Education Research Methodology	2	3
10	16352572	Educative communication	2	3
11	16350192	Dance Education	2	3
Total Study Load for Semester IV			22	33

SEMESTER V

N o	Course Code	Courses	SKS	ECTS
1		Indonesian language learning innovation	3	4.5
2		Elementary Mathematics Learning Innovation	3	4.5
3		Elementary Science Learning Innovation	3	4.5
4		Elementary Research Statistics	3	4.5
5	16351202	Elementary School Learning Evaluation	2	3
6		Social Sciences Learning Innovation	3	4.5
7		PPKN Learning Innovation	3	4.5
8		Arts learning innovation	3	4.5
Total Study Load for Semester V			23	39

SEMESTER VI



No	Course Code	Courses	SKS	ECTS
1		Development of Media and Learning Resources models	4	6
2		Assistance for Independent Projections/ Colloquium	6	9
3		Scientific Publications	4	6
4	16351562	Micro Teaching	2	3
5	16352462	Multicultural Education	2	3
6		Scout	2	3
7		Special Education	2	3
8	16350282	Elementary School Curriculum Development	2	3
Total Study Load for Semester VI			24	36

SEMESTER VII

No	Course Code	Courses	SKS	ECTS
1	16350023	Practice Teaching Skills	8	12
2	10054052	Research Proposal Seminar	2	3
3	10054024	Thesis	4	6
Total Study Load for Semester VII			14	21

Course Ammount : 147 SKS/ 220.5 ECTS



6 Implementation of Student Learning Authorization Maximum 3 Semesters

6.1 MBKM Implementation Model

Table 13. MBKM Implementation Model

Undergraduate / Applied Undergraduate Student Learning Activities, 151 credits								
	Smt-1	Smt-2	Smt-3	Smt-4	Smt-5	Smt-6	Smt-7	Smt-8
	22 credits	23 credits	22 credits	23 credits	23 credits	24 credits	14 credits	-
					The same Courses of Program Study at a different PT	<ul style="list-style-type: none"> • Independent Project Study • Research 	Teaching Assistant	

6.2 Compulsory Courses in the study program

Table 14. List of Mandatory Study Program Courses

No	Course Code	Courses	Credits Weight	Information
1	16351552	Information and Communication Technology (ICT)	2	
2	16350383	Basic Concepts of Social Sciences	3	
3	16350202	Physical education and Health Sciences	2	
4	16352202	Basic English for Elementary School Teacher	2	
5	16350032	Biology and Learning in Elementary School	2	
6	16350182	Elementary Music Arts Education	2	
7	16352112	Basic Mathematic	2	
8	16351582	Educational Psychology	2	
9	16352042	Indonesian Language Structure	2	
10	16350062	A Global Perspective with Elementary Schools	2	
11	18150192	Elementary Arithmetic Learning	3	



No	Course Code	Courses	Credits Weight	Information
12	16352092	Physics and Learning in Elementary School	2	
13	16352712	Basic Concept of Civic Education in Elementary	2	
14	16350172	Fine Arts Education in Elementary School	2	
15	18150082	Pre-Elementary School conditions	2	
16	16350132	Capita Selecta Education, Values and Morals	2	
17	16351632	Recreational Sports Education	2	
18	16352063	Geometry and Measurement Learning	3	
19	16350632	Earth and Space and Learning in Elementary School	2	
20	16351342	Bahasa Indonesia Skills in Elementary	2	
21		Integration of Social Sciences	2	
22		Basic Education Research Methodology	2	
23	16353042	Crafts and handicraft	2	
24	16352552	Guidance and Counseling in Elementary School	2	
25	18150114	Integrated learning	2	
26	16352212	Intermediate English for Elementary School Teacher	2	
27	16351372	Appreciation of Indonesian Language and Literature	2	
28		Fundamentals of Science and State law	2	
29		Management Education in Elementary	2	
30	16352012	Innovation of Education in Elementary	2	
31		Continuing Education Research Methodology	2	
32	16352572	Educational communication	2	
33	16350192	Dance Arts Education	2	
34		Innovation of Indonesian language learning	3	
35		Innovation of Learning Mathematics in Elementary School	3	



No	Course Code	Courses	Credits Weight	Information
36		Innovation of Learning Sciences in Elementary School	3	
37		Research Statistics in Elementary School	3	
38	16351202	Learning Evaluation in Elementary School	2	
39		Innovation of Social Sciences Learning	3	
40		Innovation of Civic Education Learning	3	
41		Innovation of Art Learning	3	
42		Model of Media development	4	
43		Independent Projection Assistance / Colloquium	4	
44		Scientific Publications	6	
45	16351562	Micro Teaching	2	
46	16352462	Multicultural Education	2	
47		Media and Learning resources	2	
48		Special Education	2	
49	16350282	Curriculum Development in Elementary School	2	
50	16351132	Language as Scientific Communication	2	
Total Credits Weight			130	

6.3 Courses outside of the Study Program

Table 15. List of Courses in outside the Study Program

No	Taking Courses	Maximum Credits Weight	Information
1	Outside the study program on campus	6	The courses taken have the same total credit score, have appropriate CPL and different additional competencies.
2	In the same study program off campus	3	The courses taken have the same total credit score, it is recommended that the courses are agreed upon by associations/assemblage of similar study programs. Implementation:



			In V semester, students will be given a choice of courses in PGSD study programs at different PT that already have an MOA with PGSD UNJ
3	In different study programs outside the campus	3	The courses taken have the same total credit score, have appropriate CPL and different additional competencies. Implementation: V Semester students will be given a choice of courses at Asian University Taiwan with the approval of the Coordinating Study Program and related parties.
Maximum total weight of credits		12	

6.4 Forms of Learning Activities Outside Higher Education (Semester V)

Table 16. Forms of Learning Activities Outside Higher Education

No	Forms of Learning Activities	Implemented with the credits weight		Information
		Reguler	MBKM	
1	Teaching assistant in the Education Unit (AMSP)		8	AMSP MBKM activities can be converted into several courses that have appropriate CPL and the time of learning activities that are in accordance with the weight of the credits of the courses.
2	Research/Study		6	Can be converted to several courses that have appropriate CPL and learning activity times that are in accordance with the credits of the courses. Integrated courses: "Scientific Publications"
3	Study/Project Independent		8	Can be converted to several courses that have appropriate CPL and the time of learning activities that are in accordance with the credits of the courses. Integrated courses: Development of media models <ul style="list-style-type: none"> • Projection media development (colloquium)



6.5 Quality assurance of MBKM implementation

In order for policy implementation of Merdeka Belajar - Kampus Merdeka (MBKM), "the right to study three semesters outside the study program" program can run with guaranteed quality, it is necessary to determine several qualities, including:

1. Quality of participant competency.
2. Quality of execution.
3. Quality of internal and external mentoring processes.
4. Quality of facilities and markets for implementation.
5. Quality of reporting and presentation of results.
6. Quality of Assessment.

2.

7 Management & Mechanism of Curriculum Implementation

Monitoring and evaluation activities are carried out by an authorized team according to the type of activity which is carried out. Monitoring and evaluation (monev) activities for the Information and Communication Technology-Based Curriculum Development Grant program are carried out through internal monev. Internal Monev is carried out at the faculty level by WD1 and the Dean, and Monev is carried out by the higher education quality assurance unit or a team unit formed by SFD. Quality assurance activities are carried out to ensure that all forms of learning proposed are carried out according to the standards and regulations that have been made. Internal monev is carried out in at least two sessions, namely in the middle of program implementation and at the end of program implementation. Monev can be carried out in the form of online evaluation and field visits (visitation) carried out by sampling or other forms. Monitoring and evaluation activities are intended to obtain information to provide input and consideration to the study program so that it can improve the process of implementing activities, so that it can achieve the goals as expected. Monitoring and evaluation of study program curriculum development is carried out by study programs using the Curriculum Development Document Review instrument. In macro curriculum development, which takes place simultaneously throughout UNJ, Study Program directly leads the study program curriculum development process, following curriculum development training at the university level which is attended by all Deans, PD I, and Study Program Coordinators, as described above. The Study Program monitors and evaluates its progress from one meeting to the next. Input is not only made by Study Programs but mostly by fellow Study Programs, stakeholders in presentation and discussion activities. Inputs were immediately followed up for improvements to be presented at the next meeting. This cyclical process is carried out continuously until the curriculum reaches the final draft, and finally it is inaugurated by the faculty senate.

In micro curriculum development, by certain study programs, the faculty will ask the study programs to present their results at the faculty senate meeting to be given input. Furthermore, the study program will perfect the curriculum based



on that input before finally the curriculum is inaugurated by the faculty senate. In principle, monitoring and evaluation of study program curriculum development by the faculty is to ensure that the review and revision of the curriculum that is carried out follows the Study Program Curriculum Development Cycle consistently, that are

- 1) Beginning with a situation analysis by taking into account the needs of the community or *stakeholders*. The Study Program can find out the needs of the community with a *tracer study* to find out the absorption of graduates by the world of work.
- 2) Determining graduate profiles, taking into account *university values*, and *scientific vision* of study programs, as well as *market signals*, and *need assessment*.
- 3) Formulate study program learning outcomes (*program learning outcomes*), through analysis of the profile assignments to be produced, and taking into account their equivalence with the levels in the KKNi and the completeness of the curriculum elements
- 4) Formulate lecture learning outcomes, by describing study program learning outcomes, so that learning outcomes are obtained for each subject (*course learning outcomes*)
- 5) Determine the study material to achieve each lecture learning achievement
- 6) Grouping similar study materials into one course
- 7) Calculating and determining the course load for each course that is determined as a semester credit unit (SKS)

12 CLOSING

Thus, this curriculum was created and developed in order to produce quality graduates who are ready for the world of work. Hopefully this curriculum can be run optimally with adequate resources.