



**KURIKULUM**

**PENDIDIKAN GURU SEKOLAH DASAR**

**PGSD**

**UNIVERSITAS PENDIDIKAN INDONESIA  
KAMPUS TASIKMALAYA  
2018**

Jl. Dadaha No. 18 Kota Tasikmalaya 46115, Tlp/fax : 0265-331860

**STUDY  
PROGRAM  
CURRICULUM  
PRIMARY SCHOOL TEACHER EDUCATION (PGSD)  
UNDERGRADUATE LEVEL (S-1)**



**INDONESIAN UNIVERSITY OF EDUCATION  
TASIKMALAYA CAMPUS  
2019**

**STUDY PROGRAM**  
**PRIMARY SCHOOL TEACHER EDUCATION (S1.**  
**PGSD) INDONESIA UNIVERSITY OF**  
**EDUCATION**  
**TASIKMALAYA CAMPUS**

**A. IDENTITY**

|     |                                     |  |
|-----|-------------------------------------|--|
| 1.  | Name of Study Program ,<br>Ladder   | Primary School Teacher Education - S1  |
| 2.  | Address                             | Jln. Dadaha No. 18 Tasikmalaya   |
| 3.  | Districts/Cities                    | Tasikmalaya City   |
| 4.  | Postal Code                         | 46115  |
| 5.  | Phone Number                        | 0265-331860  |
| 6.  | Facsimile Number                    | 0265-331860  |
| 7.  | E-mail Address                      | pgsd_tasik@upi.edu   |
| 8.  | Website Address                     | <a href="http://pgsd-tasikmalaya.upi.edu">http://pgsd-tasikmalaya.upi.edu</a>  |
| 9.  | Titles awarded                      | S.Pd.  |
| 10. | Year and Decree of<br>Incorporation | UPI Rector's Decree<br>Number<br>2145/J33/PP.03.02/2006  |
| 11. | Year and Accreditation<br>Decree    | SK BAN-PT Number: 010/SK/BAN-<br>PT/AkXV/S/I/2013 with Accreditation C<br><br>SK BAN-PT Number :<br>4736/SK/BANPT/Akred/S/XII/2017<br>with Accreditation A |

**B. STUDY PROGRAM LEADERS**

|    |                        |  |
|----|------------------------|--|
| 1. | Name                   | Dr. Dian Indihadi, M.Pd.                             |
| 2. | Position               | Lector   |
| 3. | Assignment Decree No.  | Upi Rector's Decree Number:<br>6838/UN40. C3/KP/2019 |
| 4. | Assignment Start Date  | July 24, 2019  |
| 5. | Assignment<br>End Date | July 24 , 2023                                       |

## **A. RATIONAL**

The study program curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments that are used as guidelines for the implementation of learning activities in the program Study. The 2018 curriculum of the UPI PGSD Study Program, Tasikmalaya Campus, was developed based on several things, namely:

### **1. Curriculum Evaluation 2013**

The results of evaluation on the 2013 curriculum show that the learning outcomes of the study program (CPPS) have not represented general attitudes and skills and in general have not fully referred to the Indonesian National Qualifications Framework (KKNl), the National Standard Higher Education (SNPT) and Teacher Education Standards (SPG). In addition, the graduate profile has not facilitated additional profiles in anticipation so that graduates can work in addition to being prospective elementary school teachers. Another thing is related to the distribution of courses for 6 (six) fields of study in elementary schools which still need to be adjusted to the *Technological, Pedagogical and Content Knowledge* (TPACK) framework which is equipped with basic skills and advanced skills in reducing learning.

The introduction of early schooling in practical terms (*early exposure*) does not have specific guidelines even though it has been carried out in student field tasks and off-campus *teaching* activities. Practical training in the field is still applied in the Professional Training Program (PLP) in one semester (*block time*). Therefore, there has been no integration between *the earlier exposure* program and PLP. Meanwhile, based on SPG, the undergraduate education program is sufficient to carry out the Introduction to School Field 1 (PLP 1) program and the School Field Introduction 2 (PLP 2) program, both of which have not been accommodated in the PGSD Curriculum in 2013, because they are still implementing Field Experience Practice (PPL) which should be carried out in the Teacher Professional Education (PPG) program.

## **2. Development of Science and Technology**

Graduates of the PGSD Study Program must be able to adapt to the development of science and technology by being equipped with theoretical and practical IT knowledge and knowledge so that they have sufficient IT literacy skills or skills to build the competence of themselves and students which he will educate someday. The 2018 curriculum was developed by facilitating students to gain experience in learning and practicing IT for their own development and improving the quality of learning. Adaptation and adoption to technological developments, especially digital technology, can be reflected in CPPS and lecture systems.

## **3. The demands and needs of people who take advantage of the services of prospective graduates**

The 2018 curriculum was developed based on the demands and needs of the graduate user community and the actual conditions related to the implementation of the 2013 curriculum with integrated thematic learning in elementary schools and authentic assessment, learning orientation towards life skills, careers, learning, innovation, media, and 21st century skills towards the golden generation in 2045. The 2018 curriculum was developed to facilitate students to develop these skills through both direct and indirect learning.

## **4. Global and national issues**

The 2018 curriculum is developed based on actual issues both globally and nationally including: a) 21st century learning, b) 21st century skills, c) the National Movement for Mental Revolution (GNRM) through Strengthening Character Education (PPK), d) Movement National Literacy (GLN); and e) development of higher order thinking ability (HOTS).

## **5. Results of Research, Study, and Study**

The results of research, studies, and studies of several research institutions both nationally and internationally also color the development of the curriculum

PGSD UPI Study Program, Tasikmalaya Campus.

**a. INAP / ACTION by Puspendik and Kemdikbud**

The results of research by the Indonesia National Assessment Program (INAP) conducted by the Education Assessment Center (Puspendik) in collaboration with the Ministry of Education and Culture (Kemdikbud) show that the literacy ability of elementary school students consisting of language, science, and numerical literacy is very low. The 2018 curriculum was developed by facilitating students to master various learning strategies (approaches, models, and methods) and learning media that are relevant to the characteristics of students, their needs, and potential, and the characteristics of the material and subjects.

**b. Teacher Competency Test (UKG) Results**

The results of UKG nationally in 2015, 2016, and 2017 show that the average competence of teachers (pedagogic and professional) is below the minimum standards that have been set. The 2018 curriculum was developed by considering the balance between the portion of learning about pedagogics (theoretical pedagogics and PCK) and the content of the field of study in elementary schools (Mathematics, Science, Social Studies, Indonesian language, PPKn, and SBdP).

**c. SMERU RISE Results**

The results of research on Research on Improving Systems of Education from The SMERU Research Institute (RISE SMERU) show that the large proportion of the budget allocated by the government to improve teacher welfare is not comparable to the increase in teacher welfare. Performance. The results showed that the low performance of teachers is due to the low call of the soul to educate students. Kurikulum 2018 assembled student input has anticipated that in the selection process to enter the PGSD UPI Study Program, Tasikmalaya Campus, an interview process is needed in addition to the test to explore interests and student motivation in choosing the PGSD Study Program as an option, namely

there is a vocation of the soul as a prospective elementary school teacher.

#### **d. Research results of *PISA*, *TIMSS*, and *PIRLS***

The results of research by several international institutions such as the Programme for International Student Assessment (PISA) research show that students' mathematics, science, and reading skills are very low and are still ranked in the upper 60s. The results of the Trends in International Mathematics and Science Study (TIMSS) also show the same thing, namely that students' mathematics and science skills are still below the international average. The results of the *Progress in International Reading Literacy Study* (PIRLS) study show that students' literacy abilities (reading and numeracy) are still low and below the international average. The 2018 curriculum was developed by facilitating students' literacy skills, so that later they become literate teachers and are able to build students who are interested.

#### **6. Alumni *Tracer Study* Results**

The results of a *tracer study* conducted by the UPI PGSD Study Program, Tasikmalaya Campus in 2017 showed that most of the graduates pursued in public elementary schools and also some of them taught at superior private elementary schools with a very strict selection of teachers. A total of 15 students participated in the PPL / KKN program in Southern Thailand in 2015 which showed the competence of students and graduates to become teachers in ASEAN countries. An average of about 10 alumni graduates each year have participated in the SM3T program since 2011, and have graduated from obtaining an elementary educator certificate through the pre-service PPG program. Five graduates became educators in Malaysia to teach in elementary schools for migrant workers. In 2016, there were 25 alumni who were participating in the S2 education program. It is recorded that one person is studying S2 at Monash University and one person at Shanghai Normal University through a scholarship from the Chinese government. Three of them received LPDP scholarships and 4 obtained Scholarships

Flagship. Alumni of the Tasikmalaya Campus PGSD Study Program are also very competitive in the CPNS selection held in Bogor City, Bogor Regency, Depok City, and DKI Jakarta. Meanwhile, in the East Priangan region, they have shown achievements in every CPNS selection.

Alumni profile when describing the demands for increasing the relevance of the quality of graduates, especially to have superior qualifications as elementary school teachers. Even though around 350 more alumni were declared to have passed the CPNS selection in 2018, the demands of graduate users for improving the quality of graduates were very high.

## **7. Development of the vision and mission of the study program**

The 2018 curriculum was developed based on an in-depth study of the entire academic community of the UPI PGSD Study Program, Tasikmalaya Campus, consisting of lecturers, educational staff, student representatives, representatives of mitra teachers, and alumni towards the vision, mission, and objectives of the PGSD UPI Tasikmalaya Campus study program. The vision and mission are formulated relevant to the vision and mission of UPI and Tasikmalaya Campus with an interval of 5 (five) years until 2020 in accordance with the Strategic Plan of the UPI Tasikmalaya Campus PGSD Study Program 2016-2020.

## **8. Related policies**

The 2018 curriculum of the UPI PGSD Study Program, Tasikmalaya Campus, has been developed based on the latest regulations or policies, namely:

- a. Law No. 20 Year 2003 concerning the National Education System,
- b. Presidential Regulation No. 8 Year 2012 concerning Indonesia's National Qualifications Framework ,
- c. Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 concerning National Standards for Higher Education,
- d. Regulation of the Minister of Research, Technology and Higher Education Number 55 of 2017 concerning Teacher Education



Standards,

- e. UPI Rector's Regulation on Curriculum Development Guidelines for the Indonesian University of Education in 2018.

The curriculum should contain graduate competency standards that are structured in the main, supporting and other competencies that support the achievement of goals, the implementation of the mission, and the realization of the vision of the study program. The curriculum contains courses that support the achievement of graduate competencies and provide flexibility for students to broaden their horizons and deepen their skills according to their interests, and are equipped with course descriptions, rps, evaluation instruments, and other devices.

## **B. DESCRIPTION OF STUDY PROGRAM PROFILE**

The PGSD UPI Study Program, Tasikmalaya Campus, S1 level, began accepting new students in 2002. This Study Program is a development of the D2 PGSD Program which has been held since 1990/1991. Institutionally, this Study Program is under the auspices of UPI Kampus Tasikmalaya. In the academic year from 2002 to 2006, the Tasikmalaya Campus PGSD Study Program only accepts prospective students who graduate from D2 PGSD, both UPI graduates and D2 graduates from State and Private Universities. In 2006, the PGSD Study Program began to accept prospective high school graduates and equivalent students both those who already have teaching experience and those who do not have teaching experience.

The Tasikmalaya Campus PGSD Study Program has carried out various activities both education and teaching, research and community service. With its potential, the PGSD Study Program improves the quality of academic management, human resources, infrastructure, and finance. In addition, the resources owned by the PGSD Study Program consisting of lecturers, education staff, mitra schools, and other infrastructure facilities are very adequate, so that in 2013 the UPI PGSD Study Program, Tasikmalaya Campus, was declared

accredited C by the National Accreditation Board for Higher Education (BAN-PT) with SK Number: 010/SK/BAN-PT/Ak-XV/S/I/2013, and subsequently accredited A in 2017 with SK Number: 4736/SK/BAN-PT/Akred/S/XI/2017.

The S1 PGSD UPI Study Program, TasiKmalaya Campus, accelerates the realization of the vision and mission of "Pioneer and Excellence" (Leading and Outstanding) in the development of educational science, research and entrepreneurship for "Strengthening Innovation and Competitiveness in the *Asia University Ranking*" through the improvement of the Tri Dharma of Higher Education and the Superior Performance Index.

### **C. VISION, Mission and Objectives**

#### **1. Vision**

**PIONEER AND EXCEL IN THE FIELD OF BASIC EDUCATION**

#### **2. MISSION**

- a. Organizing education to produce elementary school teachers who are professional and have character in accordance with national and international standards.
- b. Carrying out research to develop innovative and accommodating educational theories and practices, especially in the field of elementary schools.
- c. Disseminate ideas, experiences, and findings of innovative, accommodating, and local wisdom in educational disciplines and other disciplines for the betterment of society, especially the world of education.
- d. Build partnerships and cooperation at the local, regional, national, and international levels that are relevant to improving the quality of elementary school teacher education.

#### D. Purpose

1. Producing prospective elementary school teachers who are professional and have character.
2. Produce, develop, and disseminate science and technology in the field of basic education and elementary teacher education.
3. Providing quality elementary school teacher education services in accordance with national education standards and international standards.
4. Creating a quality academic and research culture.
5. Realizing recognition of experience and the use of innovative and accommodating findings in the field of basic education and the field of elementary teacher education.

#### E. GRADUATE PROFILE

| <b>Graduate Profile</b>                    | <b>Description</b>  |
|--|---|
| Elementary School Teacher Candidates       | Graduates have the competence to teach, train, guide, and educate elementary school students by applying various learning strategies (approaches, models, and methods) using various educational technologies and diverse learning resources in the environment<br>diverse learning . |
| Digital Education Technology Developer     | Graduates have the competence to develop digital learning system designs, digital media and teaching materials for elementary level learning  |
| Entrepreneurship in the field of education | Graduates have the competence to develop businesses independently in the field of education in order to improve social and economic quality himself and the surrounding community.  |

#### F. LEARNING OUTCOMES OF THE STUDY PROGRAM

| <b>NO.</b> | <b>LEARNING OUTCOMES OF PGSD STUDY PROGRAM</b> |  |
|------------|--|--|
|            | <b>ATTITUDE</b>                                |  |
| 1.         | S.1  | Be devoted to God Almighty and be able to show a religious attitude;                 |
| 2.         | S.2  | Upholding human values in carrying out duties based on religion, morals, and ethics; |

|    |     |   |
|----|-----|---|
| 3. | S.3 | Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila; |
|----|-----|---|

| <b>LEARNING OUTCOMES OF PGSD STUDY PROGRAM</b> |      |   |
|--|------|---|
| 4.   | S.4  | Acting as citizens who are proud and love the motherland, have nationalism and a sense of responsibility to the state and nation;   |
| 5.   | S.5  | Respect the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others;   |
| 6.   | S.6  | Work together and have social sensitivity and concern for the community and the environment;  |
| 7.   | S.7  | Obey the law and discipline in social and state life;   |
| 8.   | S.8  | Internalizing academic values, norms, and ethics ;  |
| 9.   | S.9  | Demonstrate an attitude of responsibility for work in their field of expertise independently;   |
| 10.  | S.10 | Internalizing the spirit of independence, struggle, and entrepreneurship;   |
| 11.  | S.11 | Become a lifelong learner   |
| 12.  | S.12 | Understand himself as a whole as a Bachelor of Education;   |
| 13.  | S.13 | Able to adapt, cooperate, create, contribute, and innovate in applying science to social life and have global insight in their role as citizens ;                                       |
| 14.  | S.14 | Have academic integrity, including the ability to understand the meaning of plagiarism, its types, and prevention efforts , as well as its consequences when committing plagiarism; and |
| 15.  | S.15 | Behave and behave scientifically, educationally and religiously, as well as one-on-one, one-on-one, one-on-one parenting in the work environment and social life.                       |
| <b>KNOWLEDGE</b>                               |      |   |
| 16.  | P.1  | Mastering in depth the characteristics of elementary school (SD) students from physical, psychological, social, and cultural aspects for the benefit of learning in elementary schools; |
| 17.  | P.2  | Mastering the philosophical, juridical, historical , sociological, cultural, psychological, and empirical foundations of elementary school education ;                                  |

| NO. | LEARNING OUTCOMES OF PGSD STUDY PROGRAM |  |
|-----|---|--|
| 18. | P.3                                     | Mastering the concepts, instrumentation, and praxis of educational psychology and guidance in elementary schools;  |
| 19. | P.4                                     | Mastering the theory of learning and learning in elementary schools;   |
| 20. | P.5                                     | Mastering the objectives, content, learning experiences, and assessments in the curriculum of elementary education units;  |
| 21. | P.6                                     | Mastering scientific concepts and methods that overshadow the substance of the field of natural science learning studies (IPA);  |
| 22. | P.7                                     | Mastering scientific concepts and methods that overshadow the substance of the field of mathematics learning studies;  |
| 23. | P.8                                     | Mastering scientific concepts and methods that overshadow the substance of the field of learning Social Sciences (IPS);  |
| 24. | P.9                                     | Mastering scientific concepts and methods that overshadow the substance of the field of study of Indonesian language learning;   |
| 25. | P.10                                    | Mastering scientific concepts and methods that overshadow the substance of the field of study of Pancasila learning and Civic Education (PPKn);  |
| 26. | P.11                                    | Mastering scientific concepts and methods that overshadow the substance of the field of learning of Art, Culture and Prakarya (SBdP); and  |
| 27. | P.12                                    | Mastering the integration of technology, pedagogy, scientific content and / or expertise, as well as communication for learning in elementary schools and in the context of scientific development and implementation of areas of expertise. |
| 28. | P.13                                    | Mastering scientific concepts and methods that overshadow the substance of the field of English learning studies   |
| 29. | P.14                                    | Mastering scientific concepts and methods that overshadow the substance of the field of study of Sundanese language learning;  |
| 30. | P.15                                    | Mastering scientific concepts and methods to develop digital technology-based learning   |

|     |      |  |
|-----|------|--|
| 31. | P.16 | Mastering the concepts of entrepreneurship |
|-----|------|--|



| NO.            |      | LEARNING OUTCOMES OF PGSD STUDY PROGRAM  |
|----------------|------|--|
|                |      | theoretically, designing business ideas and managing businesses  |
| GENERAL SKILLS |      |  |
| 32.            | KU.1 | Able to apply logical, critical , systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise;  |
| 33.            | KU.2 | Able to show independent, quality, and measurable performance;   |
| 34.            | KU.3 | Able to examine the implications of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of their studies in the form of a thesis or final project report, and upload it on the college's website ; |
| 35.            | KU.4 | Compile a scientific description of the results of the study mentioned above in the form of a thesis or final project report, and upload it on the college page ;  |
| 36.            | KU.5 | Able to make appropriate decisions in the context of solving problems in their field of expertise, based on the results of information and data analysis;  |
| 37.            | KU.6 | Able to maintain and develop networks with mentors, colleagues, colleagues both inside and outside their institutions;   |
| 38.            | KU.7 | Able to be responsible for the achievement of the results of group work and supervise and evaluate the completion of work assigned to workers under their responsibility;  |
| 39.            | KU.8 | Able to carry out the process of self-evaluation of the working group under their responsibility, and able to manage learning mandenviously; and   |
| 40.            | KU.9 | Able to document, store , secure, and rediscover data to ensure validity and prevent plagiarism.   |

| NO.                   | <b>LEARNING OUTCOMES OF PGSD STUDY PROGRAM</b> |   |
|-----------------------|--|---|
| 41.                   | KU.10  | Able to integrate skills (1) learning and innovation skills, (2) mastery of information, media and technology (information, media and technology skills), and (3) career development and life skills; |
| 42.                   | KU.11  | Able to adapt to dynamic changing times;  |
| 43.                   | KU.12  | Have national insight and be a good citizen; and  |
| 44.                   | KU.13  | Able to show creative, innovative and democratic leadership.  |
| <b>SPECIAL SKILLS</b> |  |   |
| 45.                   | KK.1   | Providing educational learning services to elementary school students in accordance with their characteristics;   |
| 46.                   | KK.2   | Facilitating the optimal development of the potential of elementary school students;  |
| 47.                   | KK.3   | Adequately select learning approaches and models, teaching materials, and assessments for the benefit of learning in elementary schools;  |
| 48.                   | KK.4   | Applying information and communication technology in learning planning, learning implementation, learning evaluation and learning management in elementary schools;                                   |
| 49.                   | KK.5   | Improving and/or improving the quality of learning in elementary schools based on process assessment and assessment of learning outcomes;   |
| 50.                   | KK.6   | Creating a safe, comfortable elementary school learning environment that is fun, challenging, and develops learners to be creative;   |
| 51.                   | KK.7   | Deepening the field of science learning studies in accordance with the environment and development of the times;  |
| 52.                   | KK.8   | Deepening the field of mathematics learning studies in accordance with the environment and development of the times;  |
| 53.                   | KK.9   | Deepening the field of social studies learning studies in accordance with the environment and development of the times;   |
| 54.                   | KK.10  | Deepening the field of learning studies   |

| NO. | <b>LEARNING OUTCOMES OF PGSD STUDY PROGRAM</b> |   |
|-----|--|---|
|     |  | Indonesian in accordance with the environment and development of the times;   |
| 55. | KK.11  | Deepening the field of learning studies of PPKn in accordance with the environment and development of the times;                        |
| 56. | KK.12  | Deepening the field of learning studies of SBDP;  |
| 57. | KK.13  | Deepening the field of English learning studies in accordance with the environment and the development of the times;                    |
| 58. | KK.14  | Deepening the field of study of Sundanese language learning in accordance with the environment and development of the times;            |
| 59. | KK.15  | Develop an elementary school curriculum in accordance with the field of duty;   |
| 60. | KK.16  | Managing the curriculum at the unit level of elementary education;  |
| 61. | KK.17  | Disseminate academic works in the form of publications uploaded on college pages and / or reputable journals; and                       |
| 62. | KK.18  | Applying information technology knowledge and skills in the context of scientific development and implementation of areas of expertise. |
| 63. | KK.19  | Developing digital technology-based learning tools for learning in elementary schools;  |
| 64. | KK.20  | Creating and applying creative business ideas and applying and implementing the principles of entrepreneurship in running a business    |

## **G. LEARNING PROCESS**

The learning process is carried out based on the characteristics and principles of educational learning to develop student learning skills consisting of holistic, thematic, contextual, student-centered, scientific, collaborative, interactive, integrative, and effective. In addition to these characteristics and principles, the learning process in the PGSD study program applies the principles of: 1) lecturers as models that are interpreted as role models for students

prospective educators, 2) authentic experience is interpreted that students of prospective educators gain direct learning experience as early as possible in situations such as in educational units.

The implementation of the learning process is carried out in the following forms:

1. The implementation of the learning process takes place in the form of interaction between lecturers, students, and learning resources in a certain learning environment.
2. The learning process in each course is carried out according to the Semester Learning Plan (RPS).
3. The learning process related to student research must refer to the National Research Standards.
4. The learning process related to community service by students must refer to the National Standards for Community Service.
5. The learning process through curricular activities must be carried out systematically and structured through various courses and with a measurable learning load.
6. The learning process is carried out in accordance with the characteristics of: a) interactive; b) holistic; c) integrative; d) scientific; e) contextual; f) thematic; g) effective; h) collaborative; i) inovative; and j) student-centered .
7. Learning methods can be chosen for the implementation of course learning including: group discussions, simulations , case studies, collaborative learning, cooperative learning, project-based learning , problem-based learning, or methods other learning, which can effectively facilitate the fulfillment of graduate learning outcomes.
8. Each course can use one or a combination of several learning methods accommodated in a learning program.
9. Forms of learning can be lectures, responses and tutorials,

seminars; and practicum, studio practice, workshop practice, or field practice.

The learning load of 1 (one) credit in the learning process in the form of lectures, responses or tutorials consists of:

1. Face-to-face activities 50 minutes per week per semester;
2. Structured assignment activities 60 minutes per week per semester; and
3. Independent activities 60 per week per semester.

The learning load of 1 (one) credit in the learning process in the form of seminars or other similar forms, consists of:

1. Face-to-face activities : 100 minutes per week per semester: and
2. Independent activities 70 minutes per week per semester.

The learning load of 1 (one) credit in the learning process is in the form of practicum, studio practice, workshop practice, field practice, research, community service and / or other similar learning processes of 170 minutes per week per semester.

The learning process of the Bachelor of Education Program applies the principles of: a) Lecturers as a model who is interpreted as a role model for prospective educator students; and b) authentic experience is interpreted that prospective educator students get direct learning experience as early as possible in real situations in units educatoran.

The learning process is carried out to facilitate students to get to know elementary schools earlier through *early exposure* which is packaged in the form of micro-learning practices and Introduction to School Field (PLP) in the form of an observation process / observations and internships carried out by students to study aspects of learning and management of education in educational units. PLP is carried out at Mitra Elementary Schools that have been bound by cooperation.

## **H. VALUATION**

Assessment consists of an assessment of learning processes and outcomes including attitudes, knowledge, and skills in accordance with achievements

course learning that has been formulated by the lecturers who teach the courses. The description of the elements of the learning assessment standards is as follows.

Assessment of student learning processes and outcomes includes attitudes, knowledge, and skills in universities and Partner Schools and/or educational units consisting of: a) assessment of learning outcomes that refer to the National Standards of Higher Education; and b) assessment of the PLP program carried out by Civil Service Teachers and Supervisors. The Bachelor of Education Program ends with an exam of the results of the preparation of a scientific description of the results of the study in the form of a thesis, final project report, or equivalent scientific work.

### **1. Assessment Principles**

The assessment in the 2013 curriculum has educational, authentic, objective, accountable, transparent principles that are carried out in an integrated manner.

### **2. Assessment Techniques and Instruments**

- a. Assessment techniques consist of observation, participation, performance, written tests, oral tests, and questionnaires.
- b. Process assessment in the form of rubrics and / or assessment of results in the form of portfolios or design works.
- c. Attitude assessment can use the nik nik of observational assessment.
- d. The assessment of mastery of knowledge, general skills, and specific skills is carried out by selecting one or a combination of sharing techniques and instruments of observation assessment, participation, performance, written tests, oral tests, and questionnaires, as well as portfolios or design works.
- e. The final result of the assessment is an integration between the various techniques and assessment instruments used.

### **3. Assessment Mechanisms and Procedures**

- a. Assessment mechanism
  - 1) Compile, arrange, agree on stages, techniques, instruments,

criteria, indicators, and assessment weights between the assessee and the assessee in accordance with the lesson plan.

- 2) Carry out the assessment process in accordance with the stages, techniques, instruments, criteria, indicators, and weights of the assessment that contain the principles of assessment.
- 3) Provide feedback and opportunities to question assessment results to students.
- 4) Documenting the assessment of student learning processes and outcomes in an accountable and transparent manner.

b. Assessment procedure

Planning stage, task or questioning activities, performance observation, return of observation results, and giving final grades.

**4. Assessment Implementation**

- a Carried out according to the lesson plan.
- b Done dosen supervisor or a team of lecturers.
- c Carried out by lecturers or a team of lecturers by including students.
- d Carried out by lecturers or a team of lecturers by involving relevant stakeholders .

**5. Assessment Reporting**

The assessment report uses the qualification standards for student success in taking a course stated in the range of:

| Value Categories |        |                   | Ability Level |
|------------------|--------|-------------------|---------------|
| Letter           | Number | Degree of Quality |               |
| A                | 4,0    | Special           | 92-100        |
| A-               | 3,7    | Almost Special    | 86-91         |
| B+               | 3,4    | Very Good         | 81-85         |
| B                | 3,0    | Good              | 76-80         |
| B-               | 2,7    | Good Enough       | 71-75         |
| C+               | 2,4    | More than Enough  | 66-70         |

| Value Categories |        |                   | Ability Level |
|------------------|--------|-------------------|---------------|
| Letter           | Number | Degree of Quality |               |
| C                | 2,0    | Enough            | 60-65         |
| D                | 1,0    | Less              | 55-59         |
| E                | <1.0   | Fail              | Less than 55  |

- a. The results of the assessment are announced to students after one stage of learning according to the learning plan.
  - b. The results of the assessment of graduate learning outcomes in each semester are stated by the semester achievement index (IPS).
  - c. The results of the assessment of graduate learning outcomes at the end of the study program are stated by a cumulative achievement index (GPA).
  - d. The semester achievement index (IPS) is expressed in an amount calculated by summing the multiplication between the letter score of each course taken and the credits of the course concerned divided by the number of credits of the courses taken in one semester.
  - e. The cumulative achievement index (GPA) is expressed in the amount calculated by summing the multiplication between the letter scores of each course taken and the credits of the relevant courses divided by the number of credits of the courses taken that have been taken.
- a. The undergraduate program is declared passed if it has taken all the specified learning load and has graduate learning outcomes targeted by the study program with a cumulative achievement index (GPA) greater than or equal to 2.00 (two point nol zero) and has passed the test comprehensive organized by the study program.
  - b. A student's graduation from an undergraduate program can be awarded a satisfactory, highly satisfactory, or honorary predicate with the following criteria:
    - 1) Students are declared to have graduated with satisfactory



predicates if they achieve a cumulative achievement index (GPA) of 2.76 (two point seven six) to 3.00 (three point zero zero);

- 2) Students are declared to have graduated with a very satisfactory predicate if they achieve a cumulative achievement index (GPA) of 3.01 (three point zero one) to 3.50 (three point five zero); or
- 3) Students are declared to have graduated with honors if they achieve a cumulative achievement index (GPA) of more than 3.50 (three point zero).
- 4) Students who are declared graduated are entitled to a diploma.

## I. CURRICULUM STRUCTURE

### GENERAL COURSES (MKU)

| No.          | Code  | Course Name  | Credits   | Semester  |          |   |   |   |   |           |   |  |
|--------------|-------|--|-----------|-----------|----------|---|---|---|---|-----------|---|--|
|              |       |  |           | 1         | 2        | 3 | 4 | 5 | 6 | 7         | 8 |  |
| 1.           | KU100 | ISLAMIC RELIGIOUS EDUCATION *)                         | 2         | X         |          |   |   |   |   |           |   |  |
| 2.           | KU101 | PROTESTANT CHRISTIAN RELIGIOUS EDUCATION *)            | 2         | X         |          |   |   |   |   |           |   |  |
| 3.           | KU102 | CATHOLIC CHRISTIAN RELIGIOUS EDUCATION *)              | 2         | X         |          |   |   |   |   |           |   |  |
| 4.           | KU103 | HINDU RELIGIOUS EDUCATION *)                           | 2         | X         |          |   |   |   |   |           |   |  |
| 5.           | KU104 | BUDDHIST RELIGIOUS EDUCATION *)                        | 2         | X         |          |   |   |   |   |           |   |  |
| 6.           | KU109 | RELIGIOUS EDUCATION KHONGHUCU *)                       | 2         | X         |          |   |   |   |   |           |   |  |
| 7.           | KU110 | PANCASILA EDUCATION                                    | 2         |           | X        |   |   |   |   |           |   |  |
| 8.           | KU105 | CIVIC EDUCATION  | 2         | X         |          |   |   |   |   |           |   |  |
| 9.           | KU106 | INDONESIAN LANGUAGE EDUCATION                          | 2         | X         |          |   |   |   |   |           |   |  |
| 10.          | KU108 | PHYSICAL EDUCATION AND SPORTS *)                       | 2         | X         |          |   |   |   |   |           |   |  |
| 11.          | KU119 | ARTS EDUCATION   | 2         | X         |          |   |   |   |   |           |   |  |
| 12.          | KU300 | ISLAMIC RELIGIOUS EDUCATION SEMINAR *)                 | 2         |           |          |   |   |   |   | X         |   |  |
| 13.          | KU301 | SEMINAR ON PROTESTANT CHRISTIAN RELIGIOUS EDUCATION *) | 2         |           |          |   |   |   |   | X         |   |  |
| 14.          | KU302 | CATHOLIC RELIGIOUS EDUCATION SEMINAR *)                | 2         |           |          |   |   |   |   | X         |   |  |
| 15.          | KU303 | HINDU RELIGIOUS EDUCATION SEMINAR *)                   | 2         |           |          |   |   |   |   | X         |   |  |
| 16.          | KU304 | BUDDHIST RELIGIOUS EDUCATION SEMINAR *)                | 2         |           |          |   |   |   |   | X         |   |  |
| 17.          | KU309 | KHONGHUCU RELIGIOUS EDUCATION SEMINAR *)               | 2         |           |          |   |   |   |   | X         |   |  |
| 18.          | KU400 | REAL WORK LECTURES                                     | 2         |           |          |   |   |   |   | X         |   |  |
| <b>Total</b> |       |  | <b>36</b> | <b>20</b> | <b>2</b> |   |   |   |   | <b>14</b> |   |  |

### BASIC EDUCATIONAL COURSES (MKDK)

| No. | Code  | Course Name                         | Credits | Semester |   |   |   |   |   |   |   |  |
|-----|-------|-------------------------------------|---------|----------|---|---|---|---|---|---|---|--|
|     |       |                                     |         | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  |
| 1.  | DK300 | EDUCATIONAL FOUNDATIONS             | 2       |          | X |   |   |   |   |   |   |  |
| 2.  | DK301 | EDUCATIONAL PSYCHOLOGY AND GUIDANCE | 2       |          | X |   |   |   |   |   |   |  |
| 3.  | DK303 | CURRICULUM AND LEARNING             | 2       |          |   |   | X |   |   |   |   |  |

| No.          | Code  | Course Name          | Credits  | Semester |          |          |          |   |   |   |   |  |
|--------------|-------|----------------------|----------|----------|----------|----------|----------|---|---|---|---|--|
|              |       |                      |          | 1        | 2        | 3        | 4        | 5 | 6 | 7 | 8 |  |
| 4.           | DK304 | EDUCATION MANAGEMENT | 2        |          |          | X        |          |   |   |   |   |  |
| <b>Total</b> |       |                      | <b>8</b> |          | <b>4</b> | <b>2</b> | <b>2</b> |   |   |   |   |  |

#### EYE LECTURE KEA HLIAN FACULTY (MKKF)

| No.          | Code  | Course Name                     | Credits  | Semester |          |          |          |   |   |   |   |  |
|--------------|-------|---------------------------------|----------|----------|----------|----------|----------|---|---|---|---|--|
|              |       |                                 |          | 1        | 2        | 3        | 4        | 5 | 6 | 7 | 8 |  |
| 1.           | IP301 | PEDAGOGIC                       | 2        |          | X        |          |          |   |   |   |   |  |
| 2.           | IP302 | EDUCATION POLICY AND INNOVATION | 2        |          |          |          | X        |   |   |   |   |  |
| 3.           | IP303 | INCLUSIVE EDUCATION             | 2        |          |          | X        |          |   |   |   |   |  |
| <b>Total</b> |       |                                 | <b>6</b> |          | <b>2</b> | <b>2</b> | <b>2</b> |   |   |   |   |  |

#### FIELD OF STUDY LEARNING EXPERTISE COURSE (MKKPBS)

| No.          | Code  | Course Name   | Credits   | Semester |   |   |   |          |   |   |          |  |
|--------------|-------|---|-----------|----------|---|---|---|----------|---|---|----------|--|
|              |       |   |           | 1        | 2 | 3 | 4 | 5        | 6 | 7 | 8        |  |
| 1.           | GD419 | LEARNING STRATEGIES IN ELEMENTARY SCHOOLS             | 3         |          |   |   |   | X        |   |   |          |  |
| 2.           | GD420 | ICT LITERACY AND LEARNING MEDIA IN ELEMENTARY SCHOOLS | 3         |          |   |   |   | X        |   |   |          |  |
| 3.           | GD421 | EVALUATION OF LEARNING IN ELEMENTARY SCHOOLS          | 3         |          |   |   |   | X        |   |   |          |  |
| 4.           | GD418 | LEARNING PLANNING IN ELEMENTARY SCHOOLS               | 3         |          |   |   |   |          |   |   | X        |  |
| <b>Total</b> |       |   | <b>12</b> |          |   |   |   | <b>9</b> |   |   | <b>3</b> |  |

#### STUDY PROGRAM CORE EXPERTISE COURSE (MKKIPS)

| No. | Code  | Course Name                        | Credits | Semester |   |   |   |   |   |   |   |  |
|-----|-------|------------------------------------|---------|----------|---|---|---|---|---|---|---|--|
|     |       |                                    |         | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  |
| 1.  | GD100 | ENGLISH                            | 2       |          | X |   |   |   |   |   |   |  |
| 2.  | GD101 | BASIC CONCEPTS OF BAHASA INDONESIA | 3       | X        |   |   |   |   |   |   |   |  |
| 3.  | GD102 | BASIC CONCEPTS OF CIVICS           | 3       |          | X |   |   |   |   |   |   |  |

|    |       |                               |   |   |  |  |  |  |  |  |  |
|----|-------|-------------------------------|---|---|--|--|--|--|--|--|--|
| 4. | GD103 | BASIC CONCEPTS OF MATHEMATICS | 3 | X |  |  |  |  |  |  |  |
| 5. | GD104 | BASIC CONCEPTS OF SCIENCE     | 3 | X |  |  |  |  |  |  |  |

| No.          | Code  | Course Name  | Credits   | Semester  |           |           |           |           |          |          |          |   |   |
|--------------|-------|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|---|---|
|              |       |  |           | 1         | 2         | 3         | 4         | 5         | 6        | 7        | 8        |   |   |
| 6.           | GD105 | BASIC CONCEPTS OF IPS  | 3         | X         |           |           |           |           |          |          |          |   |   |
| 7.           | GD106 | BASIC CONCEPTS OF ART  | 3         |           | X         |           |           |           |          |          |          |   |   |
| 8.           | GD200 | LEARNING ENGLISH IN ELEMENTARY SCHOOLS                                       | 2         |           |           |           |           | X         |          |          |          |   |   |
| 9.           | GD201 | LEARNING INDONESIAN LANGUAGE AND LITERATURE IN EARLY GRADES                  | 3         |           | X         |           |           |           |          |          |          |   |   |
| 10.          | GD202 | LEARNING INDONESIAN LANGUAGE AND LITERATURE IN HIGH-CLASS ELEMENTARY SCHOOLS | 3         |           |           |           | X         |           |          |          |          |   |   |
| 11.          | GD203 | NUMBER LEARNING AND DATA PROCESSING IN ELEMENTARY SCHOOLS                    | 3         |           |           | X         |           |           |          |          |          |   |   |
| 12.          | GD204 | LEARNING GEOMETRY AND MEASUREMENT IN ELEMENTARY SCHOOL                       | 3         |           |           |           | X         |           |          |          |          |   |   |
| 13.          | GD205 | LEARNING BIOLOGY AND SPACE EARTH IN ELEMENTARY SCHOOL                        | 3         |           |           | X         |           |           |          |          |          |   |   |
| 14.          | GD206 | PHYSICS AND CHEMISTRY LEARNING IN ELEMENTARY SCHOOL                          | 3         |           |           |           | X         |           |          |          |          |   |   |
| 16.          | GD207 | SOCIAL STUDIES LEARNING IN EARLY GRADE ELEMENTARY SCHOOLS                    | 3         |           | X         |           |           |           |          |          |          |   |   |
| 17.          | GD208 | SOCIAL STUDIES LEARNING IN HIGH SCHOOLS                                      | 3         |           |           | X         |           |           |          |          |          |   |   |
| 18.          | GD209 | LEARNING FINE ARTS IN ELEMENTARY SCHOOLS                                     | 2         |           |           |           | X         |           |          |          |          |   |   |
| 19.          | GD210 | DANCE AND DRAMA LEARNING IN ELEMENTARY SCHOOL                                | 2         |           |           |           | X         |           |          |          |          |   |   |
| 20.          | GD211 | MUSIC LEARNING IN ELEMENTARY SCHOOLS   | 2         |           |           |           | X         |           |          |          |          |   |   |
| 21.          | GD212 | CIVICS LEARNING IN ELEMENTARY SCHOOLS  | 3         |           |           | X         |           |           |          |          |          |   |   |
| 22.          | GD300 | LEARNING SUNDANESE LANGUAGE AND CULTURE                                      | 2         |           |           |           |           | X         |          |          |          |   |   |
| 23.          | GD301 | ENVIRONMENTAL EDUCATION  | 2         |           |           |           | X         |           |          |          |          |   |   |
| 25.          | GD302 | DEVELOPMENT OF ELEMENTARY STUDENTS   | 2         |           |           | X         |           |           |          |          |          |   |   |
| 28.          | GD400 | DIGITAL LEARNING   | 2         |           |           |           |           | X         |          |          |          |   |   |
| 29.          | GD401 | CLASSROOM MANAGEMENT IN ELEMENTARY SCHOOLS                                   | 2         |           |           |           |           | X         |          |          |          |   |   |
| 30.          | GD402 | INTEGRATED LEARNING  | 3         |           |           |           |           |           |          |          |          | X |   |
| 31.          | GD403 | EXTRACURRICULAR DEVELOPMENT IN ELEMENTARY SCHOOLS                            | 2         |           |           |           |           |           |          |          |          | X |   |
| 32.          | GD404 | ENTREPRENEURSHIP EDUCATION   | 2         |           |           |           |           | X         |          |          |          |   |   |
| 33.          | GD405 | MICROLEARNING  | 2         |           |           |           |           | X         |          |          |          |   |   |
| 34.          | GD500 | RESEARCH STATISTICS  | 3         |           |           |           |           |           |          | X        |          |   |   |
| 35.          | GD501 | SD EDUCATION RESEARCH METHODS  | 3         |           |           |           |           |           |          | X        |          |   |   |
| 36.          | GD598 | THESIS   | 6         |           |           |           |           |           |          |          |          |   | X |
| 37.          | GD599 | JUDICIAL TRIAL EXAMINATION   | 0         |           |           |           |           |           |          |          |          |   | X |
| <b>Total</b> |       |  | <b>86</b> | <b>12</b> | <b>14</b> | <b>14</b> | <b>17</b> | <b>12</b> | <b>6</b> | <b>5</b> | <b>6</b> |   |   |

**INTRODUCTION TO THE FIELD INTRODUCTION COURSE OF THE EDUCATION UNIT  
(MKPLSP)**

| No.          | Code  | Course Name                            | Credits  | Semester |   |          |   |   |   |   |          |  |
|--------------|-------|--|----------|----------|---|----------|---|---|---|---|----------|--|
|              |       |  |          | 1        | 2 | 3        | 4 | 5 | 6 | 7 | 8        |  |
| 1.           | GD590 | FIELD INTRODUCTION OF EDUCATION UNIT 1 | 2        |          |   | X        |   |   |   |   |          |  |
| 2.           | GD591 | FIELD INTRODUCTION OF EDUCATION UNIT 2 | 2        |          |   |          |   |   |   |   | X        |  |
| <b>Total</b> |       |  | <b>4</b> |          |   | <b>2</b> |   |   |   |   | <b>2</b> |  |

**STUDY PROGRAM ELECTIVE EXPERTISE COURSE (MKKPPS) – Choice of Courses  
Package 1 - Reinforcement of SD-ness Material**

| No.          | Code  | Course Name   | Credits   | Semester |   |   |   |   |   |          |          |  |
|--------------|-------|---|-----------|----------|---|---|---|---|---|----------|----------|--|
|              |       |   |           | 1        | 2 | 3 | 4 | 5 | 6 | 7        | 8        |  |
| 1.           | GD308 | DEEPENING OF SD INDONESIAN MATERIAL   | 3         |          |   |   |   |   |   | X        |          |  |
| 2.           | GD309 | DEEPENING OF ELEMENTARY MATHEMATICS MATERIAL                                    | 3         |          |   |   |   |   |   | X        |          |  |
| 3.           | GD310 | DEEPENING OF SD SCIENCE MATERIAL  | 3         |          |   |   |   |   |   | X        |          |  |
| 4.           | GD515 | DEVELOPMENT OF INDONESIAN LANGUAGE AND LITERATURE LEARNING IN ELEMENTARY SCHOOL | 3         |          |   |   |   |   |   |          | X        |  |
| 5.           | GD516 | DEVELOPMENT OF ELEMENTARY MATHEMATICS LEARNING                                  | 3         |          |   |   |   |   |   |          | X        |  |
| 6.           | GD517 | DEVELOPMENT OF ELEMENTARY SCIENCE LEARNING                                      | 3         |          |   |   |   |   |   |          | X        |  |
| <b>Total</b> |       |   | <b>18</b> |          |   |   |   |   |   | <b>9</b> | <b>9</b> |  |

**STUDY PROGRAM ELECTIVE EXPERTISE COURSE (MKKPPS) – Choice of Courses  
Package 2 - Reinforcement of SD-ness Material**

| No. | Code  | Course Name   | Credits | Semester |   |   |   |   |   |   |   |  |
|-----|-------|---|---------|----------|---|---|---|---|---|---|---|--|
|     |       |   |         | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  |
| 1.  | GD311 | DEEPENING OF SD IPS MATERIAL                        | 3       |          |   |   |   |   |   | X |   |  |
| 2.  | GD312 | DEEPENING OF CIVICS MATERIAL FOR ELEMENTARY SCHOOLS | 3       |          |   |   |   |   |   | X |   |  |
| 3.  | GD313 | DEEPENING OF ELEMENTARY ART MATERIALS               | 3       |          |   |   |   |   |   | X |   |  |
| 4.  | GD518 | DEVELOPMENT OF ELEMENTARY SOCIAL STUDIES LEARNING   | 3       |          |   |   |   |   |   |   | X |  |
| 5.  | GD519 | DEVELOPMENT OF ELEMENTARY CIVICS LEARNING           | 3       |          |   |   |   |   |   |   | X |  |

|              |       |  |           |  |  |  |  |  |          |          |  |
|--------------|-------|--|-----------|--|--|--|--|--|----------|----------|--|
| 6.           | GD520 | DEVELOPMENT OF ELEMENTARY ART LEARNING | 3         |  |  |  |  |  |          | X        |  |
| <b>Total</b> |       |  | <b>18</b> |  |  |  |  |  | <b>9</b> | <b>9</b> |  |



**STUDY PROGRAM ELECTIVE EXPERTISE COURSE (MKKPPS) – Choice of Courses**

**Package 3 - Digital Education Technology Developers**

| No.          | Code  | Course Name   | Credits   | Semester |   |   |   |   |   |          |          |  |
|--------------|-------|---|-----------|----------|---|---|---|---|---|----------|----------|--|
|              |       |   |           | 1        | 2 | 3 | 4 | 5 | 6 | 7        | 8        |  |
| 1.           | GD551 | DIGITAL LEARNING SYSTEM DESIGN                          | 3         |          |   |   |   |   |   | X        |          |  |
| 2.           | GD552 | EDUCATIONAL TECHNOLOGY ISSUES AND TRENDS                | 3         |          |   |   |   |   |   | X        |          |  |
| 3.           | GD553 | DEVELOPMENT OF LEARNING RESOURCES IN ELEMENTARY SCHOOLS | 3         |          |   |   |   |   |   | X        |          |  |
| 4.           | GD554 | DEVELOPMENT OF DIGITAL TEACHING MATERIALS               | 3         |          |   |   |   |   |   |          | X        |  |
| 5.           | GD555 | DEVELOPMENT OF DIGITAL LEARNING MEDIA                   | 3         |          |   |   |   |   |   |          | X        |  |
| 6.           | GD556 | TRAINING MANAGEMENT                                     | 3         |          |   |   |   |   |   |          | X        |  |
| <b>Total</b> |       |   | <b>18</b> |          |   |   |   |   |   | <b>9</b> | <b>9</b> |  |

**STUDY PROGRAM ELECTIVE EXPERTISE COURSE (MKKPPS) – Choice of Courses**

**Package 4 - Entrepreneurship in the Field of Education**

| No.          | Code  | Course Name                                | Credits   | Semester |   |   |   |   |   |          |          |  |
|--------------|-------|--|-----------|----------|---|---|---|---|---|----------|----------|--|
|              |       |  |           | 1        | 2 | 3 | 4 | 5 | 6 | 7        | 8        |  |
| 1.           | GD545 | DESIGN THINKING AND INNOVATION             | 3         |          |   |   |   |   |   | X        |          |  |
| 2.           | GD546 | SOCIAL ENTREPRENEURSHIP                    | 3         |          |   |   |   |   |   | X        |          |  |
| 3.           | GD547 | BUSINESS CREATIVITY                        | 3         |          |   |   |   |   |   | X        |          |  |
| 4.           | GD548 | MARKETING MANAGEMENT IN ENTREPRENEURSHIP   | 3         |          |   |   |   |   |   |          | X        |  |
| 5.           | GD549 | FINANCIAL MANAGEMENT IN ENTREPRENEURSHIP   | 3         |          |   |   |   |   |   |          | X        |  |
| 6.           | GD550 | OPERATIONAL MANAGEMENT IN ENTREPRENEURSHIP | 3         |          |   |   |   |   |   |          | X        |  |
| <b>Total</b> |       |  | <b>18</b> |          |   |   |   |   |   | <b>9</b> | <b>9</b> |  |

Information:

1. Choose one of the three selected packages that have been provided to strengthen the profile of additional graduates in the elementary field.
2. If you choose package 1, choose 6 courses or a total of 18 credits from the choice of courses that have been provided to strengthen the profile of the main graduate as a prospective elementary school teacher. If the student takes the elementary mathematics material deepening course, then he must also take the elementary mathematics learning development course.

**J. CPPS MAPPING WITH CPMK**  
**(attached in excel)**

















