THE CURRICULUM YEAR 2018

ELEMENTARY EDUCATION STUDY PROGRAM
MASTER PROGRAM (S-2)

SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
2018

A. IDENTITY

1	Study Program	Elementary Education
2	Address	Jalan Dr. Setiabudhi No.229 Bandung
3	City	Bandung
4	Postal Code	40154
5	Phone Number	(022) 70800622
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7	E-mail Address	e-mail sps_pendas@upi.edu
8	Official Website	http://pendas.sps.upi.edu
9	Awarded Degree	Master of Education
10	Year and Decree of Establishment	2006 and 6156/J33/PP.03.02/2006
11	Year and Decree of Accreditation	2017 and 3099/SK/BANPT/AKRED/M/VIII/2017

B. HEAD OF STUDY PROGRAM

1	Name	Prof. Dr. päd. H. Wahyu Sopandi, M.A.
2	Position	Head of Elementary Education Study Program
3	Assignment Decree Number	9083/UN40/KP/2016
4	Assignment Start Date	30th December 2021
5	Assignment Completion Date	30th December 2024
6	Phone Number	085 220 129 622

C. RATIONALE

The elementary education master's program is one of the study programs at the School of Post Graduate Studies (SPs) Universitas Pendidikan Indonesia which was established in 2006. The graduates of this program are prepared to become educators in higher education, planners, developers, researchers, and consultants as well as practitioners of elementary education quality. Graduates of the Master of Elementary Education Program are expected to present themselves as individuals who have high integrity, are open and responsive to any advances in science and technology as well as community developments, develop knowledge, especially the disciplines of elementary education, and continuously motivate themselves as elementary education scientists. This profile is achieved and developed through a series of educational processes based on a commitment to quality and relevance in the form of lectures, discussions, seminars, research, field studies, and thesis writing.

Concern for the quality of education is the main concern, this can be seen in not decreasing the passing grade of graduation entry into the Elementary Education Study Program, intensive monitoring of lectures, maintaining the relevance of subjects to the expertise of lecturers, accuracy of grade entry, and various other efforts to maintain and even improve the quality of graduates. Based on the result of learning outcomes, and intra and extra curriculum activities, most of the graduates show the expected graduate profile in the formulation of study program objectives. This condition is reflected in the quality of academic achievement, quality of written work, and participation in scientific activities. The satisfactory profile of graduates can also be seen from the ease with which graduates can be absorbed in various job fields in accordance with the field of elementary education. Besides, there have been no complaints about the abilities and work skills of graduates, even the information received tends to be good.

The specification of knowledge to be achieved is the ability to solve problems in schools, especially in the learning process, and community development, so that with these abilities students graduating from the Elementary Education Study Program are able to become motivators, facilitators and catalysts in creating a better life for society and the country. Formal tracking of graduates is carried out at the alumni meeting which is held once a year. Alumni of the Elementary Education Study Program are an inseparable part of the academic community as a whole. They have a very important role in improving the quality of the institution through their direct and indirect roles and contributions.

Along with the very rapid development of science and technology, changes in science, technology, policies, and community demands as revealed through tracer studies, the Elementary Education Master Study Program seeks to respond to these demands by making various changes in a direction that is better. better. One of these efforts is through curriculum changes. The curriculum review begins by examining the philosophical vision and mission of Elementary education, especially the nature and objectives, the development of learning abroad, especially in America and Australia. The findings are used as the basis for evaluating the existing curriculum, taking into account the needs of users, the development of science and technology as well as the development of existing study programs, the implementation of the IQF-based curriculum, and the curriculum provisions that apply at the university. The demand for curriculum changes is carried out by removing certain courses that are considered no longer relevant to the needs and replacing them with new courses that are more relevant to the needs; updating the name and content of existing lecture materials, and emphasizing the need to adjust the lecture process to suit the needs of the era of Industrial Revolution 4.0 and Society 5.0.

D. STUDY PROGRAM PROFILE

Master Program on the Elementary Education Study Program School of Postgraduate Studies (SPs) Universitas Pendidikan Indonesia (UPI) was established on July 17, 2006 with a Decree Number 6156/J33/PP.03.02/2006. It was signed by the Rector of the UPI, Prof. Dr. H. Sunaryo Kartadinata, M.Pd. Master of Elementary Education is an academic education with a study period of 4-6 semesters. This level of education emphasizes the mastery of conceptual-theoretical knowledge and/or applied knowledge.

This master's program in elementary education was opened in line with the need for experts who have the knowledge and problem-solving skills in the field of elementary education. In 2012 the basic education master's program obtained an accreditation score of "B" from BAN-PT (*Badan Akreditasi Nasional Perguruan Tinggi* - National Accreditation Agency for Higher Education) with Decree Number 005/BAN-PT/Ak-X/S2/VI/2012. Furthermore, in 2017 it obtained an "A" accreditation score with a Decree Number 3099/SK/BANPT/AKRED/M/VIII/2017. The Elementary Education Study Program has a strategic position in producing Masters (S2) graduates who have expertise in the field of elementary education. Graduates of the master of the elementary education study program are expected to become qualified educators in tertiary institutions, planners, developers, researchers, and consultants as well as practitioners of elementary education.

Graduates of the master of the elementary education study program are now scattered in various parts of Indonesia, even some of them are also abroad. They have filled various positions in various agencies, both government and private. This information is obtained from the results of tracking the graduates obtained through distributing questionnaires to alumni addresses, at graduation, and seminars organized by the study program. The contents of the questionnaire are mainly to track the position of alumni in the workplace, the relevance of lecture material to the world of work, development of attitudes, skills, and academic abilities in the world of work, as well as suggestions to study programs about things that must be improved in improving the quality of alumni. Graduate users are disseminated through questionnaires, mainly on issues of integration, expertise, leadership, collaboration, communication skills, and self-development of alumni in the workplace. These inputs are used as the basis for improving management, service quality, curriculum, and learning processes.

Meanwhile, efforts to improve the quality of management in the Master of Elementary Education Study Program which refers to quality improvement in the SPs environment are among others carried out through coordination with SPs in staff development which is carried out primarily to carry out the support function for academic services. Academic support services carried out by staff are strategic because they will bring together services that are planned and implemented, for example, the synchronization of schedules with the implementation of lectures, mentoring, and exams. For lecturers, expertise development is carried out through seminars, research, and community service in coordination with SPs.

E. VISION AND MISSION

Vision

"Pioneer and excellence in the expertise of elementary school education that is widely recognized nationally and internationally by 2025."

Mission

Referring to the vision drawn up, the Master of Elementary Education Study Program designs a mission that includes:

1. Organizing a quality master's program education in the field of elementary education which can produce masters of elementary education, which can develop knowledge and solve problems in the field of elementary education science through an interdisciplinary approach. or multidisciplinary, and able to produce works that are creative, innovative, original, and tested.

2. Carrying out various scientific activities in the field of elementary school education, particularly through research and development activities as well as the actualization of expertise, through inter, multi, and transdisciplinary approaches, which are beneficial for improving the world of education and gain recognition at the national, regional and international levels.

3. Developing an elementary school education study center that can produce innovative, creative, and original works that are tested in the field of elementary education and learning to be disseminated and implemented for improving the quality of primary school education at the national level, regional and international.

4. Developing and enhancing partnership networks in the development of elementary school education expertise with domestic and foreign institutions, including in the implementation of master's degree programs for elementary school education; and

5. Participate in various community service activities through training, upgrading, seminars, conferences, and workshops related to policies on the development and management of primary school education at the national, regional, and international levels.

F. GOAL(S)

Referring to the vision and mission that has been drawn up, the Elementary Education Study Program designs objectives which include:

1. Having qualified expertise in the field of elementary education so that they are able to become professional planners, developers, and practitioners in the field of elementary education.

2. Able to develop knowledge and solve problems in the field of elementary education, and be able to produce innovative and tested work.

3. Able to produce various new ideas and quality scientific works in the field of elementary school education that is recognized at the national, regional, and international levels and are able to disseminate them for the benefit of developing and improving the quality of elementary school education at the national level, regionally and internationally.

G. GRADUATE PROFILE

Graduate Profile	Description
Prospective Educators(teachers, lecturers, supervisors)	Graduates have the ability to implement the knowledge gained from lectures in learning in elementary schools, and universities or to conduct supervision.
Problem Solvers	Graduates have the ability to think critically and creatively in the field of elementary education so that they can explore various problems critically and be able to solve problems creatively.
Researcher	Graduates have the ability to conduct research in the scientific field of elementary school education to produce new ideas and creative and tested scientific works that are recognized at national, regional, or international levels and disseminate them for the development and improvement of the quality of elementary education.
Practitioner	Graduates have the ability to participate in practice in the field of elementary school education, as master teachers, trainers/tutors, and trainer specialists.

H. LEARNING OUTCOMES

1. ATTITUDES	
S1	Obedient to God Almighty and able to show a religious attitude;
S2	Upholding human values in carrying out duties based on religion, morals, and ethics;
S3	Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on *Pancasila*;
S4	Acting as citizens who are proud and love their homeland, have nationalism and a sense of responsibility towards the state and nation;
S5	Appreciating the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others;
S6	Cooperating and having social sensitivity and concern for society and the environment;
S7	Obeying the law and discipline in the life of society and the state;
S8	Internalizing academic values, norms, and ethics;
S9	Demonstrating a responsible attitude towards work in their area of expertise independently; and
S10	Internalizing the spirit of independence, struggle, and entrepreneurship
S11	Becoming a lifelong learner.
2. KNOWLEDGES	

P1.	Mastering pedagogical theory and concepts, policies, and issues of knowledge, technology, and art in the field of basic education studies and their implementation.
P2.	Analyzing and synthesizing various approaches, methods, and learning strategies to improve the quality and learning outcomes and maximize the potential of students
P3.	Developing science, technology, and art in the field of basic education through research so as to produce innovative and tested work.
3. GENERAL SKILLS	
KU1	Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of designs or works of art in the field of science and technology that pays attention to and applies humanities values according to their field of expertise, compiles scientific conceptions and study results based on rules, procedures, and scientific ethics in the form of a thesis or other equivalent form, and uploaded on the university website, as well as papers that have been published in accredited scientific journals or accepted in international journals;
KU2	Able to carry out academic validation or studies according to their field of expertise in solving problems in the community or relevant industries through the development of their knowledge and expertise
KU 3	Able to compile ideas, thoughts, and scientific arguments responsibly and based on academic ethics, and communicate them through the media to the academic community and the wider community
KU 4	Able to identify the scientific field that is the object of his research and position it into a research map developed through an interdisciplinary or multidisciplinary approach;
KU 5	Able to make decisions in the context of solving problems in the development of science and technology that pays attention to and applies humanities values based on analytical or experimental studies of information and data;
KU 6	Able to manage, develop and maintain networks with colleagues, peers within the institution, and the wider research community;
KU 7	Able to increase learning capacity independently; and
KU 8	Able to document, store, secure, and rediscover research data in order to ensure validity and prevent plagiarism.
4. SPECIFIC SKILLS	
KK 1	Developing designs or works of art in the field of science and technology for elementary school education through logical, critical, systematic, innovative, and creative thinking.
KK 2	Developing designs or works of art in the field of science and technology for elementary school education in an inter or multidisciplinary way in the form of a thesis proposal through logical, critical, systematic, innovative, and creative thinking.

KK 3	Presenting the results of the development of designs or works of art in the fields of science and technology for elementary school education in an inter or multidisciplinary manner in seminar activities in a logical, critical, systematic, innovative, and creative way.
KK 4	Carrying out research and compiling a thesis in the field of science and technology for primary school education in an inter or multidisciplinary manner in the form of a thesis exam by following the rules, procedures, and scientific ethics.
KK 5	Publishing scientific works of research results in the field of science and technology for primary school education in an inter or multidisciplinary manner in accredited national journals by following scientific principles, procedures, and ethics.
KK 6	Publishing scientific papers resulting from research in the field of science and technology for elementary school education in an inter or multidisciplinary manner in international forums by following scientific principles, procedures, and ethics.
KK 7	Developing and validating creative and innovative instruments to solve educational problems in primary schools in an inter or multidisciplinary manner through the development of knowledge and skills.
KK 8	Able to solve problems in elementary school inter or multidisciplinary through thinking logically, critically, systematically, innovatively and creatively.
KK 9	Developing ideas, thoughts, and scientific arguments about elementary school education in the form of scientific works according to academic ethics.
KK 10	Communicating ideas, thoughts, and scientific arguments about elementary school education to the public in various media according to academic ethics.
KK 11	Identifying the scientific field to be researched in the thesis with an interdisciplinary or multidisciplinary approach based on a study of indexed scientific journals.
KK 12	Able to position the object of thesis research in a research map with an interdisciplinary or multidisciplinary approach based on the identification results of indexed scientific journal studies.
KK 13	Able to make humane decisions in the context of solving problems in the development of science and technology based on analytical or experimental studies of information and data about education in primary schools.
KK 14	Able to manage, develop, and maintain networks in the form of learning practice reports through collaboration with colleagues and peers within the institution.

KK 15	Able to manage, develop and maintain networks in the form of learning practice reports through collaboration with the primary school education community
KK 16	Identifying educational cases in primary schools, design case solutions, and report independently based on field experience
KK 17	Documenting, storing, securing, and rediscovering study and research data in order to ensure validity and prevent plagiarism by utilizing information technology

I. LEARNING PROCESS

Master graduates of the primary education study program are expected to present themselves as individuals who have high integrity, are open and responsive to any advances in science and technology as well as community developments, develop knowledge, especially the disciplines of elementary education, and continuously motivate themselves as elementary education scientists. This profile is achieved and developed through a series of educational processes based on a commitment to quality and relevance in the form of lectures, discussions, seminars, research, field studies, and thesis writing.

Each student is required to attend lectures for each contracted subject according to a predetermined schedule. Each course must contain the latest scientific developments in their fields and apply existing technology. Lecture rules are governed by UPI and SPs academic guidelines. Students must attend lectures in the relevant subject at least 80% of the number of meetings and are not in a state of academic sanctions. Lectures are monitored through lecture attendance for students and lecturers, monitoring the use of space by officers, and CCTV by the academic field.

The educational process at SPs UPI is directed at raising students' independence in doing academic tasks and seeking learning resources so that students get optimal benefits from their learning process. The entire educational process is designed as a series of continuous learning experiences accompanied by quality control since students are recruited through selection, participating in lectures and guidance activities, until graduation.

At the beginning of the lecture, all students are equipped with the skills to find library sources, especially through the internet. Lectures are focused on class meetings which are strengthened by giving structured assignments and independent studies. Class meetings are filled with lectures, discussions, and presentations of student work that must be followed by all students. The presence of students in lectures is highly emphasized as an indicator of their seriousness in

learning. In this learning process, students are required to attend face-to-face at least 80% of all class meetings. Apart from face-to-face, learning is also carried out through field studies, practicums, and individual studies. All of these activities are carried out as part of the lectures under the guidance of the lecturers.

The lecture period in each semester is divided into two parts, namely part I or mid-semester lectures consisting of the 1st to 7th meetings and ending with the mid-semester exams at the 8th meeting. Part II lectures (end of the semester) are a continuation of part I lectures which starts from the 10th meeting to the 15th meeting and ends with the final semester exam at the 16th meeting.

J. THE ASSESSMENT

Assessment is the most important thing that must be done to assess the success of student studies. Assessment can be done by means of written exams, oral exams, exams in the form of seminars, project assignments, exams in the form of writing essays, or a combination of these methods. The purpose of this assessment is to determine the student's ability to master the material presented in a particular course.

Assessments are carried out by lecturers at least twice each semester, namely through the mid-semester exam and the final semester exam or completion of project assignments. The midterm exam is usually held at the 8th meeting, while the end of the semester exam is held at the last meeting, which is the 16th meeting. A student is permitted to take (a) the mid-semester examination and (b) the end-semester examination if for each of these examinations he has attended at least 80% of the total lectures in the semester concerned, and has completed or submitted written assignments no later than 2 (two) weeks before the exam day or the deadline determined by the lecturer concerned.

The final grades for student courses are given by the lecturer by considering various aspects, namely the results of the midterm exams, the results of the final semester exams, activities during lectures in class, scientific works that are part of lecture assignments, and the seriousness of students' work. Assessment of students is carried out on an ongoing basis. The results of the assessment of courses given to students use a scale of 4, namely:

Grade Categories				Remarks
Letter	Point	Degree of Quality	Level of Competency (%)	
A	4,0	Excellent	90-100	

A-	3,7	Almost Excellent	85-89	
B+	3,4	Very Good	80-84	
B	3,0	Good	75-79	
B-	2,7	Fairly Good	70-74	
C+	2,4	More than Sufficient	65-69	
C	2,0	Sufficient	60-64	Passing grade for Masters and Doctoral levels
D	1,0	Insufficient	55-59	
E	<1,0	Fail	Below 55	Must re-take

After students have attended all lectures according to the curriculum, at the end of 3rd semester they are required to take a comprehensive exam. The Comprehensive Examination is held after students pass all the courses taken according to the curriculum. Graduation in the comprehensive examination is a requirement to take a proposal seminar, Phase I, Thesis Examination. The comprehensive examination aims to obtain an overview of students' abilities in demonstrating, analyzing, synthesizing, and integrating learning outcomes. The Qualification Examination for the Masters Program (S2) is conducted in writing in class in 3 x 2 x 60 minutes. The scope of the material tested includes (1) scientific content, (2) learning, and (3) research. Students who do not pass are given the opportunity to take a re-examination once in 6 months. If a student in his 2 comprehensive examination exams is declared unsuccessful, the student concerned is declared a dropout.

K.   CURRICULUM STRUCTURE

No	Code	Couses	Credit	Semester			
				1	2	3	4
A. SPs Courses (MKKPs)							
1.	PS701	Applied Statistics	3	X			
2.	PS702	Philosophy of Science	2	X			
3.	PS703	Pedagogic Studies	2		X		
Credits			**7**	**5**	**2**	**0**	**0**
B. Core Courses (MKKIPS)							
1.	PD701	Learning Models for Elementary School	3	X			

No.	Code	Course	Credits				
2.	PD730	Strategic Management of Elementary Education	3		X		
3.	PD731	Research Methodology in Elementary Education	3		X		
4.	PD702	Theory of Elementary School Curriculum development	3	X			
5.	PD721	Problematics in Learning at elementary School	3			X	
		Credits	**15**	**6**	**6**	**3**	**0**
C. Elective Courses (MKKPPS)*)							
1	PD705	Mathematics for Elementary Educatioan	2	X			
2	PD706	Selected Subjects in Mathematics for Elementary Education	2	X			
3	PD732	Methods and Strategies in Mathematics learning	2		X		
4	PD733	Theory and Practice in Math Learning in Elementary Level	2		X		
		Credits	**8**	**4**	**4**		
1	PD709	Selected Topics of Biology for Elementary School	2	X			
2	PD710	Selected Topics of Physics for Elementary School	2	X			
3	PD734	Theory and Practice: Learning Science at the Elementary School	2		X		
4	PD735	Study on Environmental based Laboratory Activities for Elementary Level	2		X		
		Credits	**8**	**4**	**4**		
1	PD713	Spatial Studies and Social System	2	X			
2	PD714	National and Global Economic System	2	X			
3	PD736	Social Skills Development of Elementary Children	2		X		
4	PD737	Theory and Practice: Social Science Learning at Elementary Level	2		X		
		Credits	**8**	**4**	**4**		
1	PD717	Theory and Basics of Civics Education at Elementary School	2	X			
2	PD718	Selected Topics in Pancasila and Civics for Elementary Student	2	X			
3	PD738	Theory and Practice: Civics Learning in the Elementary	2		X		
4	PD739	Character Education in the Elementary	2		X		
			8	**4**	**4**		
1	PD722	Learning Indonesia Language and Literature in Elementary Level	2	X			
2	PD740	Theory and Practice: Learning reading and writing Indonesia Language for Elementary	2		X		

				X	X	X	
3	PD723	Theory and Practice: Learning Listening in Indonesia Language for Elementary	2	X			
4	PD741	Selected Topics of Indonesia Language learning for Elementary	2		X		
5	PD743	Students' literary Appreciation at Elementary	2		X		
6	PD724	Early literacy Education	2	X			
7	PD742	Assessment in Indonesia Language and Literature for Elementary Student Level	2		X		
		Credits	**6**	**0**	**0**		
Aanvullen Courses (MKAv)*							
1.	PD501	Elementary Student development	3	X			
2.	PD502	Learning Preparation for Elementary level	3		X		
3.	PD503	Learning processes in Elementary level	3	X			
4.	PD504	Elementary Class Management	3		X		
		Credits	**12**	**6**	**6**	**0**	
7.	PD798	Thesis	8			X	
		Credits	**8**	**0**	**0**	**8**	
TOTAL CREDITS FOR LINEAR STUDENT			**38**	**15**	**15**	**8**	
TOTAL CREDITS FOR NON-LINEAR STUDENT			**50**	**21**	**21**	**8**	

Notes:

*) Prerequisite courses (Aanvullen Courses) are only taken by students from bachelor's degree study programs that are not in the same area. Students who are considered to have one-level educational background are those from S1 Elementary School Teacher Education, Early Childhood Education, Pedagogics, Educational Psychology, Curriculum Development, Counseling Guidance, Education Administration, Social Studies Education Group, Science and Mathematics Education Group, Language Education Group; while those originating outside these programs are considered to be out of line.

**) Students must take the elective course (MKKPS) as many as 8 credits from the total credits provided for each interest.

L. CPPS MAPPING WITH CPMK

No	Code	Course Group	Sks	ATTITUDE											KNOW LEDGE			GENERAL SKILLS								SPECIFIC SKILL																
				1	2	3	4	5	6	7	8	9	10	11	1	2	3	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
II. SPs Courses (MKKPs)																																										
1.	PS701	Applied Statistics	3			L	H		H		M	H		H	S		H		H		S	H			H		S	H			H		S	H			H			S	H		S	H
2.	PS702	Philosophy of Science	2		R		H		H			H				H		H		S	H			H		S	H			H		S	H			H		S	H				S	H
3.	PS703	Pedagogic Studies	2		R			H		H		S	H		S				H		H		S	H			H		S	H			H		S	H			H		S	H			H		S
		Credits	**7**																																										
III. Core Courses (MKKIPS)																																										
1.	PD701	Learning Models for Elementary School	3		H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H			H		S	H			H
2.	PD703	Strategic Management of Elementary Education	3	H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H		H			S	H		H	
3	PD704	Research Methodology in Elementary Education	3		R	H		H		S	H		H			S	H		H		S	H		H		S	H		H		S	H		H		S	H			H		S	
4.	PD702	Theory of Elementary School Curriculum development	3	H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H
5	PD721	Problematics in Learning at	3	S	H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H		S	H

No	Code	Course Group	Sks	ATTITUDE										KNOW LEDGE				GENERAL SKILLS							SPECIFIC SKILL												
		elementary School																																			
		Credits	**15**																																		
IV. Elective Courses (MKKPPS)**)																																				
1	PD705	Mathematics for Elementary Educatioan	2	H		H		S	H		H		S	H		H		S	H			H		S	H		H		S	H		H		S	H		H	
2	PD706	Selected Subjects in Mathematics for Elementary Education	2		R		H		H	S	H		H		S	H		H		S	H		H		S	H		H		S	H		H		S	H		S	H
3	PD707	Methods and Strategies in Mathematics learning	2		R	H		H		S	H		H		S	H		H		S		H		H		S	H		H		S	H		H		S		
4	PD708	Theory and Practice in Math Learning in Elementary Level	2	H		H		S	H		H		S	H		H		S	H			H		S	H		H		S	H		H		S	H		H	
		Credits	**8**																																			
1	PD709	Selected Topics of Biology for Elementary School	2		R		H		H	S	H		H		S	H		H		S	H			H		S	H		H		S	H		H			S
2	PD710	Selected Topics of Physics for Elementary School	2	S		H		H		S	H		H		S	H		H		S	H			H		S	H		H		S	H		H			S	H
3	PD711	Theory and Practice: Learning Science	2	S	T		T		S	T		T		S	T		T		S	T		T		S	T		T		S	T		T		S	T		T

No	Code	Course Group	Sks	ATTITUDE									KNOW LEDGE			GENERAL SKILLS						SPECIFIC SKILL															
		at the Elementary School																																			
4	PD712	Study on Environmental based Laboratory Activities for Elementary Level	2	R		T	T	S	T		T	S	T	T		S	T	T		S	T	T		S	T	T		S	T		T				
		Credits	**8**																																
1	PD713	Spatial Studies and Social System	2	R	T	T	S	T	T		S	T	T	S	T	T	S	T	T	S	T	T	S	T	T		S	T		S	T				
2	PD714	National and Global Economic System	2	R	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T	T		S						
3	PD715	Social Skills Development of Elementary Children	2	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T		S	T			S				
4	PD716	Theory and Practice: Social Science Learning at Elementary Level	2	R	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T		S	T			S					
		Credits	**8**																																
1	PD717	Theory and Basics of Civics Education at Elementary School	2	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T	T		S		S	T				
2	PD718	Selected Topics in Pancasila and Civics for Elementary Student	2	R	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T	T	S	T	T		S	T		S	T				

No	Code	Course Group	Sks	ATTITUDE										KNOW LEDGE		GENERAL SKILLS							SPECIFIC SKILL																
3	PD719	Theory and Practice: Civics Learning in the Elementary	2	S		T		T		S	T		T	S	T		T		S	T		T		S	T		T		S	T		T		S	T		T		S		
4	PD720	Character Education in the Elementary	2		R		T		T		S	T		T		S	T		T		S	T		T		S	T		T		S	T		T		S	T		T		S
		Credits	**8**																																				
1	PD722	Learning Indonesia Language and Literature in Elementary Level	2	T		T		S	T		T		S	T		T	S	T		T		S	T		T		S	T		T		S	T		T		S	T		T	
2	PD725	Theory and Practice: Learning reading and writing Indonesia Language for Elementary	2		R		T		T		S	T		T		S	T		T		S	T		T		S	T		T		S	T		T		S	T		T	
3	PD723	Theory and Practice: Learning Listening in Indonesia Language for Elementary	2		T		T		S	T		T		S	T		T	S	T		T		S	T		T		S	T		T		S	T		T		S	T		T
4	PD726	Selected Topics of Indonesia Language learning for Elementary	2	T		T		S	T		T		S	T		T	S	T		T		S	T		T		S	T		T		S	T		T		S	T		T
5	PD727	Students' literary Appreciation at Elementary	2		T		T		S	T		T		S	T		T	S	T		T		S	T		T		S	T		T		S	T		T		S	T
6	PD724	Early literacy Education	2		T		T		T		S	T		T		S	T		T		S	T		T		S	T		T		S	T		T		S	T		T		S

No	Code	Course Group	Sks	ATTITUDE	KNOWLEDGE	GENERAL SKILLS	SPECIFIC SKILL
7	PD728	Assessment in Indonesia Language and Literature for Elementary Student Level	2	T　T　S T　T　S T	T	S T　T　S T　T	S T　T　S T　T　S T
I. Aanvullen Courses (MKAv)*							
1.	PD501	Elementary Student development	3	R　S S　S T　T	T	S S　S T　T	S S　S S S　S T　T S S　S T
2.	PD502	Learning Preparation for Elementary level	3	T S S　S T　S S S	T	S　S　S S	S T　S　S T　T　T S　S T
3.	PD503	Learning processes in Elementary level	3	T　S S　S T	S　T	S S　S T　T	S　S T　S　S　T　S　S
4.	PD504	Elementary Class Management	3	S S　S T　T S　S T	T	S　S T　T	S S　S T　T S S　S T　T S S
		Credits	**12**				
		Thesis	**8**				
		Credits	**8**				