THE CURRICULUM YEAR 2018

EDUCATION STUDY PROGRAM
DOCTORAL PROGRAM (S-3)

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	Doctor (Dr.)
10	Year and Decree of Establishment	2012 and 6034/UN40/DT/2012
11	Year and Decree of Accreditation	09 April 2019 and No. SK: 696/SK/BAN-PT/Akred/D/IV/2019, with "A" grade

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 2022
6	Phone Number	085 220 129 622

C. RATIONALE

The elementary education doctoral program is one of the programs at the School of Postgraduate Studies (SPs) of Universitas Pendidikan Indonesia (UPI) which specializes in the field of elementary education. The elementary education doctoral program was opened in line with the need for experts who can develop knowledge and problem-solving in the field of elementary education. The graduates of this program are prepared to become educators in higher education, planners, developers, researchers, and consultants as well as quality elementary education practitioners.

Graduates of the Elementary Education Doctoral 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 dissertation writing.

In general, users of graduates are academics at various elementary education institutions, lecturers at various higher education institutions, and employees at other government institutions. Assessment of graduates is carried out mainly through tracer study activities that are carried out on an ongoing basis. Besides, to collect more data, this activity is synergized with various scientific activities, such as seminars, workshops, and research.

Concern for the quality of education is the main concern, this can be seen in not reducing the passing grade of entry to the Elementary Education Doctoral Study Program, intensive monitoring of lectures, maintaining the relevance of courses to the expertise of lecturers, accuracy of entry of grades, and various efforts to maintain and even improve the quality of graduates. Based on the learning outcomes, 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 writing, and participation in scientific activities. The satisfactory profile of graduates can also be seen from their achievements at their home institutions, where they have increased structural and functional positions as well as increased the number of roles in activities on their respective campuses. So far, no complaints have been submitted regarding the work skills and abilities of graduates, even though the information received tends to be good.

The specification of knowledge to be achieved is the ability to research and solve existing problems so that with these abilities students who graduate from the Doctoral Program in Elementary Education are able to become motivators, facilitators, and catalysts in creating a better life for society and the country (good citizenship). Alumni of the Doctoral Program in Elementary Education are an inseparable part of the academic community as a whole. They have a very important role in improving the quality of their original institution through their direct and indirect roles and contributions.

The quality of graduates from the Doctoral Program in Elementary Education makes the interest of prospective students to enter very high. The interest and enthusiasm of S2 graduates to continue to the Elementary Education Doctoral Program in the last three years is relatively high. 1) In 2016/2017 there were 11 students from 18 applicants who were accepted, 2) In 2017/2018 there were 21 students from 41 applicants who were accepted, and 3) In 2018/2019 there were 24 students from 91 applicants who were accepted.

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 doctoral study program tries to respond to these demands by making various changes in a better direction. 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 RI 4.0 and Society 5.0

D. PROFILE OF STUDY PROGRAM

Doctor Program on the Elementary Education Study Program School of Postgraduate Studies (SPs) Universitas Pendidikan Indonesia (UPI) was established on September 25th, 2012 with a Decree Number 6034/UN40/DT/2012. The program has a strategic position in producing doctor of education graduates who have expertise in the field of elementary education. The elementary education study program for the Doctoral (S3) program at the time of its establishment had a “C” accreditation based on decree number 178/SK/BAN-PT/Akred/D/VI/2014. Now the Elementary Education Study Program for the doctoral program (S3) has an 'A' (very good) accreditation based on a decree number: 696/SK/BAN-PT/Akred/D/IV/2019. Graduates of the elementary education study program for the doctoral program are expected to become qualified educators in tertiary institutions, planners, developers, researchers and consultants as well as practitioners of primary education. This is in line with the demands of 21st-century competence and UPI's vision to become a World Class University in Education.

The organizational structure of the Doctoral Elementary Education Study Program SPs UPI was built based on consideration of the strength and stability of the organization to produce massive governance. The components of the civil service building structure are as follows. (1) The head of the Doctoral Elementary Education Study Program is functionally-hierarchically connected with the SPs Leader and is responsible to the UPI Leader (Rector) through the SPs Leader. (2) The deputy directors are in coordination with the chairman of the study program. (3) The structure of the management of the Doctoral Program in Elementary Education also has a coordinating relationship with the management structure of several departments and several study programs at a number of faculties at UPI through SPs to obtain assistance from educators (lecturers) and the use of facilities/infrastructure from their faculties.

Implementation of the program, in Doctoral Elementary Education Study Program is carried out based on the directory of courses offered and coordinated by the university and SPs. The directory contains informative explanations of course names, credit load, lecturer names, and course descriptions along with their bibliography. In order to be in line with the development of science and technology and the arts in the field of elementary education, the updates are often carried out at least every five years. Updates are also carried out to meet the demands and related environmental needs. The directory improvement, as well as the improvement of the learning curriculum, was based on various responses from the field. Responses in the form of suggestions for improvement

and suggestions for meeting needs were obtained from graduates as well as through working partnerships with relevant agencies (other universities/outside universities).

To improve the implementation of the program, the directory of the Doctoral Elementary Education Study Program is also supported by other tools in the form of guidelines developed during the postgraduate school institutional period. This tool is important to keep in use because it becomes an elementary reference for the implementation even though there are modifications in its implementation so that it is actual. In addition, various other documents were developed together at the university level.

Doctoral Elementary Education Study Program always strives to maintain the quality of its implementation. These efforts are carried out through an assessment of the quality, effectiveness and relevance of Doctoral Elementary Education Study Program graduates of SPs UPI, officially and intensively. From the results of the tracking study, it can be seen that based on the area of origin, the doctoral students of Elementary Education Study Program SPs UPI mostly come from outside the city of Bandung. This is also an illustration that graduates of the Doctoral Elementary Education Study Program SPs UPI are scattered throughout Indonesia. The graduates not only work as teachers in elementary schools, but also become lecturers at universities (under the Ministry of Education and Culture or Ministry of Religion). Not even a few of them work as supervisors for elementary education and work in government institutions

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 Elementary Education Doctoral Study Program establishes a mission that includes:

1. Organizing a quality doctoral education program in the field of elementary education that can produce a doctor in elementary education, who can develop knowledge and solve problems in the field of elementary education through an interdisciplinary approach. or multidisciplinary, and able to produce works that are creative, innovative, original, and tested.
2. Carry out various activities in the field of primary 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. Develop an elementary school education study center that can produce innovative, creative, and original works that are tested in the field of primary school education and learning to be disseminated and implemented for improving the quality of elementary school education at the national, regional, and international level.
4. Develop and enhance partnership networks in the development of primary school education expertise with domestic and foreign institutions, including in the administration of primary school education doctoral programs; and

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

F. GOALS

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

1. Has the characteristics of mastery of theoretical concepts and analysis of elementary education problems and innovative and original problem solving solutions.
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 leve , regionally and internationally.

G. GRADUATE PROFILE

Graduate Profile	Description
Problem Solvers	Graduates have the ability to think critically and creatively in the field of elementary school education so that they can explore various problems critically and be able to solve problems creatively and innovatively.
Researchers and developers	Graduates have the ability to conduct and lead development research in the field of elementary education to produce new ideas and innovative and tested scientific works that are recognized at the international level and to disseminate them for the development and improvement of the quality of secondary education. elementary school.
Practitioners	Graduates have the ability to participate in practice in the field of Elementary Education, as master teachers, trainers or tutors and trainer specialist

H. LEARNING OUTCOMES

1. Attitude	
S1	Being 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 advancement of civilization based on Pancasila;

S4	To act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation;
S5	Appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others;
S6	Cooperate and have social sensitivity and concern for society and the environment;
S7	Obey the law and discipline in the life of society and the state;
S8	Internalize academic values, norms, and ethics;
S9	Demonstrate a responsible attitude towards work in their area of expertise independently; and
S10	Internalize the spirit of independence, struggle, and entrepreneurship
S11	Become a lifelong learner
2. KNOWLEDGE	
P1	Mastering educational philosophy and learning theory in primary schools to find research roadmaps with interdisciplinary, multidisciplinary, or transdisciplinary approaches. as a basis for carrying out research in the field of elementary education
P2	Developing new science, technology, and art in the field of elementary education to find creative, original, and tested work through research with an interdisciplinary, multidisciplinary, or transdisciplinary approach
3. GENERAL SKILLS	
KU1	Able to find, create, and contribute to the development, as well as the practice of science and/or technology that pays attention to and applies the values of the humanities in their field of expertise, by producing design works, prototypes, or technological innovations that add value or can be used for problem-solving, based on ideas logical, critical, creative, and wise.
KU2	Able to compile scientific conceptions and the results of studies of his work based on scientific principles, procedures, and ethics in the form of a dissertation, as well as publish 2 articles on scientific conceptions and the results of studies of his work in indexed international scientific journals by taking into account the legal aspects related to the results of his research;
KU3	Able to choose appropriate, current and advanced research and provide benefits to mankind by involving economic aspects, through an interdisciplinary, multidisciplinary, or transdisciplinary approach, in order to produce solutions to technological problems in relevant industries or arts,
KU4	Able to develop a technology or art development strategy with an interdisciplinary, multidisciplinary, or transdisciplinary approach, based on a study of the main research objectives and their constellation with broader goals

KU5	Able to formulate scientific, technological, or artistic arguments and solutions based on a critical view of facts, concepts, principles, or theories that can be accounted for scientifically and academically ethically, and communicate them through mass media or directly to the public;
KU6	Able to demonstrate academic leadership in the management, development and guidance of resources and organizations under their responsibility;
KU7	Able to manage, including storing, auditing, securing, and retrieving research data and information under their responsibility;
KU8	Able to develop and maintain collegial and peer relationships within their own environment or through collaborative networks with research communities outside the institution.
4. SPECIAL SKILL	
KK1	Develop education and learning theory in elementary education that is in accordance with the field of study and its relationship with theories of other fields in a comprehensive and contextual way through research with interdisciplinary, multidisciplinary, and transdisciplinary approaches;
KK2	Solving education and learning problems in the field of elementary education so as to produce creative, original, tested works that are beneficial for the development of knowledge that are recognized nationally and internationally;
KK3	Develop policies, models, or elementary education programs that can be applied to improve the quality, relevance, or access to elementary education through interdisciplinary, multidisciplinary, and transdisciplinary approaches

I. LEARNING PROCESS

Doctoral graduates of the Elementary 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 dissertation 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 (UAS) at the 16th meeting.

J. 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, 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 in each semester, namely through the mid-semester exam and the final semester exam or through the completion of project assignments that are tailored to the objectives of each course. 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	The 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 comprehension examination is a requirement to take a proposal seminar, Phase I Dissertation Examination. Comprehension Examination aims to obtain an overview of students' abilities in demonstrating, analyzing, synthesizing, and integrating learning outcomes. The Qualification Exam for the Doctoral Program (S3) 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 is declared unsuccessful in his UK examination twice, then the student concerned is declared a dropout.

K. CURRICULUM STRUCTURE

No	Code	Courses	Credit	Semester			
				1	2	3	4
A. SPs Courses (MKKPs)							
1.	PS702	Philosophy of Science	2	X			
2.	PS703	Pedagogic Studies	2		X		
3.	PS801	Statistics Data Science	3	X			
Credits			**7**	**5**	**2**		
B. Core Courses (MKKIPS)							
4	PD803	Philosophy and Research in Elementary Education	3		X		
5	PD801	Ethnopedagogic in Elementary Education	3	X			
6	PD802	Global Issues and Policy in Elementary Education	3	X			
7	PD804	Policy and Management Analysis of Elementary Education	3		X		
Credits			**12**	**6**	**6**		

C. Elective Courses (MKKPPS))**							
8	PD806	Mathematics Learning for 21st Century Skills	3		X		
9	PD805	Mathematical Thinking at the Elementary	3	X			
10	PD807	Process and Assessment Analysis of Mathematics Learning at the Elementary	3		X		
11	PD808	Study of Mathematics Education Research at the Elementary	2			X	
12	PD902	Individual Study	3			X	
Credits			**14**	**3**	**6**	5	0
13	PD809	Nature of Learning Science at the Elementary	3	X			
14	PD810	Critical and Creative Thinking at Elementary Learning	3		X		
15	PD812	Study of Science Education Research at the Elementary	2			X	
16	PD811	Learning Science at the Digital Era	3		X		
17	PD902	Individual Study	3			X	
Credits			**14**	**3**	**6**	**5**	**0**
18	PD813	Philosophical Foundation and Framework of Civics Education at the Elementary	3	X			
19	PD814	Global, Multicultural, and Conflict Resolution Education	3		X		
20	PD815	Curriculum and Learning process Analysis: Social Science and Civics learnings at the Elementary	3		X		
21	PD816	Study of Social and Civics Education Research at the Elementary	2			X	
22	PD902	Individual Study	3			X	
Credits			**14**	**3**	**6**	**5**	**0**
23	PD817	Learning Indonesia Language and Literature in 21st Century	3	X			
24	PD819	Management of Indonesia Language and Literature Learning at the Elementary	3		X		
25	PD820	Critical and Creative Thinking in Language and literature learning for Elementary Student	3		X		
26	PD818	Strategies of Learning Literature for Children	3	X			
27	PD821	Elementary Education Literacy	3		X		
28	PD822	Study of Indonesia Language and Literature Education Research at the Elementary	2			X	
29	PD902	Individual Study	3			X	
Credits			**14**	**3**	**6**	**5**	**0**
D. Aanvullen Courses (MKAv) *)							
30	PD701	Models of Learning at The Elementary	3	x			
31	PD703	Strategic Management of Elementary Education	3		x		
32	PD702	Curriculum Development theory: Case for Elementary Level	3	x			
33	PD721	Learning Problematics at the Elementary	3			X	
Credits			**12**	**6**	**3**	**3**	0
34	PD898	Dissertation	15				X

Credits	15	0	0	0	15
TOTAL CREDITS FOR LINEAR STUDENT	**48**	**14**	**14**	**5**	**15**
TOTAL CREDITS FOR NON-LINEAR STUDENT	**60**	**20**	**17**	**8**	**15**

Notes :

*) Prerequisite courses (Aanvullen Courses) are only taken by students who come from S2 study programs that are not in the same area. Students who are considered to have one-level educational background are those from Masters in Elementary 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 Courses as many as 14 credits from the total credits provided.

C. CPPS MAPPING WITH CPMK

No	Code	Course Group	Sks	ATTITUDE											KNOWLEDGE		GENERAL SKILLS								SPECIFIC SKILL		
				1	2	3	4	5	6	7	8	9	10	11	1	2	1	2	3	4	5	6	7	8	1	2	3
A. **SPs Courses (MKKPs)**																											
1	PS702	Philosophy of Science	2		S		S		T		S		S	T	S	S	S									R	
2	PS703	Pedagogic Studies	2	S		S		S			S			T	S	T	S										T
3	PS801	Statistics Data Science	3		R	S		S		S		S		T	S	T	S		T	T		T		T			T
Credits			**7**																								
B. Core Courses (MKKIPS)																											
8	PD803	Philosophy and Research in Elementary Education	3		R		T		T		S		S	S	S	T	S	T	T		S		S		S		
9	PD801	Ethnopedagogic in Elementary Education	3		R	S			S	S		S			S	T	S	T	T			T				R	
10	PD802	Global Issues and Policy in Elementary Education	3		R		S	S		S			S	S	S	T	S	T	T			T			S		
11	PD804	Policy and Management Analysis of Elementary Education	3		R										S	T	S	T	T		T		T			R	
Credits			**12**																								
C. **Elective Courses (MKKPPS)**)**																											
12	PD806	Mathematics Learning for 21st Century Skills	3		R	S		T		T		T			S	T	S			T			T	T	S		
13	PD805	Mathematical Thinking at the Elementary	3		R		S						T		S	T	S		T	T		S		S	S		
14	PD807	Process and Assessment Analysis of Mathematics Learning at the Elementary	3		R		S						T		S	T			T		S	S		S		R	
15	PD808	Study of Mathematics Education Research at the Elementary	2		R			S					T		S	T	S			S	S		S		S		S
16	PD902	Individual Study	3		R	S	S		S		S			T	S	T	S	T		T		T	T	S	S	T	T
Credits			14																								
17	PD809	Nature of Learning Science at the Elementary	3		R		S		S						S	T	S								S		
18	PD810	Critical and Creative Thinking at Elementary Learning	3		R	T		T	T	S		S		T	S	T	S								S		
19	PD812	Study of Science Education Research at the Elementary	2		R		S	S		S			S	S	S	T	S	S		T		T		S	S	T	

No	Code	Course Group	Sks	ATTITUDE										KNOWLEDGE		GENERAL SKILLS								SPECIFIC SKILL		
20	PD811	Learning Science at the Digital Era	3		R								S	S	T	S								S		
21	PD902	Individual Study	3		R	S	S		S		S		T	S	T	S	T		T		T	T	S	S	T	T
Credits			14												S	T										
22	PD813	Philosophical Foundation and Framework of Civics Education at the Elementary	3		R		S	S		T			T	T	S	T	S	S		T		T		S	S		
23	PD814	Global, Multicultural, and Conflict Resolution Education	3		R	T		S	S		T			T	S	T	S		S		T		T		S	S	
24	PD815	Curriculum and Learning process Analysis: Social Science and Civics learnings at the Elementary	3		R		T			T			T		S	T	S		S		T		T		S		T
25	PD816	Study of Social and Civics Education Research at the Elementary	2		R		T	T			T			S	S	T	S	S		T		T		S	S	S	
26	PD902	Individual Study	3		R	S	S		S		S			T	S	T	S	T		T		T	T	S	S	T	T
Credits			14																							
27	PD817	Learning Indonesia Language and Literature in 21st Century	3	S			S			S			S	T	S	T	S		T		T		S		S	T	
28	PD819	Management of Indonesia Language and Literature Learning at the Elementary	3		T	T		T	S			T		S	S	T			T		S		T		T		T
29	PD820	Critical and Creative Thinking in Language and literature learning for Elementary Student	3	S			S	S		S	S			T	S	T	S		T	S		T		T	S		S
30	PD818	Strategies of Learning Literature for Children	3	S	S		S		T		T			S	S	T			T	S		T		T	S		
31	PD821	Elementary Education Literacy	3			T		S		S			T	S	S	T			T								T
32	PD822	Study of Indonesia Language and Literature Education Research at the Elementary	2			T	S		S				T		S	T			T	S		T		T			T
33	PD902	Individual Study	3		R	S	S		S		S			T	S	T	S	T		T		T	T	S	S	T	T
Credits			14																							
D. **I. Aanvullen Courses (MKAv)***																										
1.	PD510	Models of Learning at The Elementary	3	S		S		T		T		S		T	S	T	S		S		T		T		S		

No	Code	Course Group	Sks	ATTITUDE												KNOWLEDGE		GENERAL SKILLS								SPECIFIC SKILL		
2.	PD511	Strategic Management of Elementary Education	3	S	S		T		T		S		T			S	T	S	S		T		T		S	S	S	
3.	PD513	Curriculum Development theory: Case for Elementary Level	3	S	S		T		T		S		T			S	T	S	S		T		T		S	S		S
4.	PD514	Learning Problematics at the Elementary	3	S		S		T		T		S		T		S	T		R							S		T
Credits			12															S		T		T		S	S	S	T	
34	**PD998**	**Dissertation**	**15**	T	T	T		S		T		T		S		T	T			T		S		T		T		T
Credits			**15**																									