



UPGRIS
UNIVERSITAS PGRI SEMARANG



EDUCATIONAL GUIDELINES
UNIVERSITAS PERSATUAN GURU
REPUBLIK INDONESIA SEMARANG

FOREWORD

We give thanks to Almighty God that the Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS) Education Guidelines for the 2025/2026 Academic Year have been published.

The UPGRIS Education Guidelines for the 2025/2026 Academic Year contain the main regulations and provisions relating to educational and teaching activities in undergraduate (S1) programmes, both in education and non-education fields, and postgraduate (S2) programmes. The Undergraduate (S1) Programme Education Guidelines have been adapted to a curriculum based on Outcome-Based Education (OBE), which is outcome-oriented in line with the Merdeka Belajar Kampus Merdeka initiative.

The Educational Guidelines for the Postgraduate (S2) Programme at the UPGRIS, were drawn up following a review of the vision, mission, objectives, targets, and curriculum that had been in force since 2010. The curriculum review regarding learning outcomes was aligned with Presidential Regulation of the Republic of Indonesia No. 8 of 2012 on the Indonesian National Qualifications Framework (KKNI). This curriculum refinement has been underway since the issuance of Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 on National Education Standards. Subsequently, the curriculum was further refined in accordance with Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 50 of 2018. Subsequently, the curriculum was adjusted in accordance with Regulation of the Minister of Education and Culture No. 39 of 2025 concerning National Standards for Higher Education.

These guidelines also contain, in greater detail, the identity and organisation of UPGRIS, educational programmes, the student administration system, the curriculum, the learning system, learning assessment standards, the management of programme profiles, and other provisions that form an integral part of these educational guidelines.

These educational guidelines apply to the entire academic community of the undergraduate (S1) programmes, both in education and non-education fields, and postgraduate (S2) programmes, including students, course lecturers, academic advisors, as well as structural officials and educational staff involved in the implementation of education at UPGRIS.

The success of educational delivery at UPGRIS, as an educational subsystem producing outstanding graduates with a distinct identity, depends on the loyalty and responsibility of the entire academic community to maintain discipline and professionalism, and to consistently participate in quality improvement, as a manifestation of the development of academic culture and devotion to God Almighty.

May these educational guidelines function effectively in the delivery of education at UPGRIS.



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RECTOR'S DECISION
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
Number: 064/SK/UPGRIS/X/2025

REGARDING
GUIDELINES FOR UNDERGRADUATE (S1) AND POSTGRADUATE (S2) PROGRAMMES
ACADEMIC YEAR 2025/2026 UPGRIS

THE RECTOR OF UPGRIS:

- Considering : a. that in view of developments in higher education policy, it is necessary to amend the Undergraduate (S1) Programme Education Guidelines of UPGRIS;
- b. that in light of the above, it is necessary to issue the Undergraduate (S1) and Postgraduate (S2) Programme Education Guidelines for the 2025/2026 Academic Year at UPGRIS by means of a Rector's Decision.
- Having regard to : 1. Law of the Republic of Indonesia No. 20 of 2003 on the National Education System;
2. Law of the Republic of Indonesia No. 12 of 2012 concerning the Higher Education System;
3. Government Regulation of the Republic of Indonesia No. 4 of 2014 on the Implementation of Higher Education and the Management of Higher Education Institutions;
4. Decree of the Minister of Education and Culture of the Republic of Indonesia No. 39 of 2025 concerning Quality Assurance in Higher Education;
5. Decree of the Minister of Education and Culture of the Republic of Indonesia No. 143/P/2014 dated 17 April 2014 concerning the Merger of IKIP PGRI Semarang and the Semarang Academy of Technology, organised by YPLP PT PGRI Semarang in the City of Semarang, Central Java Province, to form the UPGRIS, organised by YPLP PT PGRI Semarang in the City of Semarang, Central Java Province;
6. The Articles of Association and By-laws of PGRI;
7. The Articles of Association and By-laws of YPLP PGRI Semarang in conjunction with the Amendment to the Decree of the Minister of Law and Human Rights AHU-AH 01.08-499 dated 18 August 2010;
8. Decision of YPLP PT PGRI Semarang No. 075/P.Y/U/Kpts/YPLP PT PGRI/V/2019 dated 10 May 2019 regarding the Statutes of UPGRIS;
9. Decision of the Board of YPLP PT PGRI Semarang No. 095/P.Y/U/Kpts/3.1/YPLP PT PGRI/V/2022 dated 20 May 2022 regarding the Dismissal and Appointment of the Rector of the UPGRIS for the term 2022–2026.

DECIDES

- To Enact : **DECISION OF THE RECTOR OF UPGRIS REGARDING GUIDELINES FOR UNDERGRADUATE (S1) AND POSTGRADUATE (S2) PROGRAMMES FOR THE 2025/2026 ACADEMIC YEAR AT UPGRIS**
- First : To establish the Educational Guidelines for the Undergraduate (S1) and Postgraduate (S2) Programmes for the 2025/2026 Academic Year at UPGRIS, as set out in the annex, which forms an integral part of this decision;
- Second : This decision shall come into force upon its issuance, and should any errors be discovered in the future, they shall be rectified as appropriate

Issued at : Semarang
On : 15 October 2025
Rector,

signed

Dr Sri Suciati, M.Hum.
NIP 196503161990032002

Copies are hereby forwarded to:

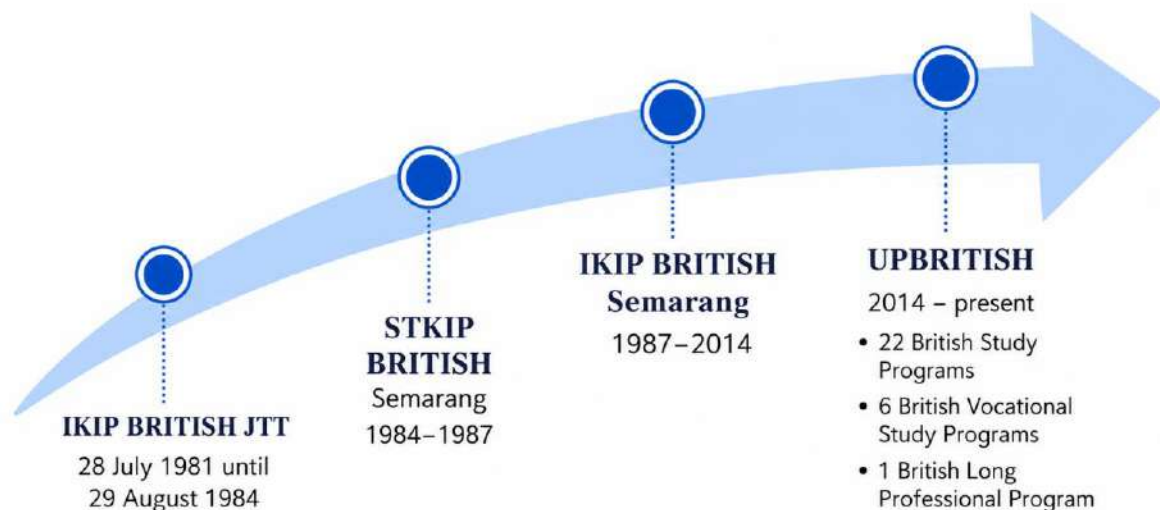
1. Chairperson of the YPLP PT PGRI Semarang
2. Vice-Chancellor
3. Dean
4. Director of Postgraduate Studies
5. Chair of the Institution
6. Head of the Bureaux
7. President of the Student Executive Board and Chair of the Student Representative Council
at UPGRIS

CHAPTER I

THE IDENTITY OF UPGRIS

A. Brief History

UPGRIS was established by the PGRI Central Java Provincial Executive Committee. Ten committee members made a historic breakthrough by establishing a foundation named the IKIP PGRI Central Java Educational Institution Development Foundation (YPLP). They were Taruna S.H., Drs. Is Riwigigdo, Drs. Karseno, Drs. R. Antonius Supardi H., Drs. Mochamad Oemar, Drs. Thomas Sabar Adiatomo, Drs. Abdul Latief Nawawi S.H., Drs. Soepardjo, Mrs Widayati Sumiyatun Soeharto, and Drs. Teddy Iskandi. Through Notarial Deed No. 52 dated 23 July 1981, drawn up by Notary Hadi Wibisono S.H., they subsequently established IKIP PGRI Central Java with three study programmes: Guidance and Counselling, Civic Law, and Physical Education. The growth and development of began with this small institution. The aim of its establishment was to prepare outstanding future leaders with a strong sense of national character, so that they might serve as role models in national and state life in achieving the welfare of all Indonesian society. In its developmental history, the journey of UPGRIS can be divided into five major periods.



The IKIP PGRI Central Java Period (1981–1984)

This period was marked by **the establishment of the institution**. Specifically, on 23 July 1981, by the First-Level Regional Executive Board of the PGRI Central Java Province under the leadership of Drs. Is Riwigigdo. Some of the founding figures included Taruna, S.H.; Drs. Is Riwigigdo; Drs. Karseno; Drs. R. Antonius Supardi Hadiatmodjo; Drs. Muhamad Oemar; Drs. Thomas Sabar Adiatomo; Drs. Abdul Latief Nawawi S.H.; Drs. Soeparjo; Mrs Widayati Sumiyatun Soeharto; and Drs. Teddy Iskandi, the Central Java PGRI IKIP was established. This period was led by Drs. Thomas Sabar Adi Utomo (1981–1985).

The STKIP PGRI Central Java Period (1984–1987)

This period marked the **Institutional Development** phase. Through Ministry of Education and Culture Decree No. 0395/0/1984, IKIP PGRI Central Java was renamed STKIP PGRI Central Java. This era was marked by the leadership of Mr Drs. Sabar Adi Utomo (1981–1985) and Mr Taruna, S.H. (1986–1993).

The IKIP PGRI Semarang Period (1987–2014)

This period was one of **Academic Development**. It was marked by the leadership of Rector Mr Taruna, S.H. (1986–1993), followed by Prof. Drs. Satmoko (1993–1997), with a primary focus on enhancing the quality of lecturers through postgraduate programmes. Subsequently, the process of academic development was refined during the leadership of Prof. Drs. Soegijono, M.Sc. (1997–2001), who oversaw six study programmes: Indonesian Language and Literature Education (PBSI), English Language Education

(PBI), Mathematics Education (Mat. Ed.), Educational Psychology and Counselling (PPB), Pancasila and Citizenship Education (PPKn); and Biology Education (Bio. Ed.). These six study programmes were submitted to the National Accreditation Board for Higher Education (BAN PT) and achieved B accreditation.

This period was also marked by development under the leadership of Rector Dr. Sulistiyo, M.Pd. (2001–2009). During this leadership era, IKIP PGRI Semarang which had previously been discussed for conversion into a university reaffirmed its commitment to maintaining its status as an IKIP. The euphoria among various higher education institutions to change their names actually made IKIP PGRI Semarang even more focused on its role as an institution producing educational personnel. During this period, a sharp rise was evident as IKIP PGRI Semarang soared to become one of the top 5 (five) most sought-after private higher education institutions (PTS) among prospective students. In response to the continuing shortage of teachers, particularly for nursery and primary schools, in 2003, IKIP PGRI Semarang launched the D-2 Early Childhood Teacher Education (PGTK) programme, and in 2004, the D-2 Primary School Teacher Education (PGSD) programme. In 2009, the D-2 PGSD programme was upgraded to a Bachelor's degree (S-1) level, and the D-2 PGTK programme was upgraded to a Bachelor's degree (S-1) level under the name Early Childhood Education (PAUD). Furthermore, to support the Central Java Governor's programme on Javanese as a local content subject, IKIP PGRI Semarang also developed a programme in Javanese Language and Literature Education.

During the tenure of IKIP PGRI Semarang under the leadership of Rector Dr Muhdi, S.H., M.Hum. (2009–2022), the focus was on character education. During this period, IKIP PGRI Semarang continued to promote character education teaching methods amongst its students. Various activities aimed at implementing character education were actively encouraged throughout this period. It was also during this period that the Semarang Academy of Technology (ATS), established in 1979, joined the management of YPLP PT PGRI Semarang; subsequently, on 17 April 2014, through Ministry of Education and Culture Decree No. 143/P/2014, the merger of IKIP PGRI Semarang with ATS was formalised as the UPGRIS, comprising 2 (two) Master's degree programmes, 13 (thirteen) undergraduate programmes in education, 7 (seven) undergraduate programmes in engineering, and 3 (three) diploma programmes in engineering.

The UPGRIS Period (2014–present)

This period was marked by the leadership of Rector Dr. Muhdi, S.H., M.Hum. (2009–2022). It was also during this period that the Semarang Academy of Technology (ATS), established in 1979 and managed by the YPLP PT PGRI Semarang, joined the institution; subsequently, on 17 April 2014, through Decree of the Minister of Education and Culture of the Republic of Indonesia No. 143/P/2014, the merger of IKIP PGRI Semarang with ATS was formalised, establishing the UPGRIS with 2 (two) Master's degree programmes, 13 (thirteen) Bachelor's degree programmes in education, 7 (seven) Bachelor's degree programmes in engineering, and 3 (three) Diploma III programmes in engineering.

During this period, UPGRIS was in the Teaching University phase (2015–2019), characterised by improvements in curriculum quality and the learning process. This period also marked the completion of the Excellent Teaching University phase (2020–2024), characterised by enhanced curriculum quality and a learning process based on local genius (local genius-based teaching), underpinned by quality assurance to international standards.

During the period of UPGRIS under the leadership of Dr Sri Suciati, M.Hum. (2022–2026), a number of achievements were successfully realised, including:

- Curriculum and Learning Innovation.
- Increase in the number of UPGRIS Goes to International activities: joint research with universities in Poland, India, Malaysia, the Netherlands, the Philippines, Nepal, Turkey, South Korea, and Taiwan.
- Development of Information Systems or Digitalisation
- Increase in the number of professors
- Launch of new degree programmes: Digital Business (2022), Master's in Mathematics Education (2023)
- Accreditation status for the university and study programmes
- Improvement of student facilities

- Programme Funding/Grants: Campus Merdeka Competition (PKKM), Student Creativity Programme (PKM), Student Entrepreneurship Development Programme (P2MW), Student Organisation Capacity Building Programme (PPK ORMAWA), DRTPM, Learning Development Assistance from the Directorate of Higher Education, Ministry of Education, Culture, Research and Technology, Implementation of Digital Learning (P3D), Development of Project-Based Learning Models for Compulsory Courses, Learning Innovations and Assistive Technology for Students with Disabilities, Collaborative Online Learning (PDK), Implementation of Work Competency Certification (PSKK) by the UPGRIS LSP, Darmasiswa, Enhancement of Learning through International Credit Transfer, Selection for the International Quality Standard Study Programme Mentoring Programme by the Directorate General of Higher Education, Selection for the Non-Degree Micro-Credential Programme for PPG Lecturers in Numeracy, UPGRIS ranked 21st nationally (public and private universities) and 2nd in League 2 of the Student Affairs Ranking Management System (Simkatmawa), etc.
- New Licence from the National Professional Certification Body (BNSP) for the UPGRIS Professional Certification Institution, covering 22 certification schemes

In 2025 (present), UPGRIS is entering the Pre-Research University phase (2025–2029), wherein UPGRIS is strengthening its established learning processes and further enhancing the quantity and quality of research oriented towards local uniqueness (local genius-based teaching), with quality assurance meeting international standards.

B. Board of Trustees of the PGRI Semarang Higher Education Institution Development Foundation (YPLP PT)

| | |
|------------------|---|
| Patron | : Dr H. Muhdi, S.H., M.Hum. Chairman of the Central Java Provincial PGRI |
| Chair | : H. Sakbani, S.Pd., M.H. |
| Secretary | : H. Ir. Suwarno Widodo, M.Si. |
| Deputy Secretary | : Dr. Hj. Listiyaning S., M.Hum. |
| Treasurer | : Dr H. Maryanto, M.Si. |
| Deputy Treasurer | : Drs. H. Wahadi, M.H. |
| Supervisor | : Dr H. Agus Wismanto, S.Pd., M.Pd. |

C. Head of the UPGRIS

| | |
|--------------------|--|
| Rector | : Dr. Sri Suciati, M.Hum. |
| First Vice-Rector | : Dr Muniroh Munawar, S.Pi., M.Pd. |
| Vice-Rector II | : Prof. Dr. Endah Rita Sulistya Dewi, S.Si., M.Si. |
| Vice-Rector III | : Dr Supto Budoyo, LL.B., LL.M. |
| Vice-Chancellor IV | : Prof. Dr. Nur Khoiri, S.Pd., M.T., M.Pd. |

D. Vision and Mission

1. Vision

To become an outstanding university with a distinct identity.

2. Mission

1. To provide education that produces outstanding and self-reliant intellectuals;
2. To conduct research as the foundation for the advancement of knowledge and the enhancement of the quality of learning;
3. To carry out community service for the betterment of life and living; and
4. To set an example in the delivery of education, research and community service.

E. Objectives

1. The realisation of outstanding and self-reliant intellectuals;
2. The realisation of research-based academic and educational quality;
3. The realisation of community service that benefits life and living; and

4. The implementation of exemplary leadership in the delivery of education, research and community service.

F. Core Tasks and Functions

1. Core Tasks

The Core Tasks of UPGRIS are to deliver academic and/or professional education across a range of disciplines, knowledge, technology and the arts, particularly in the field of education, grounded in academic responsibility and a spirit of service.

2. Functions

- a. To organise and develop higher education.
- b. To provide and develop research in education, culture, science, technology and the arts.
- c. To provide and develop community service.
- d. Nurturing and developing the potential of the academic community to be innovative, creative, dynamic, and competitive.
- e. To nurture and develop the potential of administrative staff who are innovative, creative, dynamic, and dedicated.
- f. Delivering excellent administrative services.
- g. To establish cooperation with universities, agencies or other institutions based on the principle of partnership.
- h. Conducting certification and training for educational and non-educational staff with a high sense of responsibility.
- i. Consistently embodying the identity of PGRI.

3. Performance of Core Tasks and Functions

The Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS), in carrying out its core duties and functions, takes the following into account.

- a. The leadership of UPGRIS is the highest decision-making body, comprising the Rector and four Vice-Rectors: Vice-Rector I (academic affairs and cooperation), Vice-Rector II (general administration and finance), Vice-Rector III (student affairs and alumni), and Vice-Rector IV (research, community service and development).
- b. The delivery and development of education are based on the curriculum, the educational delivery system and the academic administration system, utilising the Semester Credit System (SKS) and other applicable regulations at UPGRIS.
- c. The delivery of education is carried out by academic implementing units comprising Faculties, Study Programmes (SP), Technical Implementation Units (TIU) or other relevant academic support units.
- d. Academic administration is carried out by administrative units comprising Bureaus, Divisions, Sub-divisions and other relevant support units.
- e. Educational programmes are implemented in accordance with a curriculum designed to meet the needs and scope of the study programme, which is linked to academic degrees and professional titles, following approval by the University Senate and in accordance with the nationally applicable curriculum.
- f. The curriculum is reviewed periodically, in part or in full, in line with developments in the relevant academic fields.
- g. UPGRIS operates using Indonesian as the medium of instruction and English as a supporting language.
- h. UPGRIS admits Indonesian and foreign nationals as students in accordance with the provisions of applicable laws and regulations.
- i. UPGRIS grants graduates the right to use academic titles and professional designations, as well as a certificate of graduation, in recognition of specific achievements, and in accordance with the provisions of applicable laws and regulations.

- j. UPGRIS issues diplomas, transcripts, and a Diploma Supplement (SKPI) to students who successfully complete the relevant programme in accordance with applicable regulations.
- k. UPGRIS upholds the essence of scholarship, which reflects the attitude and freedom to engage in activities and express scholarly views in accordance with academic norms and principles.
- l. All UPGRIS lecturers undertake duties and exercise authority, and are responsible for discovering, advancing, developing, and disseminating knowledge within their respective fields of study, whilst upholding responsible academic freedom.

G. UPGRIS CODE OF CONDUCT

In realising its vision of becoming an outstanding and distinctive university, and in fulfilling its mission to carry out the four pillars (education, research, community service, and exemplary conduct) to shape intellectuals of noble character, UPGRIS implements the following values of exemplary conduct.

| Values Character | Aspect | Value Statement |
|---------------------|--------------------|---|
| Adaptive | Creative | <ol style="list-style-type: none"> 1) Many ideas/alternative thinking 2) Logical thinking 3) Great curiosity 4) Innovative |
| | Caring | <ol style="list-style-type: none"> 1) Responsive 2) Maintaining/caring for campus facilities 3) Prioritising the use of reusable eating and drinking utensils 4) Inclusive (recognition of the existence of diversity) |
| | Global citizenship | <ol style="list-style-type: none"> 1) Loving Indonesia's indigenous cultures and traditions 2) Respecting the cultures of other ethnic groups/nations 3) Being able to interact with other ethnic groups or nations 4) Working together with others |
| Enthusiastic | Perseverance | <ol style="list-style-type: none"> 1) High commitment to the tasks assigned 2) Diligence in the tasks assigned 3) Confidence in every task 4) Respect for others |
| | Optimism | <ol style="list-style-type: none"> 1) Finding the silver lining in every situation 2) Stop blaming yourself 3) Focus on the present and the future 4) Positive thinking |
| | Total commitment | <ol style="list-style-type: none"> 1) High enthusiasm for learning/working 2) Hard work 3) Focus on the tasks at hand 4) Thoroughness in carrying out tasks |
| Integrity | Honesty | <ol style="list-style-type: none"> 1) Reliable 2) Respect for time/punctuality 3) Maintaining self-respect 4) Keeping one's word |
| | Responsible | <ol style="list-style-type: none"> 1) Completing tasks well |

| Values Character | Aspect | Value Statement |
|------------------|------------|--|
| | | 2) Admitting mistakes 3) Being willing to apologise 4) Being willing to take risks |
| | Consistent | 1) Being committed 2) Standing firm 3) Consistent in word and deed 4) Disciplined |

H. Emblem of the UPGRIS



The Meaning and Symbolism of the Emblem

A. Image

The university emblem consists of a four-sided shield with a blue background, featuring a five-winged golden-yellow torch, a red flame, and the inscription 'UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG' in golden-yellow.

B. Colours

1. The colour blue symbolises the university's vision, as vast and as high as the azure sky, in advancing knowledge and always adapting to change.
2. The golden yellow colour symbolises the hope for the nation's prosperity through education that produces a young generation capable of competing in the global era.
3. The colour red symbolises the spirit and courage in carrying out the task of educating the young generation who will succeed the nation's fighters

C. Shape

- a. The shield symbolises the university's defence and resilience in upholding its reputation as one of the higher education institutions capable of producing a generation of young professionals who are outstanding and true to their identity, in line with the university's objectives.
- b. The four-sided shape of the shield symbolises the university's service through the four pillars of duty: the three pillars of higher education and the duty of setting an example
- c. The torch symbolises the university's function as a higher education institution with the sacred and noble duty of enlightening the nation's life and advancing science and technology, whilst upholding and applying humanistic values, as well as fostering the nation's culture and empowerment.
- d. The flame with five rays symbolises the ideological meaning of Pancasila and the technical meaning, namely the goals of character, creativity, emotion, will, and the work of the generation.
- e. The left and right wings, each consisting of five feathers, signify the development of the university into a renowned institution at regional, national and international levels, with dual mandates in education and non-education.

- f. The inscription 'UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG' symbolises the university as an educational institution under YPLP PT PGRI Semarang, based in Semarang, and operating under the Ministry of Research, Technology and Higher Education.

I. UPGRI Anthem and March

HYMNE UNIVERSITAS PGRI

Lirik: L. Hyacinthus N.

Arr: Jaka Sutanto V.

Do = F 1 2 3 4 5 6 7 i
4/4 Do Re Mi Fa Sol La Si

| | | | | | | | | |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|---------|------------------------|--------------------|
| S | $\overline{3 \ 6 \ 7}$ | $\overline{1 \ 1}$ 1 . | $\overline{6 \ 7 \ 1}$ | $\overline{2 \ 2}$ 2 . | $\overline{2 \ 1 \ 2}$ | 3 . . . | $\overline{3 \ 2 \ 1}$ | 7 . . . |
| A | $\overline{3 \ 3 \ 3}$ | $\overline{6 \ 6}$ 6 . | $\overline{6 \ 5 \ 5}$ | $\overline{6 \ 6}$ 6 . | $\overline{6}$ | 6 . . . | $\overline{1 \ 7 \ 6}$ | 5 . . . |
| T | $\overline{3 \ 1 \ 2}$ | $\overline{3 \ 3}$ 3 . | $\overline{3 \ 2 \ 3}$ | $\overline{4 \ 4}$ 4 . | $\overline{4 \ 3 \ 2}$ | 1 . . . | $\overline{6 \ 5 \ 4}$ | 3 . . . |
| B | $\overline{3 \ 1 \ 7}$ | $\overline{6 \ 6}$ 6 . | $\overline{1 \ 2 \ 3}$ | $\overline{2 \ 2}$ 2 . | $\overline{2 \ 1 \ 7}$ | 6 . . . | $\overline{6 \ 7 \ 1}$ | 3 . . . |
| | Se i ring | ci ta ku | yang | ku kan dung | su | ci | mu li | a |
| | Sa yap. dan | bu lu | lam | bang ci ta | ku | dan | ni at | ku |

| | | | | | | | | |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|--------------------|------------------------|---------|
| S | $\overline{3 \ 6 \ 7}$ | $\overline{1 \ 1}$ 1 . | $\overline{6 \ 7 \ 1}$ | $\overline{2 \ 2}$ 2 . | $\overline{2 \ 1 \ 2}$ | 7 . . . | $\overline{7 \ 1 \ 7}$ | 6 . . . |
| A | $\overline{3 \ 3 \ 3}$ | $\overline{6 \ 6}$ 6 . | $\overline{6 \ 5 \ 5}$ | $\overline{6 \ 6}$ 6 . | $\overline{6 \ 6 \ 6}$ | 8 . . . | 8 3 4 | 3 . . . |
| T | $\overline{3 \ 1 \ 2}$ | $\overline{3 \ 3}$ 3 . | $\overline{3 \ 2 \ 3}$ | $\overline{4 \ 4}$ 4 . | $\overline{2 \ 3 \ 4}$ | 3 . . . | $\overline{3 \ 2}$ | 1 . . . |
| B | $\overline{3 \ 1 \ 7}$ | $\overline{6 \ 6}$ 6 . | $\overline{1 \ 2 \ 3}$ | $\overline{2 \ 2}$ 2 . | $\overline{4 \ 6 \ 2}$ | 3 . . . | $\overline{3 \ 1 \ 7}$ | 6 . . . |
| | De ngan | sa dar | me lak | sa na kan | dhar ma | bhak ti | nya | guh |
| | Su luh dan | bu ku | pra - | lam bang | te kad ku | nan te | guh | |

| | | | | | | | | |
|---|--------------------|------------------------|------------------------|--------------------|--|------------------------|----------------------------|------------------------|
| S | $\overline{6 \ 6}$ | $\overline{6 \ 6}$ 6 . | $\overline{3 \ 1 \ 6}$ | 7 . . . | $\overline{6 \ 7 \ 1}$ | $\overline{2 \ 2 \ 2}$ | $\overline{2 \ 4 \ 3 \ 2}$ | 3 . . . |
| A | $\overline{6 \ 6}$ | $\overline{1 \ 1}$ 1 . | $\overline{1 \ 6 \ 6}$ | 8 . . . | 8 8 8 | $\overline{6 \ 6 \ 6}$ | $\overline{5 \ 7 \ 1 \ 2}$ | $\overline{1 \ 7}$ |
| T | $\overline{1 \ 1}$ | $\overline{4 \ 4}$ 4 . | $\overline{6 \ 4 \ 4}$ | 3 . . . | $\overline{3 \ 3 \ 3}$ | $\overline{4 \ 4 \ 4}$ | $\overline{5 \ 5 \ 5 \ 5}$ | $\overline{5 \ 6 \ 8}$ |
| B | $\overline{6 \ 6}$ | $\overline{4 \ 4}$ 4 . | $\overline{6 \ 1 \ 2}$ | 3 . . . | $\overline{3 \ 3 \ 3}$ | $\overline{1 \ 1}$ | $\overline{5 \ 6 \ 7}$ | $\overline{1 \ 2 \ 3}$ |
| | Hen dak | me ngangkat | bang | sa | ser'ta bu mi | per sa | da in do ne | Sia |
| | Pan cu si | la yang | sak | ti | ko koh ku at | per ka | sa mulya se | tya |

| | | | | | | | | |
|---|------------------------|--|------------------------|---------|------------------------|---------|--|--------------------|
| S | $\overline{0 \ 6 \ 6}$ | $\overline{6 \ 6}$ 6 . | $\overline{5 \ 4 \ 3}$ | 2 . . . | $\overline{2 \ 3 \ 4}$ | 5 . . . | $\overline{2 \ 6 \ 1}$ | 7 . . . |
| A | $\overline{0 \ 7 \ 7}$ | 1 1 1 | $\overline{2 \ 1 \ 2}$ | 6 . . . | $\overline{7 \ 1 \ 2}$ | 2 . . . | $\overline{7 \ 6 \ 6}$ | 8 . . . |
| T | $\overline{0 \ 3 \ 3}$ | $\overline{3 \ 3}$ 3 . | $\overline{3 \ 2 \ 3}$ | 4 . . . | $\overline{6 \ 6 \ 6}$ | 5 . . . | A A A | 3 . . . |
| B | $\overline{0 \ 3 \ 3}$ | $\overline{6 \ 6}$ 6 . | $\overline{6 \ 6 \ 6}$ | 2 . . . | $\overline{2 \ 1 \ 2}$ | 7 . . . | $\overline{7 \ 7 \ 7}$ | 3 . . . |
| | Kur ban dan | perju ang an | tak ku e | lak kan | sam pai a | jal | ku | |
| | Ku ber bhak | ti pa da mu | sam pai a | jal | ku | | | |

| | | | | | | | | |
|---|----------------------------|----------------------------|-------|------------------------|--------------------|--------------------|-------|---|
| S | $\overline{1 \ 6 \ 7 \ 1}$ | $\overline{2 \ 7 \ 1 \ 2}$ | 3 . 0 | $\overline{3 \ 3 \ 4}$ | $\overline{3 \ 2}$ | $\overline{3 \ 2}$ | 1 . 0 | 0 |
| A | $\overline{6 \ 3 \ 6 \ 7}$ | $\overline{5 \ 2 \ 5 \ 7}$ | 1 . 0 | $\overline{1 \ 1 \ 7}$ | $\overline{1 \ 2}$ | $\overline{1 \ 7}$ | 1 . 0 | |
| T | $\overline{3 \ 1 \ 2 \ 3}$ | $\overline{4 \ 2 \ 3 \ 4}$ | 5 . 0 | $\overline{5 \ 5 \ 5}$ | $\overline{5 \ 5}$ | $\overline{5 \ 4}$ | 3 . 0 | |
| B | $\overline{6 \ 6 \ 6 \ 6}$ | $\overline{7 \ 7 \ 1 \ 2}$ | 3 . 0 | $\overline{1 \ 1 \ 2}$ | $\overline{5 \ 5}$ | $\overline{1 \ 1}$ | 1 . 0 | |
| | Universitas P | G R I | Nya | la kan | lah' | ba | ra | |

| | | | | | | | | |
|---|--|------------------------|-----|------------------------|--------------------|--------------------|------------------------|------------------------|
| S | $\overline{3 \ 3 \ 3}$ | $\overline{6 \ 6}$ 6 . | 0 | 4 . 3 2 | $\overline{3 \ 2}$ | 5 . . 0 | 3 . 1 6 | $\overline{1 \ 2}$ 3 . |
| A | $\overline{7 \ 7 \ 7}$ | $\overline{3 \ 3}$ 3 . | 0 | $\overline{6 \ 6 \ 6}$ | $\overline{1}$ | 7 . . 0 | 1 . 4 4 | $\overline{6 \ 7}$ 1 . |
| T | 8 8 8 | $\overline{6 \ 6}$ 6 . | 0 | $\overline{4 \ 3 \ 4}$ | $\overline{5 \ 4}$ | 3 . . 0 | $\overline{6 \ 6 \ 6}$ | $\overline{3 \ 3}$ 6 . |
| B | $\overline{3 \ 3 \ 3}$ | $\overline{1 \ 1}$ 1 . | 0 | $\overline{1 \ 1 \ 2}$ | $\overline{1}$ | 2 . . 0 | $\overline{6 \ 1 \ 4}$ | $\overline{1 \ 7}$ 6 . |
| | Pen cip ta | pah la wan | pem | bi na | bang sa | Al | ma ma | ter ku |

| | | | | | | | | |
|---|----|----------------------------|--------------------|------------------------|--|---------------|------------------------------------|----------------------------|
| S | 0 | $\overline{4 \ 4 \ 4 \ 4}$ | 3 . . 0 | $\overline{4 \ 6 \ 6}$ | $\overline{7 \ 7 \ 3}$ | 0 | $\overline{2 \ 3 \ 4 \ 4 \ 4 \ 5}$ | $\overline{5 \ 5 \ 6 \ 0}$ |
| A | 0 | $\overline{1 \ 1 \ 2 \ 1}$ | 7 . . 0 | $\overline{1 \ 2 \ 2}$ | $\overline{3 \ 3 \ 3}$ | 3 . 0 | $\overline{7 \ 1 \ 2 \ 2 \ 2 \ 3}$ | $\overline{3 \ 3 \ 3 \ 0}$ |
| T | 0 | $\overline{6 \ 6 \ 6 \ 6}$ | 5 . . 0 | $\overline{6 \ 4 \ 4}$ | 8 8 8 | 0 | $\overline{2 \ 3 \ 4 \ 4 \ 4 \ 3}$ | $\overline{3 \ 2 \ 1 \ 0}$ |
| B | 0 | $\overline{4 \ 4 \ 2 \ 2}$ | 3 . . 0 | $\overline{4 \ 2 \ 2}$ | $\overline{3 \ 3 \ 3}$ | 3 . 0 | $\overline{3 \ 2 \ 1 \ 1 \ 1 \ 7}$ | $\overline{7 \ 7 \ 6 \ 0}$ |
| | Su | ar ba tin ku | su | lu hi | lang kah ku | Universitas P | G R I | |

MARS UNIVERSITAS PGRI

Lirik: L. Hyacinthus N.

Arr: Jaka Sutanto V.

Do = F

4/4

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|---|-------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| S | $\overline{0\ 5\ 5\ 5}$ | $\overline{3\ 3}$ | $\overline{3\ 3}$ | $\overline{4\ 2}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{7\ 1}$ | $\overline{4\ 3}$ | $\overline{4\ 4}$ | $\overline{6\ 5}$ |
| A | $\overline{0\ 3\ 3\ 2}$ | $\overline{1\ 1}$ | $\overline{1\ 7}$ | $\overline{6\ 5}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{2\ 1}$ | $\overline{2\ 2}$ | $\overline{3\ 2}$ |
| T | $\overline{0\ 1\ 1\ 1}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{6\ 4}$ | $\overline{3\ 3}$ | $\overline{3\ 3}$ | $\overline{3\ 3}$ | $\overline{6\ 5}$ | $\overline{1\ 1}$ | $\overline{1\ 7}$ |
| B | $\overline{0\ 1\ 1\ 1}$ | $\overline{1\ 1}$ | $\overline{1\ 2}$ | $\overline{1\ 7}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{2\ 3}$ | $\overline{2\ 1}$ | $\overline{2\ 2}$ | $\overline{2\ 5}$ |

A-yun-kan lang-kah-mu, ca-pai-lah ci-ta-mu di ba-wah Pan-ji P-G-R-I

| | | | | | | | | | | |
|---|----------------------------|-------------------|-------------------|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| S | $\overline{0\ 5\ 5\ 4\ 3}$ | $\overline{2\ 2}$ | $\overline{2\ 5}$ | $\overline{5\ 3\ 2}$ | $\overline{3\ 1}$ | $\overline{1\ 1}$ | $\overline{7\ 1}$ | $\overline{2\ 1}$ | $\overline{2\ 2}$ | $\overline{2\ 2}$ |
| A | $\overline{0\ 2\ 2\ 1\ 7}$ | $\overline{6\ 6}$ | $\overline{6\ 2}$ | $\overline{2\ 1\ 7}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{6\ 6}$ | $\overline{6\ 6}$ | $\overline{1\ 7}$ |
| T | $\overline{0\ 7\ 7\ 6\ 5}$ | $\overline{4\ 4}$ | $\overline{4\ 7}$ | $\overline{7\ 6\ 7}$ | $\overline{1\ 1}$ | $\overline{1\ 3}$ | $\overline{2\ 3}$ | $\overline{4\ 4}$ | $\overline{4\ 4}$ | $\overline{5\ 5}$ |
| B | $\overline{0\ 5\ 5\ 5\ 5}$ | $\overline{2\ 2}$ | $\overline{2\ 5}$ | $\overline{5\ 5\ 5}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{7\ 1}$ | $\overline{2\ 2}$ | $\overline{2\ 1}$ | $\overline{6\ 5}$ |

Ko-barkanlah se-la-lu smangat per-ju-a-ngan. Re-tas-kan se-mua rin-ta-ngan.

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|---|----------------------------|-------------------|-------------------|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| S | $\overline{0\ 5\ 5\ 4\ 3}$ | $\overline{2\ 2}$ | $\overline{2\ 5}$ | $\overline{5\ 3\ 2}$ | $\overline{3\ 1}$ | $\overline{1\ 1}$ | $\overline{7\ 1}$ | $\overline{2\ 1}$ | $\overline{2\ 1}$ | $\overline{7\ 7}$ |
| A | $\overline{0\ 2\ 2\ 1\ 7}$ | $\overline{6\ 6}$ | $\overline{6\ 2}$ | $\overline{2\ 1\ 7}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{6\ 6}$ | $\overline{6\ 6}$ | $\overline{5\ 5}$ |
| T | $\overline{0\ 7\ 7\ 6\ 5}$ | $\overline{4\ 4}$ | $\overline{4\ 7}$ | $\overline{7\ 6\ 7}$ | $\overline{1\ 1}$ | $\overline{1\ 3}$ | $\overline{2\ 3}$ | $\overline{4\ 4}$ | $\overline{4\ 6}$ | $\overline{6\ 2}$ |
| B | $\overline{0\ 5\ 5\ 5\ 5}$ | $\overline{2\ 2}$ | $\overline{2\ 5}$ | $\overline{5\ 5\ 5}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{7\ 1}$ | $\overline{2\ 2}$ | $\overline{2\ 1}$ | $\overline{2\ 5}$ |

Ko-barkanlah se-la-lu smangat pe-ngabdian tuk bangsa dan ta-nah a-ir

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|---|-------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| S | $\overline{0\ 5\ 5\ 5}$ | $\overline{3\ 3}$ | $\overline{3\ 3}$ | $\overline{4\ 2}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{2\ 3}$ | $\overline{4\ 5}$ | $\overline{6\ 6}$ | $\overline{5\ 5}$ |
| A | $\overline{0\ 2\ 2\ 2}$ | $\overline{1\ 1}$ | $\overline{1\ 7}$ | $\overline{6\ 5}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{2\ 2}$ | $\overline{2\ 1}$ | $\overline{1\ 7}$ |
| T | $\overline{0\ 3\ 3\ 3}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{6\ 4}$ | $\overline{3\ 3}$ | $\overline{3\ 3}$ | $\overline{3\ 3}$ | $\overline{6\ 5}$ | $\overline{6\ 6}$ | $\overline{2\ 2}$ |
| B | $\overline{0\ 7\ 7\ 7}$ | $\overline{1\ 1}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{7\ 1}$ | $\overline{2\ 2}$ | $\overline{2\ 2}$ | $\overline{2\ 5}$ |

Ja-di-lah sar-ja-na ja-di-lah cen-de-kia ju-ta-an rak-yat me-nan-ti

| | | | | | | | | | | |
|---|----------------------------|-------------------|-------------------|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| S | $\overline{0\ 5\ 5\ 4\ 3}$ | $\overline{2\ 2}$ | $\overline{2\ 5}$ | $\overline{5\ 3\ 2}$ | $\overline{3\ 1}$ | $\overline{1\ 1}$ | $\overline{2\ 1}$ | $\overline{2\ 3}$ | $\overline{4\ 3}$ | $\overline{2\ 2}$ |
| A | $\overline{0\ 2\ 2\ 1\ 7}$ | $\overline{6\ 6}$ | $\overline{6\ 2}$ | $\overline{2\ 1\ 7}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{6\ 1}$ | $\overline{7\ 5}$ | $\overline{6\ 6}$ |
| T | $\overline{0\ 7\ 7\ 6\ 5}$ | $\overline{4\ 4}$ | $\overline{4\ 7}$ | $\overline{7\ 6\ 7}$ | $\overline{1\ 1}$ | $\overline{1\ 3}$ | $\overline{4\ 3}$ | $\overline{4\ 6}$ | $\overline{5\ 3}$ | $\overline{2\ 2}$ |
| B | $\overline{0\ 5\ 5\ 5\ 5}$ | $\overline{2\ 2}$ | $\overline{2\ 5}$ | $\overline{5\ 5\ 5}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{7\ 1}$ | $\overline{2\ 2}$ | $\overline{2\ 2}$ | $\overline{2\ 2}$ |

U-lur-kanlah ta-nganmu, sia-mat-kan-lah bangsamu ber-pe-do-man Pan-ca-si-la

| | | | | | | | | | | |
|---|-------------------------|----------------------|-------------------------|-------------------------|-------------------|-------------------|-------------------|----------------------|-------------------|-------------------|
| S | $\overline{0\ 5\ 5\ 5}$ | $\overline{5\ 4\ 3}$ | $\overline{2\ 2\ 2\ 2}$ | $\overline{5\ 5\ 3\ 2}$ | $\overline{3\ 1}$ | $\overline{1\ 1}$ | $\overline{2\ 1}$ | $\overline{4\ 3\ 2}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ |
| A | $\overline{0\ 2\ 2\ 2}$ | $\overline{2\ 1\ 7}$ | $\overline{6\ 6\ 6\ 6}$ | $\overline{2\ 2\ 1\ 7}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{2\ 1\ 7}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ |
| T | $\overline{0\ 7\ 7\ 7}$ | $\overline{7\ 6\ 5}$ | $\overline{4\ 4\ 4\ 4}$ | $\overline{7\ 7\ 6\ 7}$ | $\overline{1\ 1}$ | $\overline{1\ 3}$ | $\overline{4\ 5}$ | $\overline{6\ 5\ 4}$ | $\overline{4\ 4}$ | $\overline{3\ 3}$ |
| B | $\overline{0\ 5\ 5\ 5}$ | $\overline{5\ 5\ 5}$ | $\overline{2\ 2\ 2\ 2}$ | $\overline{5\ 5\ 5\ 5}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{7\ 1}$ | $\overline{2\ 1\ 5}$ | $\overline{5\ 5}$ | $\overline{1\ 1}$ |

Uni-versitas P-G-R-I tem-pat eng-kau di tem-pa Al-ma-ma-ter mu ter-cin-ta

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|---|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| S | $\overline{0\ 1\ 2}$ | $\overline{3\ 3}$ | $\overline{3\ 3}$ | $\overline{4\ 4}$ | $\overline{3\ 2}$ | $\overline{3\ 1}$ | $\overline{0\ 1\ 3}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{4\ 4}$ | $\overline{3\ 3}$ | $\overline{2\ 2}$ |
| A | $\overline{0\ 5\ 5}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{2\ 2}$ | $\overline{7\ 7}$ | $\overline{1\ 5}$ | $\overline{0\ 5\ 1}$ | $\overline{3\ 3}$ | $\overline{3\ 3}$ | $\overline{2\ 2}$ | $\overline{1\ 1}$ | $\overline{7\ 7}$ |
| T | $\overline{0\ 3\ 4}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{5\ 4}$ | $\overline{3\ 0\ 3\ 5}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{6\ 6}$ | $\overline{6\ 6}$ | $\overline{5\ 5}$ |
| B | $\overline{0\ 1\ 7}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{1\ 1}$ | $\overline{0\ 1\ 1}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{2\ 2}$ | $\overline{2\ 2}$ | $\overline{5\ 5}$ |

Ku-ke-nang ja-sa-mu se-la-lu pa-da ku-ku-ber-jan-ji wu-judkan karya-nya ta

| | | | | | | | | | | | |
|---|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------|----------------------|----------------------|----------------------|
| S | $\overline{0\ 1\ 2}$ | $\overline{3\ 3}$ | $\overline{3\ 3}$ | $\overline{4\ 4}$ | $\overline{5\ 6}$ | $\overline{5\ 4}$ | $\overline{5\ 5}$ | $\overline{5\ 5\ 5}$ | $\overline{5\ 5\ 5}$ | $\overline{5\ 5\ 5}$ | $\overline{1\ 1}$ |
| A | $\overline{0\ 5\ 5}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{2\ 2}$ | $\overline{3\ 3}$ | $\overline{1\ 1}$ | $\overline{2\ 2}$ | $\overline{3\ 2\ 2}$ | $\overline{3\ 2\ 2}$ | $\overline{3\ 2\ 2}$ | $\overline{3\ 2\ 2}$ |
| T | $\overline{0\ 3\ 4}$ | $\overline{5\ 5}$ | $\overline{5\ 5}$ | $\overline{6\ 6}$ | $\overline{7\ 7}$ | $\overline{6\ 6}$ | $\overline{5\ 5}$ | $\overline{1\ 7\ 7}$ | $\overline{1\ 7\ 7}$ | $\overline{1\ 7\ 7}$ | $\overline{5\ 5}$ |
| B | $\overline{0\ 7\ 7}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{1\ 1}$ | $\overline{4\ 4}$ | $\overline{7\ 7}$ | $\overline{1\ 7\ 7}$ | $\overline{1\ 7\ 7}$ | $\overline{1\ 7\ 7}$ | $\overline{1\ 7\ 7}$ |

Ku-do-a-kan pa-da Tu-han Yang Ku-a-sa Uni-versitas P-G-R-I Tetap Jaya

CHAPTER II

ORGANISATION OF UPGRIS

A. Advisor to the Higher Education Institution of the Republic of Indonesia Teachers Association Semarang

As an affiliate of the Central Java Provincial PGRI, YPLP PGRI in Semarang operates under the auspices of the PGRI Semarang Foundation for Higher Education Institutions (YPLP PT), which is itself a subsidiary of the Central PGRI Foundation (YPLP PGRI Pusat). The Chair of the Central Java Provincial PGRI serves ex officio as the supervisor. The board of Pembina Lembaga Pendidikan Perguruan Tinggi Persatuan Guru Republik Indonesia Semarang comprises:

1. Patron
2. Chair
3. Vice-Chair
4. Secretary
5. Deputy Secretary
6. Treasurer
7. Supervisor

The Foundation is responsible for the guidance and development of the university. The forms of such guidance and development are as follows:

1. Establishing the fundamental policies for the delivery of higher education at the university.
2. Undertaking financial initiatives to ensure the university remains in a sound financial position.
3. Acting as a liaison between the university and the community to foster good cooperation.
4. Securing academic facilities and infrastructure.
5. Conducting evaluations of the performance of the university leadership in fulfilling their duties and responsibilities.
6. Assessing the effectiveness and productivity of the university's operations.

The Foundation is responsible for establishing the University's Vision, Mission, Objectives, Basic Policies (Statutes) and Strategic Plan (Renstra).

B. Leadership Structure

The leadership of UPGRIS consists of:

1. Rector
2. Vice-Rector:
 - a. Vice-Rector I for Academic Affairs and Cooperation
 - b. Vice-Rector II for General Administration and Finance
 - c. Vice-Rector III for Student Affairs and Alumni
 - d. Vice-Rector IV for Research, Community Service and Development

C. Academic Senate

The UPGRIS Academic Senate is the highest normative and representative body at the university. The University Senate comprises professors, university leadership, deans, the director of postgraduate studies, faculty lecturers' representatives, and other designated members. In carrying out its duties, the UPGRIS Academic Senate is divided into 4 (four) committees as follows.

1. Committee I: Education and Teaching.
2. Committee II: Research and Community Service.
3. Committee III: Academic Resources and Quality Assurance.
4. Committee IV: Institutional Development, Cooperation, Student Affairs and Alumni.

D. Education Management

1. Organisation

- a. The organisation of educational delivery involves the structuring of duties, authorities, responsibilities, and working relationships among officials of the relevant units involved in the delivery of educational programmes.

- b. Officials of the relevant work units involved in the delivery of education have the following hierarchical responsibilities:
 - 1) The Rector, acting through the Vice-Rector I, is responsible for coordinating the delivery of education at UPGRIS.
 - 2) The Dean, acting through the Vice-Dean for Academic Affairs, Human Resources and Cooperation, is responsible for coordinating the organisation and implementation of education within the study programmes under the relevant faculty/study programme.
 - 3) The Head of the Study Programme is responsible for coordinating the implementation of education at the level of the relevant study programme.
 - 4) Lecturers are accountable to the Head of the Study Programme for the delivery of the relevant course.
 - 5) The UPT is accountable to the Rector for assisting in the organisation of education in accordance with their respective duties and functions.
- c. The Rector, acting through the Vice-Rector I, is tasked with implementing educational policies at UPGRIS.
- d. In carrying out these duties, the Rector is directly accountable to the Foundation.
- e. In elaborating or establishing educational policies, the Vice-Rector I, on behalf of the Rector, is authorised to establish mechanisms for the delivery of education in accordance with applicable regulations and legislation.
- f. In carrying out his duties, the Vice-Rector I is assisted by the Academic Bureau (BAK) as the administrative implementing body.
- g. The Vice-Dean for Academic Affairs, Human Resources and Collaboration, acting on behalf of the Dean, is responsible for coordinating the implementation and development of education within the faculty.
- h. In carrying out the duties set out in point (g), the Deputy Dean for Academic Affairs, Human Resources and Cooperation is accountable to the Dean.
- i. In coordinating the implementation and development of education within the faculty, the Vice-Dean for Academic Affairs, Human Resources and Cooperation is assisted by the Faculty Administration Sub-Division.
- j. The Head of the Study Programme is responsible for delivering and developing the curriculum.
- k. In carrying out these duties, the Head of the Study Programme is accountable to the Dean.
- l. Lecturers are responsible for:
 - 1) Developing the course.
 - 2) Drawing up the semester lecture plan.
 - 3) Delivering lectures.
 - 4) Assessing learning outcomes.
- m. In carrying out their duties, lecturers are accountable to the head of the study programme/course coordinator.
- n. Laboratories, workshops and UPTs are tasked with supporting the delivery of education.
- o. In carrying out their duties, the head of the laboratory is accountable to their immediate superior, and the UPT is accountable to its immediate superior, namely the rector.
- p. The rules and regulations governing the operation of laboratories and UPTs are set out in the relevant handbook.
- q. Students are responsible for:
 - 1) Draw up a comprehensive study/course plan for the semester.
 - 2) Attend lectures in accordance with the applicable regulations.
 - 3) Taking the prescribed tests and examinations.
- r. In carrying out their duties, students are obliged to comply with all regulations in force at UPGRIS.

2. Implementation

- a. The Head of the study programme allocates course offerings from their study programme in accordance with the course distribution plan.
- b. When determining the duties and teaching load of each lecturer, the Head of the Study Programme takes into account:
 - 1) the lecturers' competencies and areas of expertise.
 - 2) a balance between teaching, research, and community service duties.
 - 3) equitable distribution of mentoring duties.
 - 4) the mentoring of junior lecturers by senior lecturers.
- c. Lecturers of a course:
 - 1) presenting their semester lecture plans to students.
 - 2) Attend face-to-face or online lectures in accordance with the timetable.
 - 3) Monitoring student attendance by signing the attendance register.
 - 4) Deliver lectures using relevant teaching methods.
 - 5) assess learning outcomes at least twice, taking into account:
 - a) the minimum student attendance requirement of 75%.
 - b) the assessment principles of the Benchmark Assessment System (PAP).
- d. The Faculty Administration Unit handles the administration of:
 - 1) student registration.
 - 2) enrolment of course participants.
 - 3) student and lecturer attendance.
 - 4) academic supervision.
 - 5) scheduling of lectures.
- e. The Faculty Administration Sub-Division and the UPGRIS ICT Unit carry out:
 - 1) administrative registration.
 - 2) recording of assessment results.
- f. Students are deemed eligible to attend lectures if they meet the following criteria:
 - 1) they are registered as participants in the relevant course.
 - 2) the course taken has been included in the Study Plan Form (KRS).

CHAPTER III EDUCATIONAL PROGRAMME

A. Educational Programmes at UPGRIS

UPGRIS offers undergraduate, postgraduate and professional programmes, namely:

1. The undergraduate (S1) programme is an academic programme designed for secondary school graduates or those with equivalent qualifications, enabling them to apply Science and Technology through scientific reasoning.
2. The master's degree programme (S2) is an academic programme designed for graduates of bachelor's degree programmes or equivalent, enabling them to apply and develop Science and/or Technology through scientific reasoning and research.
3. Professional education programmes are specialised training programmes designed for graduates of bachelor's degree programmes or equivalent to develop their talents and abilities and acquire the skills required in the workplace.

B. Objectives of the Educational Programmes

The educational programmes at UPGRIS aim to produce graduates who:

- a. who embody the spirit of Pancasila and possess high personal integrity;
- b. be open-minded and responsive to change, advances in science and technology, and the issues faced by society, particularly those relating to their field of expertise;
- c. be able to apply their technological knowledge and skills in accordance with their field of expertise and in productive activities and community service;
- d. have a command of the scientific principles, knowledge and methodology of a specific field of expertise, enabling them to identify, understand, explain and formulate solutions to problems within their area of expertise;
- e. has a command of scientific principles, enabling them to think, behave and act as a scientist; and
- f. be able to keep abreast of developments in knowledge and technology within their field.

C. Faculties and Study Programmes

UPGRIS, has 7 (seven) faculties offering undergraduate programmes with 22 (twenty-two) study programmes. At the postgraduate level, UPGRIS offers 6 (six) study programmes and 1 (one) professional programme, as detailed in Table C.1.

Table C.1. List of Faculties and Study Programmes Offered
by UPGRIS

| No. | Program | Faculty | Study Programme |
|-----|-------------------|---|--|
| 1. | Bachelor's | Faculty of Education | 1) Guidance and Counselling 2) Primary School Teacher Education 3) Early Childhood Teacher Education |
| 2. | Bachelor's Degree | Faculty of Social Sciences and Physical Education | 4) Pancasila and Citizenship Education 5) Economics Education 6) Physical Education, Health and Recreation |

| No. | Program | Faculty | Study Programme |
|-----|-------------------------------------|---|---|
| 3. | Bachelor's Degree | Faculty of Mathematics, Natural Sciences and Information Technology Education | 7) Mathematics Education 8) Biology Education 9) Physics Education 10) Information Technology Education |
| 4. | Bachelor's Degree | Faculty of Language and Arts Education | 11) Indonesian Language and Literature Education 12) English Language Education 13) Regional Language and Literature Education |
| 5. | Bachelor's Degree | Faculty of Engineering and Informatics | 14) Architecture 15) Civil Engineering 16) Mechanical Engineering 17) Electrical Engineering 18) Computer Science 19) Food Technology |
| 6. | Bachelor's Degree | Faculty of Law | 20) Law |
| 7. | Bachelor's | Faculty of Economics and Business | 21) Management 22) Digital Business |
| 8. | Master's/ Professional Education | Postgraduate | 23) Educational Management 24) Indonesian Language and Literature Education 25) Science Education 26) English Language Education 27) Primary Education 28) Mathematics Education 29) Teacher Training |

D. Credit Hour System (SKS)

1. Semester credits are a qualitative measure of the successful completion of academic activities by students and/or lecturers.
2. The Credit System is an educational delivery system that uses semester credit units (SKS) to express students' study load, lecturers' workload, and the programme's administrative burden.
3. The Semester System is a system for the delivery of educational programmes using the semester as a unit of time, whereby an academic year consists of 2 (two) semesters, 1 (one) quiet week and 1 (one) assessment week.
4. A semester is a period of 18 (eighteen) effective weeks, comprising 16 (sixteen) weeks of lectures or other scheduled activities, followed by 1 (one) quiet week and 1 (one) assessment week.
5. Academic activities in a single semester consist of various activities depending on the course format. Courses in the form of lectures, tutorials or seminars consist of face-to-face sessions, structured assignments and independent study. Courses in the form of seminars or other formats consist of face-to-face sessions and independent study.
6. Each semester offers a number of courses, each with a credit weight as specified by the curriculum.

E. Course Load

1. Bachelor's Degree Programme (S1)

- a. The study load for the Bachelor's Programme (S1) is a minimum of 150 to 154 credit hours;
- b. A maximum of 24 credits may be taken in each semester;

c. The maximum course load for the first and second semesters is 21 credits.

2. Master's Programme (S2)

- a. The credit load for the Master's Programme (S2) is a minimum of 40 to a maximum of 46 credits;
- b. A maximum of 14 credits may be taken in each semester;
- c. The maximum course load for the first and second semesters is 14 credits.

3. Postgraduate Professional Programme (S2)

- a. The credit load for the Postgraduate Professional Programme (S2) is a minimum of 12 and a maximum of 36 credits;
- b. Course load is taken in packages.

F. Duration of Study

1. The duration of the Master's Programme is 8 (eight) semesters as a standard duration () and a maximum of 14 (fourteen) semesters following secondary education.
2. The duration of the Postgraduate Master's Programme is 4 (four) semesters and a maximum of 8 (eight) semesters following secondary education.
3. The duration of the Postgraduate Professional Programme is 2 (two) semesters and a maximum of 8 (eight) semesters
4. Postgraduate Master's students who are unable to complete their studies within the prescribed duration shall be declared to have dropped out (DO)

G. Academic Degrees

In accordance with the Decree of the Minister of Research, Technology and Higher Education, graduates of UPGRIS, are entitled to hold:

1. The academic title of Bachelor is written after the name of the graduate of the Bachelor's programme, preceded by the letter "B." and followed by the initials of the specialisation, such as B.Ed. (Bachelor of Education), B.Eng. (Bachelor of Engineering), B.Ag. (Bachelor of Agricultural Technology), B.Arch. (Bachelor of Architecture), B.Comp. (Bachelor of Computer Science), S.H. (Bachelor of Law), S.M. (Bachelor of Management), and S.Bns. (Bachelor of Business).
2. Master's academic degrees are written after the name of graduates of Master's programmes, with the letter "M." followed by the initials of the degree, such as M.Pd. (Master of Education).
3. Degrees for graduates of professional education programmes are written before or after the name of the holder, with the initials of the degree included, such as Gr. (Professional Teacher).

H. Graduates' Qualifications

The authority of graduates of Bachelor's, Master's and Professional programmes is in accordance with applicable laws and regulations.

CHAPTER IV STUDENT ADMINISTRATION SYSTEM

A. Administrative Registration

1. Administrative registration is the process of obtaining registered student status at UPGRIS.
2. All students of UPGRIS are required to complete administrative registration at the start of each semester in accordance with the academic calendar.
3. Administrative registration takes place after the student in question has made the required payment and met the other specified requirements.
4. The administrative registration process for prospective regular students and those under the Recognition of Prior Learning (RPL) scheme who have been accepted at UPGRIS is as follows:
 - a. Prospective students must submit: proof of registration payment, examination participant card, 2 (two) copies of the declaration form downloaded from the website pmb.upgris.ac.id and signed by a parent (with a stamp duty), and submit photocopies of their diploma and UAN results/Academic Transcript that have been certified.
 - b. Prospective students who have submitted their administrative registration documents will be issued a Student ID Number (NPM).
 - c. Applicants to the RPL programme who have discontinued their studies or been expelled (DO) from their previous education are permitted to continue their studies through the RPL mechanism **at another higher education institution, but are not permitted to continue their studies at their original institution.**
 - d. The registration and assessment mechanisms for the RPL programme are set out in a separate handbook.
5. Administrative registration for returning students (re-registration) via the simekar.upgris.ac.id system, provided that the Single Tuition Fee (UKT) has been paid, is to be carried out independently.
6. Returning students who are currently on academic leave and wish to register must submit a Letter of Academic Leave (SKCK) accompanied by a statement containing approval to resume their studies from the head of the study programme and the dean, as well as submit a copy of proof of payment for the UKT and other educational fees to the finance and academic affairs staff.
7. Students who have completed the administrative registration process may fill in and print their Study Plan Card (KRS) and Academic Transcript (KHS) via the Si Mekar system, as well as process other required certificates, including a library book borrowing clearance.

B. Academic Registration

1. Academic registration is a service enabling students to obtain the right and permission to attend lectures in a specific semester; this is carried out at the start of the semester, provided that the student in question has completed administrative registration.
2. A study plan is a student's academic schedule for a single semester, drawn up at the start of each semester.
3. Study plan consultation is a consultation activity between students and their academic advisors, conducted within a specific study programme or faculty, for the purpose of drawing up the study plan for the relevant semester at a time determined in accordance with the academic calendar.
4. Course selection is the process of choosing a student's academic activities, including the MBKM programme and regular courses to be undertaken by the student for one semester.
5. Academic registration services are conducted online via the simekar-sia website.
6. The Study Plan Form (KRS) is a document containing information regarding a student's study plan, such as the student's identity, course codes and names, MBKM programme codes and names, lecturers/tutors, timetable, and the credit weight of each course.
7. Filling in the KRS involves students entering the courses they plan to take and have registered for in the relevant semester in accordance with the regulations.
8. Academic registration includes the following activities:

- a. consultation on study plans.
 - b. retrieving the study plan via the simekar-sia website
 - c. Verification of the Study Plan Card by the academic tutor
 - d. Announcement of the results of the Study Plan Card verification
 - e. Students print their Study Plan Cards.
9. A student is deemed to be registered for a course if:
 - a. they meet the prerequisites for the course in question.
 - b. they have received approval from their academic tutor.
 - c. there are still places available in the class.
 10. Prerequisite courses may only be taken by students who have completed the prerequisite course with a minimum grade of C.
 11. The Course Registration Form (KRS) is completed online after students have settled their administrative obligations in accordance with the regulations.
 12. The online Course Registration Form (KRS) is approved once the academic advisor has verified the student's study plan.
 13. Course registration must be completed in accordance with the specified schedule.
 14. Theses/final projects are registered in the KRS each semester in accordance with the applicable prerequisites.
 15. The results of the KRS processing consist of the following information:
 - a. a summary of the list of courses taken by the student
 - b. a list of course attendees
 - c. a list of course attendance.
 - d. a list of lecturers' duties/a list of lecturers and the courses they teach
 - e. a list of final grades
 - f. List of prospective candidates for the graduation ceremony for the relevant semester.
 - g. Other relevant lists.
 16. Guidelines for the selection of study plans for students at UPGRIS are regulated in Rector's Regulation No. 002/PR/UPGRIS/VIII/2024

C. Academic Mentoring

1. Academic supervision is the activity whereby academic tutors assist in ensuring the smooth progress and timely completion of students' studies, as well as guaranteeing the fulfilment of students' attendance requirements, thereby contributing to the smooth and successful completion of studies and the development of the soft skills and character of the students under their guidance.
2. Every permanent lecturer is required to act as an academic tutor for a number of students designated in writing by the Dean upon the recommendation of the Head of the Study Programme.
3. Each student has an academic tutor who is obliged to provide regular guidance throughout their studies.
4. Each academic tutor is obliged to carry out academic supervision at least 4 (four) times per semester:
 - a. at the start of the semester (completion of the MBKM Course Registration Form),
 - b. the start of the semester (completion of the Regular Course Registration Form, Student Activity Points, SKPI, and the assignment of student activity status (active, deceased, withdrawn, on leave)),
 - c. mid-semester,
 - d. prior to the End-of-Semester Examinations (UAS).
5. Academic tutors verify the MBKM Course Registration Forms and Regular Course Registration Forms regarding students' attendance records and SKPI forms online, in conjunction with the academic registration and tutoring process.
6. In carrying out their duties in accordance with the academic advising regulations, academic advisors monitor students' academic performance each semester.

7. Academic tutors may seek assistance from other departments in the context of academic tutoring.
8. Academic advising activities are coordinated by the Vice-Dean I.
9. Every academic tutor must always adhere to the code of ethics for lecturers as set out in the appendix to these educational guidelines.

D. Study Planning

Study planning involves the preparation of a study plan by the student under the guidance of the academic tutor in accordance with applicable regulations.

E. Study Leave

1. Academic leave (deferral of studies) is the legally permitted postponement of administrative registration, academic registration, and attendance at lectures for a specific semester.
2. Students may take a leave of absence after having attended lectures for at least one semester, and provided they have not forfeited their right to study, except in the case of illness or other valid reasons supported by a valid medical certificate.
3. Students taking a study leave are required to hold a Study Leave Certificate (SKCK) issued by the Dean.
4. Students who do not register for a particular semester, and do not hold a Leave of Absence Certificate, automatically forfeit their right to study and are deemed to have withdrawn from UPGRIS.
5. The period of academic leave is counted towards the student's maximum study period.
6. Students may request a Leave of Absence Certificate from the Faculty Administration Office from the end of the current semester and no later than 2 (two) months after the postponed semester has commenced, in accordance with the academic calendar.
7. The procedure for applying for a study leave is as follows:
 - a. Students must complete the academic leave application form at their respective Faculty Administrative Office.
 - b. The application form must be accompanied by a valid reason and supported by a statement from the relevant authority (to be attached).
 - A.** In the case of financial hardship, this must be supported by a statement from the parents/guardians, witnessed by the relevant official (the local Village Head/Lurah and District Head).
 - B.** In the case of illness, accident or similar circumstances, this must be substantiated by a certificate from the relevant authority.
8. Requests for academic leave cannot be considered if submitted after the deadline specified in point (6), and the student in question will automatically lose their right to study at UPGRIS.
9. Students who hold a Certificate of Good Conduct (SKCK) may apply to resume their studies, provided that the remaining study period previously utilised does not exceed the study duration limit of the relevant programme.
10. Students may extend their academic leave for a maximum of 2 (two) consecutive semesters or a maximum of 4 (four) non-consecutive semesters, provided that the remaining study period still allows the student to complete the required credit load.
11. Students on academic leave who wish to resume their studies are required to obtain approval from the head of the study programme and the relevant dean no later than one month before the start of the relevant semester's lectures. This approval must be stated on the SKCK.

F. Transfer/Withdrawal

1. Transfer/withdrawal refers to a change in a student's status resulting from a transfer, withdrawal, or loss of study rights.
2. Students transferring from UPGRIS to another higher education institution may request a transfer/withdrawal certificate from the dean, accompanied by a transcript or list of grades achieved, by submitting a transfer application to the rector, stating the reasons for the transfer.

3. Students who have lost their right to study may request a transfer/withdrawal certificate from the Faculty, accompanied by a transcript of the grades achieved, by submitting an application to the rector.

CHAPTER V CURRICULUM

A. General Description

The curriculum is a set of plans and arrangements regarding the objectives, content and subject matter, as well as the methods used as guidelines for the implementation of learning activities to achieve the objectives of higher education. The curriculum is the lifeblood of an educational programme; its existence requires dynamic planning, implementation and evaluation in line with the times, the needs of Science, Technology and the Arts (IPTEKS), as well as the competencies required by society and the employers of higher education graduates.

The Higher Education Curriculum is developed by each Higher Education Institution in accordance with the National Standards for Higher Education for each Study Programme, covering the development of intellectual intelligence, noble character, and skills.

The curriculum document shall consist of at least the following sections: 1) Study Programme Identity; 2) Curriculum Evaluation and Tracer Study; 3) Foundations of Curriculum Design and Development; 4) Formulation of Vision, Mission, Objectives, Strategies, and University Values; 5) Formulation of Graduate Competency Standards (SKL) expressed in Graduate Learning Outcomes (CPL); 6) Determination of Study Materials; 7) Establishment of Courses (MK) and Determination of Credit Weightings; 8) Curriculum Matrix and Map; 9) Semester Learning Plan (SLP); 10) Implementation Plan for the Right to Study for a Maximum of 3 Semesters Outside the Programme; and 11) Curriculum Management and Implementation Mechanisms.

UPGRIS, through Rector's Decision No. 122/SK/UPGRIS/X/2022, has implemented the Outcome-Based Education Curriculum under the 'Merdeka Belajar Kampus Merdeka' initiative at UPGRIS. The implementation of this curriculum is based on the Regulation of the Minister of Education and Culture (Permendikbud) of the Republic of Indonesia No. 3 of 2020 concerning National Standards for Higher Education and the Decision of the Minister of Education and Culture of the Republic of Indonesia No. 210/M/2023 concerning Key Performance Indicators (IKU) for Higher Education Institutions and Higher Education Service Institutions within the Ministry of Education, Culture, Research, and Technology.

In accordance with the KKKNI and the National Standards for Higher Education, graduates of UPGRIS's undergraduate programmes must attain competency qualifications encompassing attitudes, knowledge and skills, as set out in the graduate learning outcomes. Attitude is understood as proper and cultured behaviour resulting from the internalisation and actualisation of values and norms reflected in spiritual and social life through the learning process, students' work experience, research and/or community service related to learning. Knowledge refers to the systematic mastery of concepts, theories, methods, and/or the philosophy of a field of study, acquired through reasoning during the learning process, student work experience, research, and/or community service related to learning. Meanwhile, skills refer to the ability to demonstrate performance and apply concepts, theories, methods, materials and/or instruments acquired through learning, student work experience, research and/or community service related to learning, encompassing both specialised and general skills.

Courses are systematically directed towards the development of attitudes, knowledge and skills, and are categorised into university-level, faculty-level and programme-level courses. University-level courses amount to 12 compulsory credit units to be taken by every student in every study programme.

Table 5.1 University-Level Courses

| No. | Course Title | Credit | Status |
|-----|---|--------|------------|
| 1* | Religious Education Islamic Religious Education Christian Religious Education | 2 | Compulsory |

| No. | Course Title | Credit | Status |
|-----|-------------------------------|--------|------------|
| | Catholic Religious Education | | |
| | Hindu Religious Education | | |
| | Buddhist Religious Education | | |
| | Confucian Religious Education | | |
| 2 | Pancasila Education | 2 | Compulsory |
| 3 | Civics Education | 2 | Compulsory |
| 4 | Indonesian | 2 | Compulsory |
| 5 | English | 2 | Compulsory |
| 6 | PGRI and Character Education | 2 | Compulsory |
| | Total | 12 | |

* selected according to the religion practised

Faculty-specific courses, totalling 8 credits, are organised by the faculty and must be taken by students in each faculty.

Table 5.2 Faculty Courses for the Education Programme

| No. | Course Title | Credit | Status |
|-----|---------------------------------------|--------|------------|
| 1 | Foundations of Education | 2 | Compulsory |
| 2 | Student Development | 2 | Compulsory |
| 3 | Professional Ethics in Education | 2 | Compulsory |
| 4 | Learning Resources and Teaching Media | 2 | Compulsory |
| | Total | 8 | |

Table 5.3 Faculty Courses for Non-Education Programmes

| No. | Course Name | Credit Hours | Status |
|-----|---------------------|--------------|------------|
| 1 | Professional Ethics | 2 | Compulsory |
| 2 | Entrepreneurship | 2 | Compulsory |
| 3 | Fieldwork | 2 | Compulsory |
| 4 | Work Placement | 2 | Compulsory |
| | Total | 8 | |

Programme-specific courses developed by the study programme total 130–134 credits in accordance with the learning outcomes of each study programme.

In order to enhance students' skills beyond the academic scope of their degree programmes, there is a need for academic arrangements that support the development of additional competencies through soft skills (free-form) modules. Consequently, Rector's Decision No. 053/SK/UPGRIS/VIII/2024 was issued regarding the Establishment of Soft Skills (Free-Form) Modules under the 'Merdeka Belajar Kampus Merdeka' initiative at UPGRIS. UPGRIS provides facilities for students to undertake learning activities for 1 (one) semester outside their degree programme but still within the UPGRIS environment, and for a maximum of 2

(two) semesters outside UPGRIS. In carrying out these independent learning activities for 6 (six) months, students are entitled to an equivalence of 20 (twenty) credit points.

Equivalence with courses within the curriculum may be expressed in terms of the competencies acquired by students, whether in hard skills or soft skills, in accordance with the desired learning outcomes. The competencies used for Free Form recognition are as follows.

Table 5.4. List of Free-Form Course Names (MK) Along with Course Codes, Credit Points, and Definitions and Learning Outcomes for MBKM Learning Activity Forms (BKP)

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
|----|-------------|--|--------|--|
| 1 | BB24121601 | Diversity & Multiculturalism Diversity & Multiculturalism | 2 | Recognition of the learning outcomes achieved by students through their experiences, understanding, and ability to interact in a diverse world. Students are encouraged to study the life experiences and perspectives of others, thereby enhancing their awareness of diversity, equality, and issues of social justice both domestically and globally. |
| 2 | BB24121602 | Professional Development Professional Development | 2 | Recognition of learning outcomes achieved by students in obtaining or maintaining professional credentials, whether related to their academic field or new additional competencies, for the purposes of personal development or career advancement through competency certification activities, attending training courses, work placements/internships and other relevant activities |
| 3 | BB24121603 | Social & Emotional Learning Social & Emotional Learning | 2 | Recognition of the learning outcomes achieved by students in building self-awareness, managing emotions and motivation, engaging more effectively in social interactions, developing good interpersonal skills, and making critical and responsible decisions when facing change, adapting to the environment, demonstrating adaptability, creativity, and working well with others. |
| 4 | BB24121604 | Community Development Community Development | 2 | Recognition of the learning outcomes achieved by students through their experiences in community service activities, which include: <ol style="list-style-type: none"> 1. Demonstrating a sense of concern and empathy towards issues faced by the community, as well as an understanding of local customs and culture and a sense of national identity. 2. Being able to identify, plan, implement and evaluate community empowerment programmes in the broad field of agriculture, agriculture-based industries, and the environment in an integrated manner 3. Possessing a high level of concern and commitment, being skilled in communication, and collaborating across professions to contribute to addressing existing issues in the community. 4. Able to initiate and develop stakeholder cooperation networks in problem-solving efforts to meet the needs arising from the dynamics of real-life situations in the |

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
|----|-------------|--|--------|--|
| | | | | community. |
| 5 | BB24121605 | Social Entrepreneurship Socio-Entrepreneurship | 2 | Recognition of learning outcomes achieved by students regarding <ol style="list-style-type: none"> 1. Understanding of the business model theory of Social Enterprise, the Triple Bottom Line, Corporate Social Responsibility and the Sustainable Development Goals (SDGs) 2. The ability to identify social issues that can be addressed through business 3. The ability to link social issues to the SDGs and the business plan developed 4. Skills in conducting competitor analysis, customer analysis and comprehensive market research 5. The ability to measure and report on the impact of social entrepreneurship |
| 6 | BB24121606 | Talent Development Talent Development | 2 | Recognition of the learning achievements gained by students through the development of their own and/or others' interests and talents, ranging from building knowledge, skills and competencies to optimising their potential to excel, create and contribute to the best of their ability. Students are able to develop the initiative to collaborate, communicate, devise competition strategies, and exercise leadership within a limited scope, both as individuals and as a group, in problem-solving efforts. Students possess the ability to motivate others to develop their interests, talents, and abilities through positive activities carried out during the preparation, implementation, and evaluation stages of participation in competitions or other activities. |
| 7 | BB24121607 | Entrepreneurship Entrepreneurship | 2 | Recognition of the learning outcomes achieved by students through their entrepreneurial experiences, which include: <ol style="list-style-type: none"> 1. The ability to internalise entrepreneurial values and attitudes, namely independence, decisiveness, the ability to seize opportunities, and a willingness to take risks 2. The ability to identify, plan, implement and evaluate business opportunities 3. The ability to collaborate, take responsibility, communicate effectively and negotiate with various parties in running a business 4. Possessing a spirit of creativity and innovation in adding value to products 5. The ability to initiate and build prospective and sustainable business networks |
| 8 | BB24121608 | Inclusive & Innovative Leadership Inclusive & Innovative Leadership | 2 | Recognition of learning outcomes gained by students from experiences in activities and organisations, characterised by: <ol style="list-style-type: none"> 1. Their ability to actively seek out and consider different viewpoints and perspectives to inform better decision-making |

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
|----|-------------|--|--------|---|
| | | | | <ol style="list-style-type: none"> 2. The ability to view diverse talents as a source of competitive advantage and to inspire diverse individuals to drive organisational and individual performance towards a shared vision 3. Skills in setting priorities, providing motivational support, fostering teamwork, and managing change 4. Competence in problem-solving, fostering innovation, critical thinking, strategic thinking, initiative and an entrepreneurial mindset 5. Competencies related to communication and influencing others, as well as building synergistic and collaborative relationships |
| 9 | BB24121609 | Innovation and Design Thinking Innovation and Design Thinking | 2 | Recognition of the learning outcomes achieved by students in using creativity and design thinking skills to identify and select opportunities that enable innovation. Skills in creative problem-solving are developed and enhanced through various activities. The ability to use design thinking tools is provided to help students understand design thinking as a problem-solving approach. The ability to develop ideas through a process of empathy towards problems faced by society and the creation of value. |
| 10 | BB24121610 | Event Management Event Management | 2 | Recognition of learning outcomes achieved by students through experience, creativity and innovation in managing events, ranging from planning, developing budgets, determining critical paths, detailed work structures, risk mitigation, contingency planning, monitoring and evaluation, including their involvement in venue selection, registration, logistics/catering procurement, accommodation, transport, security and entertainment |
| 11 | BB24121611 | Communication and Teamwork Communication & Teamwork | 2 | Recognition of learning outcomes achieved by students through experience in public speaking and working in teams, with the following abilities <ol style="list-style-type: none"> 1. Distinguishing between groups and teams, including the characteristics of various types of teams 2. Developing teams and optimising factors that contribute to team success 3. Communicating effectively within an organisation, and finding solutions to common barriers to effective communication 4. Selecting effective communication channels, flows and networks within an organisation based on the situation 5. Identifying common risks and ethical issues associated with verbal, written, and social media communication |
| 12 | BB24121612 | Empathy and Emotional Intelligence Empathy & Emotional | 2 | Recognition of the learning outcomes achieved by students regarding the social and emotional skills that underpin positive relationships when |

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
|----|-------------|--|--------|--|
| | | Intelligence | | <p>interacting with others. This encompasses the fundamental and related skills of empathy and emotional intelligence, also known as EQ, which refers to the ability to identify and regulate one's own feelings, attune to others' feelings and understand their perspectives, and use this knowledge to:</p> <ol style="list-style-type: none"> 1. Constructive social interaction, more effective teamwork, problem-solving, and recovery from setbacks 2. Strengthening empathy, trust and collaboration within teams, and resolving conflicts more constructively—with a particular focus on how socially intelligent leadership can foster a culture of belonging and engagement within teams |
| 13 | BB24121613 | Effective Decision Making Effective Decision Making | 2 | <p>Recognition of the learning outcomes gained by students from their leadership experiences, involvement or responsibilities in strategic planning, which relies heavily on the student's ability to view the situation holistically (helicopter view) and make appropriate decisions.</p> <p>To make decisions that advance the organisation, leaders must ensure that organisational objectives are achievable and balanced, whilst also taking into account the uncertainty of future developments. In a complex organisational environment, sound strategy is the result of applying analytical thinking and using a systematic approach to decision-making, supported by, amongst other things:</p> <ol style="list-style-type: none"> 1. The ability to create a stakeholder objective tree to develop a clear set of measurable objectives 2. The ability to formulate scenarios to prepare for future situations that may differ from what is expected 3. The ability to conduct multi-criteria analysis to assess which decisions can help achieve objectives 4. Analytical skills in a business context, enabling the unravelling of complex situations requiring decision-making |
| 14 | BB24121614 | Complex Problem Solving Complex Problem Solving | 2 | <p>Recognition of the learning outcomes achieved by students regarding their ability to solve new, ill-defined problems in complex real-world settings. This ability is built upon a solid foundation of critical thinking, viewing problems from multiple perspectives, developing alternative solutions, and selecting the best solution based on the student's understanding of the problem, the environment affecting the problem, and those impacted by the solution.</p> |
| 15 | BB24121615 | Critical Thinking Critical Thinking | 2 | <p>Recognition of the learning outcomes achieved by students through their ability to think critically, namely the active, persistent and careful</p> |

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
|----|-------------|--|--------|---|
| | | | | consideration of a belief regarding a form of knowledge. This includes the analysis and evaluation of the ideas and conditions that support the belief and the conclusions that follow from it. Critical thinking involves the analysis and evaluation of one's own and others' thinking in accordance with intellectual standards, including clarity, accuracy, precision, relevance, significance, depth, breadth, logic, and fairness |
| 16 | BB24121616 | Creative and Innovative Thinking Creative Thinking & Innovation | 2 | Recognition of the learning outcomes achieved by students through their ability in creative thinking involves the generation of new ideas within or across disciplines. This utilises or breaks the rules and procedures within those disciplines and actively engages students in combining existing ideas into new configurations, developing new properties or possibilities for something that already exists, and discovering or imagining something entirely new. Standards for assessing creative thinking include originality, appropriateness, flexibility, and contribution to the domain |
| 17 | BB24121617 | Negotiation Strategy Negotiation Strategy | 2 | Recognition of the learning outcomes achieved by students through their ability <ol style="list-style-type: none"> 1. Conducting effective negotiations and reaching satisfactory agreements, analysing the 'social' perspective of a negotiation and its impact on a successful agreement, as well as the risks of ignoring it or failing to apply it 2. Adopting communication techniques that enhance relationships and foster cooperation among the parties involved 3. Developing critical thinking to manage emotions and resolve conflicts in a constructive manner 4. Handling unexpected developments in business negotiations, such as conflicting objectives, cultural differences, and deadlocks 5. Using political considerations in business negotiations 6. Assessing performance at each stage of the negotiation process |
| 18 | BB24121618 | Professional Ethics Professional Ethics | 2 | Recognition of the learning outcomes achieved by students regarding their ability to identify and analyse ethical challenges expressed in professional practice, their ability to use their knowledge for reflection in their professional practice, as well as their understanding of ethical, social and environmental awareness, and rights and responsibilities in acting in a morally desirable manner, leading to moral commitment and responsible behaviour |
| 19 | BB24121619 | Responsibility Responsibility | 2 | Recognition of the learning outcomes achieved by students in relation to their ability to fulfil |

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
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| | | | | obligations, including accepting the consequences |
| 20 | BB24121620 | Curiosity Curiosity | 2 | Recognition of learning outcomes achieved by students relating to behaviour or emotions that foster curiosity, concerning the desire to acquire knowledge, information and skills. |
| 21 | BB24121621 | Initiative Initiative | 2 | Recognition of the learning outcomes achieved by students in relation to their ability to take the first steps or initiate action without the need for specific guidance. Initiative is a form of independence, a desire to continue to grow and develop, and a drive to achieve goals. |
| 22 | BB24121622 | Perseverance Persistence | 2 | Recognition of the learning outcomes achieved by students regarding the ability to be persistent or have strong resilience in carrying out an action continuously despite challenges or difficulties |
| 23 | BB24121623 | Adaptation Adaptation | 2 | Recognition of the learning outcomes achieved by students regarding their ability to adapt comfortably to a variety of situations, thereby enabling them to demonstrate their best abilities. |
| 24 | BB24121624 | Discipline Discipline | 2 | Recognition of the learning outcomes achieved by students in relation to their ability to consistently follow rules, regulations and routines. |
| 25 | BB24121625 | Soft Skills Development Soft Skills Development | 2 | Recognition of learning outcomes achieved by students relating to abilities that are more inclined towards social skills, communication, social intelligence, and others. |
| 26 | BB24121626 | Analytical Thinking Analytical Thinking | 2 | Recognition of learning outcomes achieved by students relating to thinking skills, referring to the ability to research, collect and evaluate data to generate ideas for solving a problem |
| 27 | BB24121627 | Data Literacy Data Literacy | 2 | Recognition of the learning outcomes achieved by students regarding the ability to read, write, analyse and interact with data. |
| 28 | BB24121628 | Digital Literacy Digital Literacy | 2 | Recognition of the learning outcomes achieved by students regarding the knowledge and skills to use digital media, communication tools, or networks in finding, evaluating, using, creating, and utilising information in a healthy, wise, intelligent, careful, appropriate, and lawful manner in accordance with their intended use, with a view to fostering communication and interaction in daily life. |
| 29 | BB24121629 | Human Literacy Human Literacy | 2 | Recognition of learning outcomes achieved by students relating to an individual's abilities, attitudes, and actions to effectively address situations faced by oneself or the environment, comprising the ability to collaborate, show care, and build effective communication in resolving |

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
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| | | | | social issues |
| 30 | BB24121630 | Mathematical Literacy: Numeracy | 2 | Recognition of learning outcomes achieved by students relating to the knowledge and skills to <ol style="list-style-type: none"> 1. Be able to obtain, interpret, use, and communicate various types of numbers and mathematical symbols to solve practical problems in various contexts of daily life 2. Be able to analyse information presented in various forms (graphs, tables, charts, etc.) to make decisions |
| 31 | BB24121631 | Financial Literacy Financial Literacy | 2 | Recognition of learning outcomes achieved by students regarding the knowledge and skills to apply <ol style="list-style-type: none"> 1. Understanding of concepts and risks 2. Skills 3. Motivation and understanding to make effective decisions in a financial context to improve financial well-being, both individual and social, and to participate in the community |
| 32 | BB24121632 | Science Literacy Science Literacy | 2 | Recognition of the learning outcomes achieved by students regarding scientific knowledge and skills to be able to identify questions, acquire new knowledge, explain scientific phenomena, and draw conclusions based on facts; understand the characteristics of science; develop an awareness of how science and technology shape the natural, intellectual and cultural environments; and enhance the willingness to engage with and care about science-related issues. |
| 33 | BB24121633 | Self-Management Self-Management | 2 | Recognition of the learning outcomes achieved by students in relation to their ability to plan, allocate and execute tasks. |
| 34 | BB24121634 | Global Leadership Global Leadership | 2 | Recognition of the learning outcomes achieved by students regarding their ability to lead an organisation with a broad perspective on an international scale. |
| 35 | BB24121635 | Connections and Relationships Networking | 2 | Recognition of the learning outcomes achieved by students regarding the ability to expand connections and relationships that are useful in completing tasks and fulfilling roles through active listening, understanding the wishes and needs of others, communicating specific benefits and values, addressing complaints, and reaching an agreement |
| 36 | BB24121636 | Conflict Management Conflict Management | 2 | Recognition of the learning outcomes achieved by students regarding the efforts required to prevent and avoid conflicts, as well as to reduce risks and ensure they do not disrupt organisational performance. |
| 37 | BB24121637 | Disruptive Thinking Disruptive Thinking | 2 | Recognition of the learning outcomes achieved by students in relation to a way of thinking that involves creating unexpected and innovative |

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
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| | | | | solutions that challenge the status quo and have the potential to disrupt the market or industry. |
| 38 | BB24121638 | Stress Management Stress Management | 2 | Recognition of the learning outcomes achieved by students regarding how to carry out an action involving thinking, emotions, plans, or schedules, and problem-solving methods. |
| 39 | BB24111639 | Time Management Time Management | 1 | Recognition of the learning outcomes achieved by students in relation to the process of planning, controlling, and utilising time to the fullest extent possible to complete specific tasks in order to create effectiveness and productivity. |
| 40 | BB24121640 | Adapting to Change Adaptability and Flexibility | 1 | Recognition of the learning outcomes achieved by students regarding the ability to adapt to change and face uncertainty with an open and positive attitude, involving the ability to take the necessary steps to adjust to new changes, face challenges, and overcome obstacles effectively. |
| 41 | BB24121641 | Project Organisation and Collaboration Collaborative project and organisation | 1 | Recognition of the learning outcomes achieved by students regarding project management, with the aim of organising the stages of work implementation to achieve objectives; a system involving multiple parties working together simultaneously to carry out a series of activities. |
| 42 | BB24121642 | Planning and Ways of Working Planning and Ways of Working | 2 | Recognition of learning outcomes achieved by students regarding the ability to systematically plan a business or project, the ability to set targets or objectives for a business or project, the ability to design logical steps to achieve business or project targets, and the ability to regularly compile progress reports on the implementation of the work |
| 43 | BB24121643 | Goal Achievement Goals Achievement | 2 | Recognition of the learning outcomes achieved by students in relation to personal motivation and drive leading to the achievement of specific goals, and guided by the criteria used to assess effectiveness in achieving those goals. |
| 44 | BB24121644 | Mobilisation Systems Mobilising Systems | 2 | Recognition of learning outcomes achieved by students in relation to <ol style="list-style-type: none"> 1. The ability to develop an ambitious vision that motivates others to achieve it (crafting an inspiring vision) 2. the ability to understand the extent to which a group of people can work together and coordinate, and the ability to navigate organisational procedures (organisational awareness) 3. The ability to set an example through specific behaviour and inspire others to emulate it (role modelling) 4. The ability to explore the interests and needs of others and propose solutions that enhance benefits for all parties involved (win-win) |

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
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| | | | | negotiation) |
| 45 | BB24121645 | Entrepreneurship Concepts Entrepreneurship Concept | 1 | Recognition of the learning outcomes achieved by students in relation to creative and innovative abilities, which form the basis for creating something new and different through creative thinking and innovative action to generate business opportunities. |
| 46 | BB24121646 | Business Communication Business Communication | 2 | Recognition of the learning outcomes achieved by students relates to the skills they will acquire, namely active listening, verbal skills, negotiation skills, selling skills, written communication skills and interpersonal communication skills. Students' business communication skills will encourage them to build business networks. |
| 47 | BB24111647 | MSME Product Design MSME Product Design | 1 | Recognition of the learning outcomes achieved by students relates to the ability to design specialised products for MSMEs that incorporate product branding elements such as appeal, selling points, and brand composition. |
| 48 | BB24111648 | Field survey Field Survey | 1 | Recognition of learning outcomes achieved by students in relation to specific field data collection methods involving the collection of information, observation, or periodic responses by physically visiting specific locations or areas. Students can capture respondent data, both qualitative and quantitative, using methodologies tailored to the research questions and context. |
| 49 | BB24111649 | Concept of Literacy Literacy Concept | 1 | Recognition of the learning outcomes achieved by students in relation to their individual ability to read, write, understand, interpret and use information effectively. Literacy involves text comprehension, language skills, critical thinking and effective communication skills. Literacy encompasses the ability to acquire, analyse and use information in various contexts. |
| 50 | BB24111650 | Business Financial Planning Financial Planning | 1 | Recognition of the learning outcomes achieved by students regarding the ability to design methods for managing business finances to generate profit. These include the ability to calculate and set product prices, determine the minimum sales volume required to make a profit, and determine the amount of business capital. |
| 51 | BB24111651 | Teamwork Effectiveness Teamwork Effectiveness | 1 | Recognition of the learning outcomes achieved by students regarding their ability to work together with others, both individually and in groups, in accordance with their tasks and roles to achieve common goals. |
| 52 | BB24121652 | Relationship Development Development of Relationships | 2 | Recognition of learning outcomes achieved by students relating to <ol style="list-style-type: none"> 1. The ability to understand and share others' feelings (empathy) 2. A humble, calm attitude, and most |

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
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| | | | | importantly, one that is neither arrogant nor haughty (humility) 3. The ability to inspire trust through reliability, honesty, and genuine concern for the needs and desires of others (inspiring trust) 4. The ability and willingness to interact with others using language, tone, facial expressions, and behaviour that convey a sense of comfort and respect (sociability) |
| 53 | BB24121653 | Digital Fluency and Digital Citizenship Digital Fluency and Citizenship | 2 | Recognition of learning outcomes achieved by students relating to a combination of 1. Digital fluency, or the technical ability to understand, select, and use technology and technological systems. 2. Digital literacy, which refers to cognitive or intellectual competencies encompassing the ability to read, create, evaluate, make judgements, and apply technical skills whilst doing so. 3. Social competence or dispositional knowledge, which is the ability to relate to others and communicate with them effectively. 4. Actions or behaviour when using digital devices and interacting with others online |
| 54 | BB24121654 | Digital Systems Understanding Digital Systems | 2 | Recognition of learning outcomes achieved by students regarding their understanding of a system designed to measure a value that is either constant or irregular, expressed in the form of discrete digits or numbers of an electronic nature; an electronic system in which each constituent circuit performs discrete signal processing. |
| 55 | BB24121655 | Performance Management Performance Management | 2 | Recognition of students' learning outcomes involves a process of establishing a shared understanding of what is to be achieved, and how to guide and support others in achieving those objectives, whether in the short or long term. |
| 56 | BB24121656 | Data Analytics and Science Data Analysis and Scientist | 2 | Recognition of learning outcomes achieved by students relating to data analysis and visualisation (data analytics) and statistical modelling and prediction based on data (data science) |
| 57 | BB24121657 | Big Data Specialist Big Data Specialist | 2 | Recognition of students' learning outcomes regarding their ability to apply research methods appropriately and utilise big data for decision-making |
| 58 | BB24121658 | Digital Marketing and Strategy Specialist Digital marketing and strategy specialists | 2 | Recognition of the learning outcomes achieved by students regarding their ability to act as an online architect for a brand, designing and implementing strategies that enhance visibility and engagement across various digital platforms. Digital marketing involves analysing market trends and consumer behaviour to optimise marketing efforts, ensuring |

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
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| | | | | that content aligns with the target audience and drives conversions. |
| 59 | BB24121659 | The Sharing Economy Sharing economy | 2 | Recognition of learning outcomes achieved by students in relation to economic activities involving the use of technology and the internet to facilitate individuals in lending or renting an asset to another party. The sharing economy aims to provide access or services through the provision of facilities via digital platforms. |
| 60 | BB24121660 | Sustainable Development Goals Sustainable Development Goals (SDGs) | 2 | Recognition of learning outcomes achieved by students regarding their ability to describe the differences between the SDGs and the Republic of Indonesia's Sustainable Development Goals |
| 61 | BB24121661 | Agile Organisation Agile Organisation | 2 | Recognition of the learning outcomes achieved by students regarding innovative approaches to organisational management that emphasise flexibility, adaptability, and responsiveness to change |
| 62 | BB24121662 | Mindfulness & Leadership Mindfulness & Leadership | 2 | Recognition of learning outcomes achieved by students relating to the duties and scope of leadership, components and approaches to leadership, leadership theories, leadership styles, leadership ethics, and team leadership, as well as culture and the influence of culture on the leadership process. |
| 63 | BB24121663 | Financial Technology Financial Technology | 2 | Recognition of learning outcomes achieved by students regarding the knowledge and skills to apply an understanding of concepts and risks, motivational skills and understanding to make effective decisions in a financial context to improve financial well-being, both individual and social, and to participate in the community |
| 64 | BB24121664 | Leadership Skills Leadership Skills Capabilities | 2 | Recognition of the learning outcomes achieved by students in relation to their ability to lead and manage teams and individuals to perform at a high level in order to achieve organisational goals; their ability to collaborate with others from diverse cultures and backgrounds by demonstrating an open attitude and respect for differences. |
| 65 | BB24121665 | Global Competence Global Competence | 2 | Recognition of the learning outcomes achieved by students regarding their ability to lead an organisation with a broad international perspective. |
| 66 | BB24121666 | Technical Competence Technical Competence | 2 | Recognition of the learning outcomes achieved by students regarding their ability to master management and business concepts and thinking within the dynamics of the global business environment in problem-solving. |
| 67 | BB24132583 | Animal Behaviour Behaviour of Animals | 3 | Recognition of the learning outcomes achieved by students through the study of animal behaviour, its mechanisms and the factors that influence it. |

| No | Course Code | Course Name | Credit | Definition and Learning Outcomes |
|----|-------------|--|--------|--|
| 68 | BB24132582 | Administration and Quality Assurance of Education Administration and Quality Assurance of Education | 3 | Recognition of learning outcomes achieved by students through the study of theory and practice regarding the management, administration and development of education systems, and the study of a comprehensive concept for leading and operating an educational institution aimed at continuously improving performance with a focus on the customer (the public), whilst addressing the needs of all stakeholders |

B. Credit Points

1. Credit Points, hereinafter abbreviated to CP, are a measure of the time allocated to students per week per semester in the learning process through various forms of learning, or the extent of recognition of students' successful efforts in participating in curricular activities within a study programme.
2. One (1) SC in the form of lectures, tutorials and seminars comprises:
 - a. face-to-face learning activities for 50 (fifty) minutes per week per semester;
 - b. structured assignment-based learning activities for 60 (sixty) minutes per week per semester; and
 - c. 60 (sixty) minutes of independent study per week per semester.
3. One (1) credit in the form of seminars or other similar forms of learning comprises:
 - a. Face-to-face learning activities of 100 (one hundred) minutes per week per semester;
 - b. Self-directed learning activities: 70 (seventy) minutes per week per semester.
4. One (1) credit in the form of practicals, studio practice, workshop practice, field practice, research, community service, and/or other equivalent forms of learning, is 170 (one hundred and seventy) minutes per week per semester.
5. The Faculty and Study Programme stipulate that the standard student study load is 9 (nine) hours per day or 54 (fifty-four) hours per week, equivalent to 20 (twenty) credits per semester.
6. The study load for students with high academic achievement after the first 2 (two) semesters of the first year may be increased to 64 (sixty-four) hours per week, equivalent to 24 (twenty-four) credit units per semester.
7. High-achieving students as referred to in point 6 (six) are students who have a semester grade point average (SGPA) greater than 3.00 (three point zero zero) for undergraduate programmes and a semester grade point average (SGPA) greater than 3.50 (three point five zero) for postgraduate programmes, and who comply with academic ethics.

CHAPTER VI LEARNING SYSTEM

A. Learning

1. Learning is the process of interaction between students, lecturers and learning resources within a learning environment.
2. The learning system at UPGRIS is based on the provisions of the learning process standards set out in Ministry of Education and Culture Regulation No. 3 of 2020. The learning process standards constitute the minimum criteria for the implementation of learning in every study programme at UPGRIS to achieve graduate learning outcomes.
3. The scope of the learning system includes: 1) Characteristics of the learning process; 2) planning of the learning process; 3) implementation of the learning process; 4) student workload; 5) Organisation of Learning; 6) Lecture Timetable; 7) Learning Regulations; and 8) Sanctions for Students

B. Characteristics of the Learning Process

The learning process is conducted in an interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred manner. The characteristics of the learning process mentioned above have their respective meanings, namely:

1. Interactive means that graduates' learning outcomes are achieved by prioritising a two-way interaction process between students and lecturers.
2. Holistic means that the learning process encourages the formation of a comprehensive and broad mindset by internalising local and national strengths and wisdom.
3. Integrative means that graduate learning outcomes are achieved through an integrated learning process to fulfil the graduate learning outcomes as a whole within a single programme through interdisciplinary and multidisciplinary approaches.
4. Scientific means that graduate learning outcomes are achieved through a learning process that prioritises a scientific approach, thereby creating an academic environment based on the values, norms, and principles of science, whilst upholding religious and national values.
5. Contextual means that graduate learning outcomes are achieved through a learning process tailored to the demands of problem-solving within their field of expertise.
6. Thematic means that graduates' learning outcomes are achieved through a learning process tailored to the academic characteristics of the study programme and linked to real-world problems through a transdisciplinary approach.
7. Effective: this means that graduates' learning outcomes are achieved successfully by prioritising the proper and accurate internalisation of material within an optimal timeframe.
8. Collaborative: this means that graduate learning outcomes are achieved through a collaborative learning process involving interaction between learners to capitalise on attitudes, knowledge and skills.
9. Student-centred means that graduate learning outcomes are achieved through a learning process that prioritises the development of students' creativity, capacity, personality, and needs, as well as fostering independence in seeking and discovering knowledge in accordance with the academic calendar for the year, which is drawn up by the Academic Bureau and approved by the rector.

C. Planning the Learning Process

1. The learning process plan is drawn up for each course and set out in the Semester Learning Plan (SLP).
2. The Semester Learning Plan (RPS) is established and developed by lecturers independently or collectively within a specialist group in a particular field of science and/or technology within the study programme.
3. The Semester Learning Plan (RPS) must include at least the following:
 - a. Name of the study programme, name and code of the course, semester, credit hours, name of the lecturer;

- b. graduate learning outcomes assigned to the course;
 - c. the planned final competencies at each stage of learning to meet the graduate learning outcomes;
 - d. learning activities to fulfil the graduate learning outcomes;
 - e. study materials related to the competencies to be achieved;
 - f. teaching methods;
 - g. the time allocated to achieve the competencies at each stage of learning;
 - h. student learning experiences as reflected in the description of tasks to be completed by students over the course of a semester;
 - i. assessment criteria, indicators and weightings; and
 - j. a list of references used
4. The Semester Learning Plan (SLP) must be reviewed and updated periodically in line with developments in science and technology.

D. Implementation of the Learning Process

1. The implementation of the learning process takes the form of interaction between lecturers, students, and learning resources within a specific learning environment.
2. The learning process in each course is carried out in accordance with the Semester Learning Plan (RPS) and the characteristics of the learning process.
3. The learning process must be carried out systematically and in a structured manner across various courses and with a measurable workload.
4. The learning process must utilise effective teaching methods appropriate to the characteristics of the course to achieve specific competencies set out in the course as part of fulfilling graduate learning outcomes.
5. Teaching methods that may be selected for the delivery of course content include: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other teaching methods that can effectively facilitate the fulfilment of graduate learning outcomes.
6. Each course may use one or a combination of the above learning methods, organised within a specific learning format.
7. The forms of learning referred to above may take the form of: (a) lectures; (b) tutorials and tutorials; (c) seminars; and (d) practicals, studio practice, workshop practice, or field practice, work placements (e) field work placements or other terms
 - a. Lectures

Lectures are a form of learning or teaching and learning activity at higher education institutions for each course, comprising face-to-face, structured and independent activities for each course.
 - b. Recitals and tutorials
 - 1) Recitation sessions are classroom activities led by a lecturer or teaching assistant to explore course material through exercises, discussions, and other methods.
 - 2) A tutorial is a form of learning support designed to encourage and foster students' independence, discipline and initiative in their studies, whilst minimising intervention from the tutor or lecturer.
 - c. Seminars are a form of learning conducted by discussing a specific case or topic within a particular field of study, led by an expert in that field, thereby providing participants with opportunities for discussion and stimulating active participation among group members.
 - d. Practical sessions, studio practice, workshop practice, or field practice
 - 1) Practical sessions are a form of learning activity aimed at applying theory in controlled conditions and situations, such as in laboratories, classrooms, schools, offices, and specific educational institutions.
 - 2) Studio practice is a learning activity carried out in a studio, and aims to improve skills in line with the relevant field.

- 3) Workshop practice is a learning activity carried out in a workshop and aims to improve skills in the relevant field.
- 4) Field practice is a training activity aimed at applying theory in the form of practical work in the field. Forms of field practice include: a) Educational internships, b) Non-educational internships, c) Field Work Practice (PKL), d) Field Work Lectures, e) Community Service Lectures (KKN)
 - e. Research, design, or development
 - f. Military training
 - g. Student exchange;
 - h. Internships
 - i. Entrepreneurship; and/or
 - j. Other forms of community service
8. The learning process in the form of lectures, tutorials, or seminars, consists of: a) face-to-face activities; b) structured assignment activities; c) independent activities.
9. The learning process in the form of seminars or similar formats consists of: a) face-to-face activities; b) independent activities.
10. Face-to-face activities are learning processes conducted through scheduled face-to-face meetings or direct communication between lecturers and students, whether in the form of lectures, tutorials, or seminars.
11. Structured assignment activities are student activities outside of face-to-face hours, scheduled according to the lecturer's instructions, under the lecturer's supervision, in the form of completing homework, writing papers, conducting research, writing reports, and other relevant academic activities.
12. Independent study is a form of learning based on the student's programme designed to enrich their knowledge in support of face-to-face teaching; it takes the form of library study, home study, conducting research, interviewing experts, attending seminars, and other relevant academic activities.
13. In addition to the forms of learning referred to in point 7, for undergraduate, professional, and master's programmes, learning must include research, design, or development.
14. The forms of learning in the form of research, design, or development as referred to in point 13 are student activities under the guidance of lecturers aimed at developing attitudes, knowledge, skills, authentic experiences, as well as improving community welfare and national competitiveness.
15. The learning process related to student research must comply with the National Research Standards.
16. In addition to the forms of learning referred to in point 7, undergraduate and professional programmes must include a form of learning in the form of community service.
17. The form of learning in the form of community service as referred to in point 16 consists of student activities under the guidance of lecturers aimed at utilising science and technology to advance the welfare of the community and enrich the life of the nation.
18. The learning process related to community service by students must comply with the National Standards for Community Service.

E. Student Study Load

1. The student's study load is expressed in terms of credit units (sks).
2. A semester is a unit of time for effective learning lasting at least 16 (sixteen) weeks, including mid-semester and end-of-semester examinations.
3. An academic year consists of 2 (two) semesters, and higher education institutions may organise an intersemester.
4. An intersemester is held:
 - a. for a minimum of 8 (eight) weeks;
 - b. with a maximum student study load of 9 (nine) SC;
 - c. in accordance with the student's study load to meet the established learning outcomes.
 - d. The intersemester period is conducted in the form of lectures, and face-to-face sessions are held 16 (sixteen) times, including mid-term and final examinations for the intersemester period.
 - e. Guidelines for the implementation of the intersemester are set out in the Rector's regulations.

5. Duration and study load of the educational programme:
 - a. a maximum of 7 (seven) academic years for undergraduate programmes and four-year diploma/applied bachelor's programmes, with a minimum student study load of 150 (one hundred and fifty) credits;
 - b. a maximum of 3 (three) academic years for professional programmes following completion of an undergraduate programme, or a four-year diploma/applied bachelor's programme, with a minimum student study load of 24 (twenty-four) credits;
 - c. a maximum of 4 (four) academic years for master's programmes, applied master's programmes, or specialist programmes, following completion of a bachelor's degree or a four-year diploma/applied bachelor's degree, with a minimum student study load of 36 (thirty-six) credit units; or
 - d. The professional programme referred to in point (5b) is an advanced programme that may be separate from or integrated with a bachelor's degree programme, or a four-year diploma/applied bachelor's degree programme.

F. Organisation of Teaching

1. The scheduling of teaching/lectures at UPGRIS is based on the academic calendar valid for one year, which is drawn up by the Academic Bureau and approved by the Rector.
2. The timetable for teaching/lectures is drawn up by the study programme under the coordination of the Vice-Dean I/Assistant Director under the supervision of the Vice-Rector I.
3. Course registration during the academic registration period is coordinated by the head of the study programme through the respective academic advisors.
4. Teaching is carried out by course lecturers in teams (team teaching) in accordance with the teaching materials prepared and the regulations in force at UPGRIS.
5. Monitoring and evaluation of teaching delivery are carried out by the Programme Study Quality Assurance Sub-Unit, the Faculty/Postgraduate Quality Assurance Unit, and the UPGRIS Quality Assurance Agency (LPM). Evaluation is also conducted online by structural officials at the programme study, faculty and university levels. The results of monitoring and evaluation are followed up by the head of the programme study and the dean/director.

G. Lecture Timetable

1. The lecture timetable must include at least the following details:
 - a. Course code and credit hours.
 - b. Day, time, and lecture room/building.
 - c. Code and name of the lecturer/instructor.
2. One lecture hour for a course worth 2 credits is 2 x 50 minutes. Lectures begin at 07:30 WIB (first session) and end at 21:00 WIB (last session)
3. The lecture timetable is announced by the study programme no later than 2 (two) weeks before the start of the lecture period.
4. The lecture timetable is submitted to the Vice-Chancellor I and communicated to the Academic Office no later than 1 (one) week after its announcement.

H. Rules and Regulations for Learning / Lectures

1. At the start of each semester, lecturers are required to upload the Semester Course Plan (RPS) and Course Contract to the UPGRIS Online Learning System (SPADA).
2. Lecturers and students must attend classes.
3. Lecturers upload course materials via UPGRIS's SPADA.
4. Lecturers must validate attendance records, including permission for absence or absence status, for each student's attendance data.
5. Lecturers assign tasks, including task descriptions, deadlines and task statuses.
6. Mid-term and end-of-semester examinations may be conducted online or in person

7. All of the above learning processes are carried out via hybrid learning and recorded in SPADA UPGRIS.

I. Sanctions

1. Sanctions are academic and/or administrative measures imposed on students who breach the applicable regulations.
2. The purpose of imposing sanctions is to maintain the quality of educational outcomes and to encourage students to achieve optimal performance, as well as to enhance the role and function of UPGRIS.
3. Sanctions may take the form of suspension or other sanctions for students who breach university regulations.
4. Sanctions for violations not yet specified in these regulations shall be determined by the Rector upon the recommendation of the Dean/Director.

CHAPTER VII

FIELD STUDY, INTERNSHIP, FIELD WORK, INDUSTRY INTERNSHIP AND COMMUNITY SERVICE PROGRAM

A. FIELD WORK

1. Definition

- a. Field Work is a course in the form of fieldwork, the implementation of which is supplemented by guided off-campus visits, in accordance with the field of study and research of each study programme.
- b. The name of the KKL course within each study programme is tailored to the specific characteristics of that programme
- c. The KKL course carries a weighting of 2 credits

2. Objectives

- a. To broaden students' knowledge in a specific field of study or expertise.
- b. To enhance students' understanding and mastery of course material through hands-on learning and the practical application of theory in the field
- c. To equip students with practical experience to prepare them for the world of work.

3. Status

KKL is a compulsory co-curricular activity for students on the Bachelor's Degree (S1) programme.

4. Requirements and implementation

- a. Enrol in the KKL course
- b. The KKL is organised and managed by the study programme in coordination with the faculty, subject to the following conditions:
 - 1) Participants pay the KKL administration fee in addition to the credit point fee in accordance with the Dean's decision
 - 2) Female students must not be pregnant or have recently given birth
- c. The KKL may be conducted in either the odd or even semester
- d. Guidelines for KKL are set out in the KKL Implementation Manual compiled by the faculty

B. PLP (School Internship)

School Internship (PLP) is a process carried out for education students at UPGRIS to reinforce the implementation of mastery of theory, methods, and educational learning strategies, as well as to understand how teachers teach based on an understanding of the characteristics of learners. The aim of PLP is to equip students as early as possible so that they can understand, know, internalise, embody, and possess critical and analytical skills regarding their profession.

PLP is conducted at two levels: PLP I and PLP II. PLP I involves direct observation, analysis and immersion in activities related to school culture, school management, and the dynamics of the school as an institution for the development of education and learning. Meanwhile, PLP II covers all aspects of a teacher's duties, including both academic and administrative responsibilities.

1. Definition of PLP

a. Definition of PLP I

School Field Experience I (PLP I) is the first stage of the School Field Experience in the Bachelor of Education Programme, with a scope of activities involving observation, analysis and direct engagement with activities related to school culture, school management, and school dynamics as an institution for the development of education and learning.

b. Definition of the PLP II Programme

School Field Experience II (PLP II) is the second stage of the School Field Experience in the Bachelor of Education Programme, conducted in the sixth semester. As a continuation of

PLP I, PLP II is intended to consolidate academic competencies in education and the field of study through various forms of activity in schools.

2. Objectives of the PLP Programme

a. PLP I Programme

PLP I is intended to build the foundation of an educator's identity who possesses the necessary capabilities.

1. To describe the general characteristics of learners who will eventually become the responsibility of educational practice
2. To describe the organisational structure and operational procedures of the school
3. To describe the school's regulations and rules
4. Identifying routine activities, including curricular, co-curricular and extra-curricular activities
5. Describe positive habits and practices in the school

b. PLP II Programme

After participating in the PLP II programme, students are expected to consolidate their academic competencies in education and their field of study, accompanied by critical thinking skills and higher-order thinking skills, through the following activities:

1. Analysing the curriculum and teaching materials used by teachers;
2. Analysing the teaching strategies used by teachers;
3. Examining the assessment systems used by teachers;
4. Assisting teachers in developing lesson plans, learning media, teaching materials, and assessment tools;
5. Examining the use of information and communication technology in learning;
6. Teaching practice under the guidance of a mentor teacher and a PLP II supervisor, with the aim of experiencing the learning process first-hand and consolidating the identity of prospective educators;
7. Carrying out tasks related to student mentoring and extracurricular activities; and
8. Assisting teachers in carrying out administrative duties.

3. Regulations Governing the Implementation of the PLP Programme

The PLP programme at UPGRIS has the following status:

The PLP programme is a compulsory course for all UPGRIS students enrolled in the Bachelor's degree (S1) education programme

4. PLP Participant Requirements

a. PLP I Programme

Students participating in PLP I must meet the following requirements:

1. Currently enrolled as an undergraduate student in the Education programme at UPGRIS, and has accumulated a minimum of 60 credits with a minimum GPA of 2.75
2. Have completed the Study Plan Form (KRS) for the current semester and included PLP I as one of the study plans to be undertaken
3. Have passed or are currently undertaking the core courses in Educational Sciences
4. Students who are more than five months pregnant must attach a medical certificate from a doctor (relating to the pregnancy) and written permission from their husband
5. Attend the PLP I orientation

b. PLP II Programme

Students participating in PLP II must meet the following requirements:

1. Be actively enrolled as an undergraduate student in the Education Programme at UPGRIS for the current semester;
2. Have completed the Study Plan Form for the current semester and listed PLP II as one of the study plans to be undertaken;

3. Have passed all courses in the previous semester, and
4. have accumulated a minimum of 95 credit points.
5. Students who are more than five months pregnant must attach a medical certificate from a doctor (relating to the pregnancy) and written permission from their husband

C. Field Work (PKL)

Field Work (PKL) is a compulsory course used as a method to develop the knowledge students have acquired in lectures and to familiarise themselves with the dynamics and real-world conditions of the workplace. The PKL course carries a weighting of 2 credits, covering placement at the PKL location, report writing, and an examination. The PKL course is a prerequisite for undertaking the Thesis/Final Project course.

1. Requirements

Students are eligible to undertake the work placement if:

- a) They have completed 74 credits
- b) Have taken the work placement prerequisite courses in accordance with the programme's regulations.

2. Work Placement Themes

- a) The PKL theme is aligned with the programme's field of study.
- b) The work placement location is a national-level institution or industry.
- c) The choice of internship location is determined by the study programme.

3. Technical Guidelines

Technical guidelines for the work placement are set out in the Work Placement Implementation Manual compiled by the study programme.

D. NON-EDUCATIONAL INTERNSHIPS

1. Definition

A non-educational internship is a work/industrial placement activity that enables students to apply and compare the theoretical and practical knowledge gained during their time at university with actual work in the DUDI environment. It is hoped that work/industrial placement activities will equip students to further enhance their professional experience and skills in line with the demands of the workplace and technological developments in society. Students undertake a work/industrial placement programme for 3–6 months within the DUDI sector.

2. Objectives

The objectives of the work placement/industrial placement programme for students are:

- a. To provide experience in interdisciplinary thinking and working, so that students can understand the interconnection of disciplines in addressing problems within the DUDI sector;
- b. To strengthen reasoning skills in analysing, formulating and solving problems within the industry and recommending solutions to address them;
- c. To hone students' technical and managerial skills in working within the goods and services industries in line with the internship curriculum;
- d. To equip students with soft skills acquired through direct practical experience in the field.

3. Requirements for Work/Industry Placement Participants

Work/Industry Placement participants must meet the following requirements:

- a. Be registered as an active undergraduate student at UPGRIS during the semester in which the work placement/industrial placement takes place;
- b. Have completed a minimum of 100 credit points with a minimum grade of C for both compulsory and elective modules;
- c. Have completed the required course package in the semester stipulated for attending a series of work placement/industrial training orientation sessions;

- d. Have passed the selection process in accordance with the criteria set by each study programme.

4. Technical Guidelines

Technical Guidelines for the Implementation of Non-Educational Internships – Work/Industrial Placements are set out in a separate regulations manual

E. WORK-BASED LEARNING

1. Definition and Objectives

a. Community Service Programme (KKN) is an academic and fieldwork activity that integrates education and teaching, research and community service by students in a pragmatic manner through an interdisciplinary and cross-sectoral approach. KKN is a course worth 4 credits.

b. The objectives of KKN are:

1) Students:

- a) To be able to apply their knowledge effectively;
- b) Able to develop science, technology and the arts in society.
- c) To raise students' awareness of the issues faced by society, particularly in the fields of education, the environment, health and entrepreneurship.
- d) The development of social and personal competencies characterised by students who are caring, communicative, tolerant, persistent and dedicated, honest, disciplined, and who serve as role models with a strong sense of responsibility towards the nation and state.

2) UPGRIS:

- a) To provide feedback for efforts to improve the education system at UPGRIS in line with the needs of society and the development and advancement of science and technology.
- b) To accelerate and enhance cooperation between UPGRIS, as a higher education institution, and relevant agencies as well as the community.

2. Status

KKN is part of the educational process closely linked to student development, as well as the development and enhancement of community capabilities. Therefore, KKN is an integral part of the higher education curriculum at UPGRIS and is compulsory for undergraduate students.

3. Requirements

- a. Undergraduate students who have completed 110 credits with a minimum GPA of 2.50.
- b. Have paid the KKN fees in full in accordance with the Rector's Decree.
- c. In good physical and mental health.
- d. Pregnant students are permitted to register if they are between 2 and 4 months pregnant (as evidenced by a doctor's certificate) and complete a declaration of consent at the time of KKN registration.
- e. Have a recommendation from the head of the study programme.

4. Pre-deployment training

Students who are to undertake KKN must be equipped with knowledge and skills appropriate to the needs of community development. Therefore, students are required to attend the orientation as a prerequisite for deployment to the KKN location.

5. Implementation

- a. The KKN is managed and coordinated by the KKN Development Centre.
- b. The KKN is conducted during the odd/even semester.
- c. Technical guidelines for KKN are set out in the KKN Handbook.

CHAPTER VIII

MERDEKA BELAJAR-KAMPUS MERDEKA (MBKM) ACTIVITIES

The Merdeka Belajar-Kampus Merdeka (MBKM) policy is a policy of the Minister of Education and Culture which follows on from the provisions contained in Articles 14 and 15 as mentioned in Ministry of Education and Culture Regulation No. 3 of 2020 or SN Dikti. This Ministry of Education and Culture policy relates to granting students the freedom to participate in learning activities for a maximum of three semesters outside their degree programme and campus. Through MBKM, students are given the opportunity to gain learning experiences outside their degree programme, or even outside the university.

The implementation of the MBKM curriculum at UPGRIS is regulated in the technical guidebook for the implementation of Merdeka Belajar Kampus Merdeka at UPGRIS, pursuant to Rector's Regulation No. 001/PR/UPGRIS/II/2022.

A. Definition of MBKM

MBKM is a policy of the Minister of Education and Culture, aimed at encouraging students to master various fields of knowledge useful for entering the world of work. Through Merdeka Belajar – Kampus Merdeka, students have the opportunity to spend 1 (one) semester, or the equivalent of 20 (twenty) credit points, undertaking studies outside their degree programme at the same higher education institution; and for a maximum of 2 (two) semesters, or the equivalent of 40 (forty) credits, to undertake studies within the same degree programme at a different higher education institution, within a different degree programme at a different higher education institution; and/or studies outside the higher education institution.

B. Forms of Learning Activities (BKP) under MBKM

MBKM Forms of Learning Activities (BKP), in accordance with Ministry of Education and Culture Regulation No. 3 of 2020, Article 15(1), may be undertaken within the study programme and outside the study programme. Paragraph 2 states that BKP outside the study programme consists of:

- a. learning within another study programme at the same higher education institution;
- b. learning within the same study programme at a different higher education institution;
- c. learning within a different study programme at a different higher education institution; and
- d. learning at non-higher education institutions.

Forms of MBKM Learning Activities (BKP) outside higher education institutions may take the following forms:

1. Teaching Assistance in Educational Institutions

Teaching assistance BKP involves teaching activities carried out by students in educational institutions such as early childhood education centres, primary schools, lower secondary schools, and upper secondary schools/vocational schools. The schools where teaching practice takes place may be located in urban areas or in remote regions. Activities included in Teaching Assistance BKP are: independent teaching placements, campus teaching (flagship), Academic Future Teacher (AFT), Sea Teacher, etc.

2. Internships/Work Placements

The BKP Internship/Work Placement programme is an internship scheme undertaken by students through partnerships with organisations such as: companies, non-profit foundations, multilateral organisations, government institutions, and start-ups. Activities included in the BKP internship programme are: work/industrial placements (independent), non-educational placements (independent), international placements (independent), certified placements (flagship), MBKM BRIN, etc.

3. Entrepreneurship Activities

The Entrepreneurship BKP involves students learning to develop entrepreneurial activities either independently or in collaboration with other students

4. Research

Research/Study refers to academic research activities, whether in the sciences or the social sciences and humanities, conducted under the supervision of a lecturer or researcher. Activities included in the Research/Study BKP are: Lecturer Research, PKM Research, BRIN Final Project Research, etc.

5. Humanitarian Projects

Humanitarian projects are social/community service activities that form part of a higher education institution's programme or are carried out for a foundation or humanitarian organisation, both domestically and internationally (such as natural disaster response, community empowerment, environmental conservation, the Red Cross, the Peace Corps, etc.).

6. Independent Studies/Projects

The Independent Study Programme (BKP) provides students with the opportunity to develop a project initiated independently (to participate in relevant international competitions related to their field of study, technology projects, or social engineering), which may be carried out individually or in collaboration with other students. Independent study activities include: certified independent studies, PKM Karsa Cipta, PKM Karya Inovatif, PKM Video Gagasan Konstruktif, PKM Artikel Ilmiah, PKM Gagasan Futuristik Tertulis, etc.

7. Village Development/Thematic Community Service

Village Development/Thematic Community Service (BKP) is a social/community service project aimed at empowering rural or remote areas by developing the local economy, infrastructure, and other aspects. Forms of Village Development/Thematic Community Service include: UPGRIS Thematic Community Service, International Community Service, Lecturer Community Service, Mahesa, etc.

8. Student Exchange/Student Mobility

This is an activity where students take classes or spend a semester at another higher education institution, either abroad or within the country. Student exchange also includes activities carried out between study programmes at the same higher education institution and inbound students accepted by the institution under the student exchange programme.

9. National Defence:

Activities carried out to provide education and/or training to students in order to foster attitudes and behaviour and instil the core values of National Defence and love for the homeland (e.g. National Defence Awareness Training (PKBN), reserve components, and so on). Activities are organised by:

- a) the university in collaboration with the Ministry of Defence and/or
- b) other relevant ministries/agencies; and/or
- c) the Ministry of Defence and/or other relevant ministries/agencies.

C. Conversion and Equivalence of MBKM Activities

The conversion of each MBKM activity into a course is regulated in the 2024 MBKM Activity Conversion Guidelines for each study programme, which have been formulated by the student's home study programme together with the Curriculum Centre, CoE and MBKM teams.

CHAPTER IX

THESIS/FINAL PROJECT, SCIENTIFIC PAPER, THESIS AND SCIENTIFIC ARTICLES

A. THESIS/FINAL PROJECT

1. Definition

A Thesis/Final Project is a scientific work written by an undergraduate student towards the end of their studies, based on the results of research, a literature review or the careful examination of a specific issue. The course title for the Thesis/Final Project in each study programme is tailored to the specific characteristics of that programme.

2. Objectives

The objective of writing a Thesis/Final Project is to provide students with learning experience in solving problems scientifically by conducting their own research, analysing and drawing conclusions, and compiling a report.

3. Benefits

- a. The Thesis/Final Project is a 6-credit learning activity that guides students to integrate their learning experiences in addressing a problem in depth.
- b. Writing a Thesis/Final Project is a means of student learning to enhance their ability to integrate the experience and skills acquired.
- c. Writing a Thesis/Final Project provides students with the opportunity to practise presenting and solving problems independently and scientifically.

4. Requirements

- a. Undergraduate students who have completed at least 120 credits as specified in the programme's curriculum structure, with a minimum GPA of 2.50.
- b. Must have passed the Research Methodology course with a minimum grade of C.

5. Supervision

- a. The writing of students' dissertations/final projects is supervised by two supervisors, known as the Principal Supervisor and the Co-Supervisor.
- b. The Thesis/Final Project supervisors are appointed by the Dean upon the recommendation of the Head of the Study Programme based on their field of expertise.
- c. Thesis/Final Project supervisors are responsible for supervising and assessing the thesis.
- d. The Principal Supervisor is preferably a permanent lecturer holding at least the academic rank of Lecturer or holding a Doctorate.
- e. The Co-Supervisor is preferably a permanent lecturer who already holds an academic functional position.
- f. Before the Thesis/Final Project supervisors are appointed by the Dean, students must undergo training in Thesis/Final Project writing.
- g. The appointment of Thesis/Final Project Supervisors takes place in the sixth semester, except for students who have not yet met the requirements.
- h. Supervision is conducted both offline and online and is documented through the Final Project Supervision System in SIMEKAR Akademik, with a minimum requirement of 12 supervision sessions per student. This provision applies to all study programs at UPGRIS and is based on the Internal Quality Assurance System (SPMI). This requirement must be fulfilled before students are considered eligible to take the undergraduate thesis examination, thereby ensuring the traceability and accountability of the academic process.

6. Procedure

- a. Students submit a thesis/final project topic/title to the head of the study programme.
- b. Students register to be assigned a supervisor with the Head of the Study Programme.
- c. The Head of the Study Programme checks the requirements of the student and the prospective supervisor.
- d. The Head of the Study Programme appoints two individuals as the Principal Supervisor and the Co-Supervisor.
- e. Students consult their research plan/thesis proposal with the Principal Supervisor and Co-Supervisor.
- f. Students submit a research permission letter.
- g. Students conduct their research under the supervision of their supervisors.
- h. The supervisors provide guidance and consultation throughout the research process until the research is completed.
- i. Students sit the thesis/final project examination.

Full details regarding the content, structure, writing techniques and examination of the thesis/final project are set out in the Thesis/Final Project Writing Guidelines, published by the Faculty within UPGRIS.

B. ACADEMIC WRITING FOR THE UNDERGRADUATE'S PROGRAM

1. Definition

A scientific paper is the result of a theoretical study, policy analysis, or examination of an issue; an analysis of a product, technology, or work of art that emphasises the ability to critically analyse or generate innovative ideas based on research findings, literature reviews, or other scientific activities, including participation in one of the MBKM activities published in accredited national scientific journals (Sinta 1–6) or reputable international journals. The scientific paper is compiled by students in accordance with scientific principles and written in accordance with standard Indonesian language conventions under the guidance of a supervising lecturer. The paper is written individually under the guidance of a supervising lecturer appointed by a Dean's Decree, carrying a weighting of 6 ECTS credits.

2. Objectives

The purpose of writing a scientific paper is to provide students with learning experiences in solving problems scientifically by interpreting the results of theoretical studies, policies, or issues, and analysing a product, technology, or work of art, emphasising the ability to critically assess or generate innovative ideas based on research findings, article reviews, or other academic activities, including participation in one of the MBKM activities published in accredited national scientific journals (Sinta 1–6) or reputable international journals.

3. Benefits

The benefits of the Scientific Paper (KTI) output in the form of a published article include:

1. accelerating timely graduation,
2. increasing lecturers' citation counts (h-index),
3. improving the Sinta ranking of the university, and
4. increasing the number of publications by lecturers and students.

The full requirements, supervision, procedures, content, structure, technical writing guidelines and KTI examination are set out in the Scientific Writing Guidelines (KTI), which are established by a regulation of the Rector of UPGRIS.

C. THESIS

1. Definition

A thesis is a scientific work written by a postgraduate student at Master's level towards the end of their studies, based on the results of research, a literature review, or the careful development of a problem. The substance of the thesis must contribute to the advancement of science, technology, or the arts in accordance with the student's field of study and must align with the scope of the academic discipline within the student's registered programme. The name of the thesis course in each programme is tailored to its specific characteristics.

2. Objectives

The objective of writing a thesis is to provide Master's (S2) students with learning experience in solving problems scientifically by conducting their own research, analysing and drawing conclusions, and compiling a report.

3. Benefits

- a. Thesis writing is a learning activity worth 8 credits that guides students to integrate their learning experiences in addressing a problem in depth.
- b. Thesis writing serves as a learning activity for students to enhance their ability to integrate the experience and skills they have acquired.
- c. Thesis writing provides students with the opportunity to practise presenting and solving problems independently and scientifically.

4. Entry Requirements

- a. Master's programme students who have completed at least 34 credit hours of courses as specified in the programme's curriculum structure, with a minimum GPA of 3.00.
- b. Have fulfilled all administrative requirements in accordance with applicable regulations.
- c. Have passed the Research Methodology course with a minimum grade of B.

5. Supervision

- a. Students' thesis writing is supervised by two supervisors, referred to as the Principal Supervisor and the Co-Supervisor.
- b. Thesis supervisors are appointed by the Director upon the recommendation of the Head of the Study Programme based on their field of expertise.
- c. Thesis supervisors are responsible for supervising and assessing the thesis
- d. Preference is given to permanent lecturers holding a doctoral degree and holding an academic rank of at least Lecturer.
- e. Before a thesis supervisor is appointed by the head of the study programme, students must complete training in thesis writing, including through the completion of the research methods course.
- f. The appointment of a thesis supervisor takes place in the second semester, except for students who have not yet met the requirements

6. Procedure

- a. Students submit their thesis topic/title to the Head of the Study Programme.
- b. Students register to be assigned a supervisor with the Head of the Study Programme, bringing their academic transcript.
- c. The Head of the Study Programme checks the requirements of the student and the prospective supervisor.
- d. The Head of the Study Programme appoints two lecturers as the Principal Supervisor and the Co-Supervisor.

- e. Students consult their research plan/thesis proposal with the Principal Supervisor and Co-Supervisor.
- f. Students may apply for a thesis proposal examination after obtaining approval from both supervisors.
- g. Students undertake the thesis proposal examination via a thesis proposal seminar.
- h. The thesis proposal examination lasts 90–120 minutes
- i. Students make revisions and may proceed with their thesis research once all supervisors and thesis proposal examiners have approved the proposal by signing the examination results document
- j. Following the thesis proposal examination, the chair of the supervisory committee submits the assessment documents to the academic office.
- k. Students submit a research permission letter.
 - l. Students conduct their research under the supervision of their supervisor.
- m. The supervisor provides guidance and consultation whilst the student is conducting the research until the research is completed.
- n. Students sit the thesis examination after obtaining approval from all supervising lecturers.

The full details regarding the content, structure, technical writing requirements and thesis examination are set out in the Thesis Writing Guidelines, established by the Director of Postgraduate Studies at UPGRIS.

D. SCIENTIFIC ARTICLES FOR POSTGRADUATE PROGRAMMES

1. Legal Basis

Pursuant to the Circular Letter from the Director General of Learning and Student Affairs No. B/565/B.B1/HK.01.01/2019 dated 8 July 2019 regarding the Means of Publishing Students' Scientific Works, it is deemed necessary to establish regulations for the writing of scientific articles for postgraduate students at UPGRIS. Referring to the Indonesian National Qualifications Framework, graduates of the Master's programme are at Level 8. This level indicates that students are capable of developing knowledge, technology, and/or the arts within their field of study or professional practice through research, resulting in innovative and validated works. Students are also capable of solving problems in science, technology, and/or the arts within their field of study through inter- or multidisciplinary approaches. A further capability is the ability to manage research and development that benefits society and the academic community, as well as the ability to gain national or international recognition. Based on these two regulations, the aim is to improve the quality of graduates. **Postgraduate students are required to produce at least one scientific publication accredited at SINTA 3 (three) as one of the graduation requirements.**

2. Definition

A scientific article is an academic work produced by a student in their second semester and published before the completion of their studies. The topic of the scientific article may be drawn from the thesis or another topic relevant to the student's research, from assignments undertaken during their studies, or another topic of interest to the student that aligns with the supervisor's expertise. All scientific articles written and produced by students are checked using a plagiarism detection tool (Turnitin) to prevent plagiarism and academic misconduct and to uphold the integrity of the researcher and the research undertaken. The requirements for scientific articles follow the guidelines of the journal/proceedings/book chapter in which the article is to be published.

3. Publication Outputs

Scientific articles written by students using the UPGRIS affiliation may be published through several channels, including:

1. Proceedings of national or international seminars
2. National or international book chapters
3. National journals
4. Reputable national journals
5. National journals indexed in SINTA, Google Scholar, DOAJ
6. International journal
7. Reputable international journal
8. International journals indexed in:
 - a. SCOPUS,
 - b. Google Scholar,
 - c. Clarivate,
 - d. Thomson Reuters,
 - e. DOAJ,
 - f. ISI (Institute for Scientific Information),
 - g. WoS (Web of Science),
 - h. Social Sciences Citation Index (SSCI),
 - i. Arts and Humanities Citation Index (AHCI)
 - j. other indices recognised by the academic community.

4. Requirements

The general guidelines for writing articles are as follows:

1. The student as the first author and two supervising lecturers who share an interest and expertise aligned with the topic of the scientific article.
2. Lecturers act as supervisors regarding the proper formatting of the article, ensuring its content is suitable for publication, free from plagiarism, and represents honest, ethical research conducted with integrity.
3. Lecturers guide students in selecting a suitable journal.
4. Scientific articles are published under the affiliation of UPGRIS.
5. If an Article Processing Charge (APC) is incurred during the publication process, this cost is borne by the student; however, if an agreement is reached between the student and the supervisor, the cost may be shared with the supervisor whose name is listed as an author of the article.
6. Students who are able to publish one (1) scientific article in a SINTA 2 journal are **not required** to sit a thesis examination but must still submit a complete thesis with an approval page signed by the Chair, Secretary, and examiners.
7. Students who are able to publish two (2) scientific articles in a SINTA 3 or 4 journal are **not required** to sit a thesis examination but must still submit a complete thesis with an approval page signed by the Chair, Secretary, and examiners.
8. Students who are able to publish one (1) academic article in a reputable international journal are **not required to** sit the thesis examination but must still submit a complete thesis with an endorsement signed by the Chair, Secretary and examiners.
9. The thesis mark for students who successfully publish an article under points e), f) and g) will be derived from that article.
10. Students must submit proof of submission to a journal, proceedings, book chapter or other publication channel, along with email correspondence with the editor/publisher, to fulfil the requirements for the thesis examination alternative and for archiving and inclusion in the programme's documentation.

CHAPTER X

LEARNING ASSESSMENT STANDARDS

Learning assessment standards are the minimum criteria for assessing the learning process and outcomes of students in order to fulfil graduate learning outcomes. The assessment of the learning process and outcomes of students covers: assessment principles, assessment techniques and instruments, assessment mechanisms and procedures, the implementation of assessment, assessment reporting, and student graduation.

A. Assessment Principles

1. Assessment principles include educational, authentic, objective, accountable, and transparent principles, which are applied in an integrated manner.
2. The educational principle involves assessment that motivates students to be able to:
 - a. improve their planning and learning methods; and
 - b. achieve the learning outcomes for graduates.
3. The authentic principle is an assessment focused on a continuous learning process and learning outcomes that reflect students' abilities during the learning process.
4. The objective principle involves assessment based on standards agreed upon between lecturers and students, free from the influence of subjectivity on the part of both the assessor and the assessed.
5. The principle of accountability involves assessment carried out in accordance with clear procedures and criteria, agreed upon at the start of the course, and understood by students.
6. The principle of transparency refers to a procedural assessment where the results are accessible to all stakeholders.

B. Assessment Techniques and Instruments

1. Assessment techniques consist of observation, participation, performance, written tests, oral tests, and questionnaires.
2. Assessment instruments consist of process-based assessment in the form of rubrics and/or outcome-based assessment in the form of portfolios or design projects.
3. Attitude assessment may use the observation assessment technique.
4. Assessment of knowledge, general skills, and specific skills is carried out by selecting one or a combination of the various assessment techniques and instruments referred to in points 1 and 2.
5. The final assessment result is an integration of the various assessment techniques and instruments used.

C. Assessment Mechanisms and Procedures

1. Assessment mechanisms:
 - a. developing, communicating, and agreeing on the stages, techniques, instruments, criteria, indicators, and weightings of the assessment between the assessor and the assessed in accordance with the learning plan;
 - b. carrying out the assessment process in accordance with the stages, techniques, instruments, criteria, indicators, and weightings that incorporate the assessment principles referred to in point a;
 - c. providing feedback and the opportunity for students to question the assessment results; and
 - d. document the assessment of students' learning processes and outcomes in an accountable and transparent manner.
2. The assessment procedure includes the planning stage, the assignment of tasks or questions, performance observation, the return of observation results, and the awarding of final marks.
3. Assessment procedures at the planning stage may be carried out through formative assessment and/or re-assessment.

D. Conduct of Assessment

1. Assessment is carried out in accordance with the learning plan.
2. Assessment may be carried out by:

- a. The course lecturer or a team of course lecturers;
- b. The course lecturer or a team of course lecturers, involving students; and/or
- c. The course lecturer or a team of course lecturers, involving relevant stakeholders.

E. Assessment Weighting

The assessment weighting is a percentage (%) that indicates the proportion of the assessment for a single learning stage towards the overall pass mark for the course. Based on the Rector's Decision No. 019.a/SK/UPGRIS/IV/2024 regarding the Determination of Course Evaluation Component Weights at UPGRIS, these learning assessment weights apply to both the case method and project-based group learning.

Table 10.1. Course Assessment Component Weights

| No | Assessment Component | Weight (%) |
|----|----------------------------|------------|
| 1 | Participation Activities | 20 |
| 2 | Project Outcomes | 40 |
| 3 | Assignments | 5 |
| 4 | Quiz | 5 |
| 5 | Mid-Term Exam (UTS) | 10 |
| 6 | End-of-Semester Exam (UAS) | 20 |

F. Types and Formats of Examinations

1. Exam types include course exams and dissertation/final project exams
 - a. Course Examinations;

Course examinations assess learning outcomes for the relevant course during the semester in question. Course examinations are held at least twice per semester, namely the Mid-Semester Examination (MSE) and the Final Semester Examination (FSE).

The UAS is an examination covering the entire syllabus of the relevant course, the timing of which is guided by the academic calendar. To be eligible to sit the UAS, a student must meet the following requirements: 1) Be registered as a student for the relevant semester, 2) Have attended at least 75% of the lectures for the relevant course, 3) Not be subject to any academic sanctions, 4) Have fulfilled the administrative requirements specified up to the relevant semester.

- b. Thesis/Final Project Examination.

1. The Thesis/Final Project Examination is the final examination of the educational programme and may be conducted if the student in question has passed all courses, the thesis has been approved by the supervisor for examination, and has obtained a minimum of 300 student activity points.
2. The Thesis/Final Project Examination is a comprehensive examination to assess the student's academic mastery of the content of the thesis/final project they have written, as well as their ability to defend their views and opinions against the objections raised by members of the examination panel.
3. The Thesis/Final Project Examination is conducted by an Examination Committee comprising:
 - a) Chair (Vice-Chancellor);
 - b) Coordinator (Vice-Rector I);
 - c) Executive Chair (Dean);
 - d) Secretary (Head of the Study Programme);
 - e) Examination Panel.

4. The Thesis/Final Project Examination Panel consists of 3 (three) members appointed by the Dean upon the recommendation of the Head of the Study Programme.
5. The thesis/final project examination is conducted in the form of an oral examination with a duration of 90 to 120 minutes.
6. If an examiner (whether Examiner I, II, or III) is unable to attend on the scheduled date, the committee shall replace the relevant examiner.
7. Four (4) copies of the thesis/final project to be examined shall be produced, comprising three (3) copies for the examiners and one (1) copy for the candidate.
8. The thesis/final project manuscript must be submitted to each examiner no later than 7 (seven) days before the examination date.
9. The assessment of the thesis/final project covers both the thesis/final project manuscript and the examination process.
10. The results of the thesis/final project examination are determined by the examination panel and classified as: a) pass; b) pass with revisions; and c) fail.
11. A student is deemed to have passed the thesis/final project examination if the final examination mark is at least a C, with or without the requirement to revise the thesis/final project.
12. Upon passing the thesis/final project examination, the programme submits a request for a PIN (National Diploma Number) via the Simekar system for the graduation process to be processed
13. Students who have passed the thesis/final project examination with the requirement to revise are obliged to submit the revised version no later than 7 (seven) days after the examination; the file must be sent to the library repository
14. Students who are late in submitting their revised work will have their graduation ceremony postponed to the following month.
15. Thesis/final project manuscripts that have been examined and/or completed, revised and approved by the examination committee, members of the examination panel, the head of the study programme and the dean shall be sent to the library in hard copy
16. Students who have registered for the thesis/final project course but are unable to sit the examination will still have the credits counted towards their grade point average on the Academic Transcript (KHS).
17. Registration for the thesis/final project examination can only be carried out after students have achieved 300 student activity points, as evidenced by a student activity transcript verified by their respective academic advisors.
18. Students who have passed their thesis/final project examination are required to publish their thesis in the form of a scientific article. The procedures for writing a scientific article are set out in separate regulations.

c. Thesis Examination

1. The thesis examination is the final examination of the programme and may be conducted once the student in question has passed all courses and the thesis has been approved by the supervisor for examination.
2. The thesis examination is a comprehensive examination to assess the student's academic mastery of the content of the thesis they have written, as well as their ability to defend their views and opinions against the objections raised by members of the examination panel.
3. The thesis examination is organised by an Examination Committee comprising:
 - a) The Person in Charge (Director);
 - b) Coordinator (Head of the study programme)
 - c) The Examination Panel.
4. The thesis Examination Panel consists of 3 (three) members appointed by the Director upon the recommendation of the Head of the Study Programme.
5. The thesis examination takes the form of an oral examination with a duration of 60 to 120 minutes.

6. If an examiner (whether Examiner I, II, or III) is unable to attend on the scheduled date, the committee shall replace the relevant examiner.
 7. Four (4) copies of the thesis to be examined shall be produced, comprising three (3) copies for the examiners and one (1) copy for the candidate.
 8. The thesis manuscript must be submitted to each examiner no later than 7 (seven) days before the examination date.
 9. The assessment of the thesis covers both the thesis manuscript and the examination process.
 10. The thesis examination result is determined by the examination panel and classified as: a) pass; b) pass with revisions; and c) fail.
 11. A student is deemed to have passed the thesis examination if the final examination mark is at least a B, with or without the requirement to revise the thesis.
 12. Upon passing the thesis examination, the programme submits a request for PISN (National Diploma and Certificate Numbering) via the Si Mekar system for graduation processing
 13. Students who have passed the thesis examination with the requirement to revise are obliged to submit the revised version no later than 7 (seven) days after the examination. The file must be sent to the library repository
 14. Students who are late in submitting their revised work will have their graduation ceremony postponed to the following month.
 15. Thesis/final project manuscripts that have been examined and/or revised and approved by the examination committee, members of the examining panel, the head of the study programme and the dean must be submitted to the library in hard copy
 16. Students who have registered for the thesis course but are unable to sit the examination will still have the credits counted towards their grade point average on the Academic Transcript (KHS).
 17. Registration for the thesis examination can only be done after completing the following stages:
 18. the thesis proposal examination,
 - a. completion of the thesis research,
 - b. passing the course
 - c. submitting proof of publication of an article in an accredited national/international journal or international proceedings and intellectual property rights
 19. Students who have passed the thesis examination are required to have their thesis bound and register it with the University Central Library repository.
2. Course examinations may take the form of oral, written (essay-based), and/or practical examinations.
- a. Oral examinations and written essay-style tests are course examinations that assess mastery of knowledge.
 - b. Examination formats for work/performance/practical work, projects, and products are course examinations that assess skills
 - 1) Performance/Practical
This form of assessment is suitable for assessing the achievement of competencies that require students to perform specific tasks such as: laboratory practicals, religious practice, sports practice, presentations, role-playing, playing musical instruments, singing, and reciting poetry.
 - 2) Project
Project assessment can be used to determine understanding, the ability to apply knowledge, the ability to investigate, and the ability to communicate a subject clearly. Project assessment covers the entire process from planning and implementation to reporting.
 - 3) Product
Product assessment involves evaluating students' ability to create products, technologies, and works of art. Product development comprises three stages, each of which requires assessment: a) the preparation stage, b) the product creation stage (process), and c) the product appraisal

stage

3. Thesis Examination Application Procedure
 - a. Students obtain approval for the thesis examination from their supervisor.
 - b. Students complete the thesis examination registration form online via the simekar-sia website
 - c. Students must submit the following thesis examination application requirements:
 - 1) A photocopy of proof of payment for the latest tuition fees.
 - 2) A photocopy of proof of payment for the thesis examination
 - 3) A provisional transcript signed by the Head of the Study Programme
4. Matters not covered in these thesis examination application procedures will be determined by the Director of Postgraduate Studies.

G. Assessment Reporting

1. Assessment reporting indicates a student's success in completing a course. The final mark reflects the level of mastery or ability, classified according to Tables 10.1 and 10.2.

Table 10.1.

Levels of Mastery/Competence in the Undergraduate Programme

| Level of Mastery/Competence (%) | Designation | Letter Grade | Numerical Grade |
|---------------------------------|----------------------------|--------------|-----------------|
| 85%–100% | Very Good | A | 4.00 |
| 75% – 84.9% | Between Very Good and Good | B+ | 3.50 |
| 70%–74.9% | Good | B | 3.00 |
| 65%–69.9% | Between Good and Fair | C+ | 2.50 |
| 60%–64.9% | Fair | C | 2.00 |
| 55%–59.9% | Between Fair and Poor | D+ | 1.50 |
| 50%–54.9% | Poor | D | 1.00 |
| 0%–49.9% | Fail | E | 0 |

Table 10.2.

Level of Mastery/Competence in the Postgraduate Programme

| Level of Mastery/Competence (%) | Title | Letter Grades | Numerical Grades |
|---------------------------------|-----------|---------------|------------------|
| 86%–100% | Excellent | A | 4.00 |
| 81%–85% | Very Good | A- | 3.70 |
| 76%–80% | Very Good | B+ | 3.30 |
| 71%–75% | Good | B | 3.00 |
| 66%–70% | Very Good | B- | 2.70 |
| 61%–65% | Average | C+ | 2.30 |
| 56%–60% | Fair | C | 2.00 |
| 51%–55% | Poor | D | 1.00 |
| 0%–50% | Fail | E | 0 |

2. The final course mark is recorded in the Final Marks List (FML), in the official format:
 - a. Thesis/final project grades are entered into the DNA by the programme coordinator.
 - b. Final course grades are entered into the DNA by the relevant lecturer.
 - c. PPL grades are entered into the DNA by the Head of the Internship and PPL Centre.
 - d. Community Service (KKN) grades are entered into the DNA by the Head of the KKN Centre.
 - e. MBKM learning activity grades are entered into the DNA by the Head of the Centre for Curriculum, CoE and MBKM in coordination with the course conversion assessors in each study programme.

3. Attendance records, mid-term grades, assignment grades and final exam grades are not included in the final grade list.
4. Assessment results are announced to students after one learning stage in accordance with the learning plan.
5. If a resit examination is held for a student who is ill, or for reasons beyond their control, the resit mark for the relevant course is recorded in the Academic Transcript (KHS).
6. All letter grades obtained by students in the completion of their study programme each semester are listed in the KHS, which forms an appendix to the final programme transcript.
7. If a student obtains a grade of D or C, remedial work may be assigned to that student.
8. Students wishing to undertake remedial work must register in accordance with the applicable regulations.
9. Remedial work is carried out following remedial sessions (a minimum of 4 face-to-face sessions).
10. Remedial work may only be undertaken once.
11. The final mark for the course subject undergoing remedial assessment is the highest of all marks obtained.
12. The maximum final grade for the remedial course is a B.
13. The assessment of graduate learning outcomes in each semester is expressed as a semester grade point average (SGPA) and is calculated by summing the product of the letter grade for each course taken and the credit hours of the relevant course, divided by the total credit hours of courses taken in one semester, or using the formula:

$$\text{Semester GPA} = (k_{(1)} \times N_1 + k_2 \times N_2 + \dots + k_n \times N_n) : (k_1 + k_2 + \dots + k_n)$$

Notes:

k_1 = credit value of the first course

N_1 = final mark for course 1

n = course number...

14. The semester grade point average is used to determine the semester study load.
15. The semester study load is the number of credit points taken by a student in a given semester.
16. Students with high academic achievement (having a semester grade point average of more than 3.00 (three point zero zero) and complying with academic ethics) may, after 2 (two) semesters in their first academic year, take a maximum of 24 (twenty-four) credits per semester in the following semesters.
17. The course load planned by students for a given semester is governed by Table 10.3.

Table 10.3.
Course Load That May Be Planned for a Semester

| Semester Grade Point Average | Course Load that Can Be Planned |
|------------------------------|---------------------------------|
| 3.00–4.00 | 24 |
| 2.50 – 2.99 | 22 |
| 1.50 – 2.49 | 19 |
| 1.00 – 1.49 | 15 |
| 0.00 – 0.99 | 12 |

18. The assessment of graduates' learning outcomes at the end of the study programme is expressed as a Cumulative Grade Point Average (CGPA) and is calculated by summing the product of the letter grade

for each course taken and the credit hours of the relevant course, divided by the total credit hours of the courses taken that have been completed, or using the formula:

$$\text{Semester GPA} = (k_1N_1 + k_2N_2 + \dots + k_nN_n) : (k_1N_2 + \dots + k_n)$$

Notes:

k_1 = credit value of the first course

N_1 = final mark for course 1

n = course number ...

H. Pass

1. A student is deemed to have graduated if they have completed the full course load as stipulated and have achieved the learning outcomes targeted by the study programme, with a Cumulative Grade Point Average (CGPA) of 2.00 (two point zero zero) or higher for undergraduate programmes and 3.00 (three point zero zero) or higher for postgraduate programmes.
2. For the determination of graduation and convocation for students of all study programmes, a graduation and convocation committee is formed comprising:
 - a. the dean/director as chair;
 - b. the first deputy dean or assistant director as secretary; and
 - c. the head and secretary of the study programme as members.
3. To determine graduation and conferment, the graduation and conferment committee uses the Academic Transcript and Conferment List (DHSY) of the relevant student, the contents of which have been checked and approved by the head of the study programme after being examined by the DHSY review team of the respective faculty/study programme, subject to a minimum passing grade of C for undergraduate programmes and B for postgraduate programmes.
4. Graduation and conferment of degrees are determined based on the Cumulative Grade Point Average (CGPA) from the examination results of all compulsory courses required to complete the programme, taken in accordance with the programme structure and credit distribution, including the results of the thesis/final project/dissertation examination, which are classified as 'pass' or 'pass with revisions'.
5. Students who are declared to have passed are entitled to receive a degree certificate, title or designation, and/or a Certificate of Academic Achievement (SKPI), and a certificate of competence in accordance with applicable legislation.
6. Student graduation is awarded with the classification of satisfactory, very satisfactory, cum laude / with distinction, based on the criteria set out in Table 10.4 and Table 10.5.

Table 10.4.
Graduation Classification for the Bachelor's Programme

| Cumulative Grade Point Average | Classification | Duration of Study |
|--------------------------------|----------------------------|-------------------|
| 3.51 – 4.00 | With Distinction/Cum Laude | ≤ 4.5 years |
| 2.76 – 3.50 | Very Satisfactory | > 4.5 years |
| 2.00 – 2.75 | Satisfactory | - |

Table 10.5.
Graduation Classification for the Master's Programme

| Cumulative Grade Point Average | Grade | Duration of Study |
|--------------------------------|----------------------------|-------------------|
| 3.76 – 4.00 | With Distinction/Cum Laude | ≤ 2 years |
| 3.51 – 3.75 | Very Satisfactory | > 2 years |
| 3.00 – 3.50 | Satisfactory | - |

Notes:

The graduation distinction of ‘with distinction’/‘cum laude’ for an undergraduate programme is also determined by taking into account the duration of study, which must not exceed 9 semesters or be less than or equal to 4.5 years. If the duration of study exceeds 9 semesters or is more than 4.5 years, the distinction is ‘highly satisfactory’. For Master’s programmes, the graduation distinction of ‘with distinction’/‘cum laude’ applies if the duration of study does not exceed 4 semesters or is 2 years or less. If the duration of study exceeds 4 semesters for a Master’s programme, the distinction is ‘highly satisfactory’.

CHAPTER XI

STUDENT ADMINISTRATION SYSTEM AT THE END OF THE SEMESTER AND AT THE END OF THE EDUCATION PROGRAMME

A. Semester Study Results Process

1. Every lecturer is obliged to input final grades into the UPGRIS Academic Information System (SIA).
2. The Academic Transcripts (KHS) processed are those of students who are legally registered as participants in the relevant semester, and the courses listed in the Academic Transcript are those that have been planned and attended by the student in question in accordance with the Study Plan Form (KRS). Courses taken by students without proper authorisation, even if grades have been awarded by the lecturer, will not be processed or included in the relevant student's Academic Transcript.
3. The Academic Transcript is sent to the student's parents online.

B. Graduation and Convocation Process

1. A letter of graduation is signed by the head of the study programme after the student has completed their Thesis/Final Project/Dissertation examination, and the date of the examination is set as the graduation date.
2. The graduation ceremony is established by a Decree of the Dean/Director and officially announced by the graduation committee in a special session, the timing of which is in accordance with the academic calendar.
3. The graduation report from the Dean/Director to the Rector contains:
 - a. A list of graduates' names, Student Identification Numbers (NPM), gender, GPA, and graduation status for each study programme.
 - b. A list of graduates who achieved the best results in the odd-semester and/or even-semester graduation reports.
 - c. A summary of the number of graduates in the relevant faculty/postgraduate programme.
4. The graduation report referred to in point (2) above is received by the Rector every month

C. Degree Certificates, Transcripts, and SKPI

1. The graduation report and the List of Graduation Results, which have been signed by the Head of the Study Programme and approved by the Dean/Director, form the basis for the issuance of diplomas and transcripts.
2. A degree certificate is a document certifying a student's completion of a specific programme, issued by UPGRIS. The degree certificate is accompanied by a transcript.
3. The transcript is a supplement to the diploma containing the student's Graduation Study Results List (DHSY), issued by the Academic Affairs Office.
4. The date on the diploma and transcript is the date of the student's graduation.
5. The List of Graduation Results referred to in point (1) above must be received by the Academic Affairs Bureau no later than two weeks after the announcement of graduation.
6. The authentication of the diploma and transcript is regulated as follows:
 - a. Degrees are authenticated by the Rector and the Dean/Director of the programme provider.
 - b. Transcripts are authenticated by the Rector and the Dean/Director of the programme.
 - c. Copies of diplomas and transcripts are authenticated by the relevant Dean/Director.
7. Prior to the original degree certificate being issued, a Certificate of Graduation may be issued by the Dean/Director.
8. The processing of provisional graduation certificates, diplomas, and original transcripts for graduates of undergraduate and postgraduate programmes who are still required to complete revisions to their theses may only be carried out after receiving a letter of confirmation from the relevant Dean/Director.

9. Degrees and transcripts that have been processed by the Academic Affairs Office (BAK) must be collected by the relevant graduate no later than 1 (one) year after the graduation announcement.
10. The Diploma Supplement (SKPI) is an additional document that outlines a graduate's attitude, general skills, knowledge, and specialised skills in a manner that is more easily understood by employers both domestically and internationally than by reading a transcript.
11. The SKPI is presented to graduates at the same time as their diplomas and academic transcripts
12. Diplomas, transcripts and SKPIs that have been issued to graduates cannot be reissued
13. If the diploma, transcript and SKPI are damaged, lost or destroyed, as evidenced by a written statement from the police, a Replacement Certificate may be issued in accordance with applicable regulations.

D. Graduates with the Best Achievements

1. For each graduation period, the graduate with the best academic achievement is selected for each study programme within their respective faculties.
2. The graduate with the best academic achievement is determined based on the graduate quality formula (KL) as follows:

$$KL = \frac{T_m + (T_m - TA)}{T_m} \times (GPA \times C)$$

T_m = Maximum programmed duration of study

TA = Actual duration of study completed by the student

GPA = Cumulative Grade Point Average

C = Constants for the classifications

a. With Distinction (Cum Laude) = 4

b. Very Satisfactory = 3

c. Satisfactory = 2

KL = Graduate Quality

3. The designation of graduates with the best academic performance, as outlined in point (2) above, is awarded to students who achieve the highest graduate quality within each degree programme.
4. **Graduates with the best academic achievements must have a minimum GPA of 2.76 and have completed their studies within four years.**

E. Graduates with a Cum Laude Distinction

The cum laude or with distinction graduation distinction is awarded to graduates whose GPA is equal to or higher than **3.51 with a duration of study of no more than 4.5 years or not exceeding 9 semesters for undergraduate programmes**, and whose GPA is equal to or higher than **3.76 with a duration of study of no more than 2 years or not exceeding 4 semesters for postgraduate programmes**.

F. Graduation

1. Graduation is a ceremony to formally recognise graduates as alumni and members of UPGRIS community.
2. Every student who has passed their final examination is required to attend the graduation ceremony in the relevant semester and academic year in accordance with the applicable requirements and regulations.
3. Graduation participants must meet the requirements and regulations and are entitled to the facilities provided.
4. Graduation ceremonies are held a maximum of three times a year with a minimum quota of 500 graduates.
5. Provisions regarding the graduation procedure are set out in the Rector's Decree.

CHAPTER XII PROGRAMME PROFILE

BACHELOR'S PROGRAMME

A. Guidance and Counselling

1. Vision, Mission and Objectives

b. Academic Vision

To become a leading Guidance and Counselling Programme in the development of IT-based media and with a distinct identity by 2025

c. Mission

- 1) To deliver high-quality, distinctive education by applying the principle of role modelling based on the values of Adaptability, Enthusiasm and Integrity (ADAB), in order to produce guidance and counselling teachers who possess professional, pedagogical, personal and social competencies.
- 2) To conduct excellent and distinctive research in the field of guidance and counselling by applying the principle of role modelling based on the values of Adaptability, Enthusiasm and Integrity (ADAB)
- 3) To conduct community service based on excellent and distinctive research by applying the principle of role modelling based on the values of Adaptability, Enthusiasm and Integrity (ADAB), involving students to hone their social sensitivity and concern, and to solve educational and social problems.
- 4) Developing collaborative networks with government and non-governmental organisations to strengthen the performance of the study programme, and to enhance the quality and employability of graduates.

d. Objectives

- 1) To produce guidance and counselling teachers who possess professional, pedagogical, personal and social competencies and demonstrate exemplary character based on the values of Adaptability, Enthusiasm and Integrity (ADAB).
- 2) To produce outstanding and distinctive research in the field of Guidance and Counselling by applying the principles of exemplary behaviour based on the values of Adaptability, Enthusiasm and Integrity (ADAB).
- 3) To produce outstanding and distinctive community service work based on research by applying the principles of exemplary conduct based on the values of Adaptability, Enthusiasm and Integrity (ADAB).
- 4) To establish collaborative networks with government and non-governmental organisations to strengthen the performance of the study programme and enhance the quality and employability of graduates.

1. Graduate Profile

| No | Graduate Profile | Description |
|----|--|---|
| 1 | Guidance and Counselling | A graduate in guidance and counselling capable of providing guidance and counselling services in primary, lower secondary, upper secondary schools and equivalent institutions |
| 2 | Trainer | A graduate in guidance and counselling capable of designing training programmes, delivering training and evaluating training outcomes for outdoor activities, motivational training, leadership development and group performance enhancement |
| 3 | Guidance and Counselling Media Developer | A graduate in guidance and counselling () and counselling () who is capable of developing guidance and counselling resources both within and outside schools |

2. Graduate Learning Outcomes

| NO | PROFILE GRADUATES | GRADUATE LEARNING OUTCOMES | |
|----|---|----------------------------|---|
| 1 | Guidance and Counselling Teacher | ATTITUDE | |
| | | 1 | Fearing God Almighty and able to demonstrate a religious attitude; |
| | | 2 | Upholding human values in carrying out duties based on religion, morals and ethics; |
| | | 3 | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila; |
| | | 4 | To act as a citizen who is proud of and loves their homeland, possessing a sense of nationalism and a sense of responsibility towards the state and the nation |
| | | 5 | Respecting cultural diversity, perspectives, religions and beliefs, as well as the original opinions or findings of others; |
| | | 6 | Working collaboratively and demonstrating social awareness and concern for society and the environment; |
| | | 7 | Compliance with the law and discipline in social and civic life |
| | | 8 | Internalising academic values, norms and ethics; |
| | | 9 | Demonstrating a responsible attitude towards work in their field of expertise |
| | | 10 | Internalising the spirit of independence, perseverance and entrepreneurship |
| | | 11 | Internalising the spirit, struggle and ethos of the PGRI in personal development and community life. |
| | | GENERAL SKILLS | |
| | | 1 | Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise; |
| 2 | Be able to demonstrate high-quality and measurable performance; | | |
| | | 3 | Be able to assess the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic critiques; compile a scientific description of the results of their research in the form of a dissertation or final project report; and upload it to the university's website; |
| | | 4 | Compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university website |
| | | 5 | Be able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data |
| | | 6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |

| NO | PROFILE GRADUATES | GRADUATE LEARNING OUTCOMES | |
|----|-------------------|----------------------------|--|
| | | 7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility |
| | | 8 | Be able to conduct self-evaluation of the work group under their responsibility, and be able to manage their own learning; and |
| | | 9 | Be able to document, store, secure and retrieve data to ensure authenticity and prevent plagiarism. |
| | | SPECIAL SKILLS | |
| | | 1 | Able to apply the philosophical, educational, psychological and sociological foundations underpinning the practice of guidance and counselling |
| | | 2 | Able to integrate new scientific and technological discoveries in the fields of education, psychology and sociology—which underpin the practice of guidance and counselling—as the basis for the delivery of guidance and counselling services |
| | | 3 | Able to utilise relevant information technology in guidance and counselling to enhance the quality of services |
| | | 4 | Able to demonstrate communication skills in delivering guidance and counselling services, comprising the ability to listen, speak and write |
| | | 5 | Able to communicate effectively both intrapersonally and interpersonally |
| | | 6 | Able to carry out a needs assessment to identify students' needs and issues |
| | | 7 | Able to design and develop Guidance and Counselling programmes (annual, termly, monthly, weekly, and daily) |
| | | 8 | Able to deliver Guidance and Counselling services |
| | | 9 | Able to demonstrate skills in applying various approaches in counselling services |
| | | 10 | Able to demonstrate skills in individual counselling and group counselling |
| | | 11 | Able to produce reports on the implementation of Guidance and Counselling services |
| | | 12 | Able to conduct research in the field of Guidance and Counselling |
| | | 13 | Able to analyse the results of research that has been conducted |
| | | 14 | Able to compile a research report |
| | | 15 | Able to demonstrate ethical awareness in their work |
| | | 16 | Able to foster interpersonal relationships at work |
| | | 17 | Able to deliver high-quality performance |
| | | KNOWLEDGE | |

| NO | PROFILE GRADUATES | GRADUATE LEARNING OUTCOMES | |
|----|---|----------------------------|---|
| | | 1 | Mastery of the concepts, foundations and theoretical framework of guidance and counselling |
| | | 2 | Mastering the basic concepts of psychology |
| | | 3 | Mastering theoretical concepts in pedagogy |
| | | 4 | Mastering theoretical concepts in sociology |
| | | 5 | Mastering concepts of information |
| | | 6 | Mastering the theoretical concepts of philosophy |
| | | 7 | Mastery of guidance and counselling programme knowledge |
| | | 8 | Mastery of the principles and administration of the guidance and counselling laboratory |
| | | 9 | Mastery of theoretical concepts in interpersonal communication |
| | | 10 | Mastering the theoretical concepts of language |
| | | 11 | Mastering assessment development concepts |
| | | 12 | Mastering the concepts and techniques of developing guidance and counselling service programmes |
| | | 13 | Mastery of the fields of guidance and counselling services |
| | | 14 | Mastering various types of guidance and counselling services |
| | | 15 | Mastering the procedures for conducting guidance and counselling activities |
| | | 16 | Mastering counselling concepts |
| | | 17 | Mastering the basic concepts of classical guidance |
| | | 18 | Mastering group concepts |
| | | 19 | Mastering research |
| | | 20 | Mastering issues in guidance and counselling |
| | | 21 | Mastering theoretical concepts of data analysis |
| | | 22 | Mastering the theoretical concepts of written language |
| | | 23 | Mastering the structure of a dissertation |
| | | 24 | Mastering the concepts of standards and ethics |
| | | 25 | Mastering the theoretical concepts of the counsellor's personal development |
| | | 26 | Mastering theories about groups |
| | | 27 | Mastering counselling competencies |
| | | 28 | Mastering theoretical concepts regarding the nature of work. |
| 2 | IT-Based Career Guidance Media Developer | ATTITUDE | |
| | | 1 | Fearing God Almighty and able to demonstrate a religious attitude |
| | | 2 | Upholding human values in carrying out duties based on religion, morals and ethics |
| | | 3 | Contributing to the improvement of the quality of life within society, the nation, the state and civilisation, based on the principles of Pancasila |

| NO | PROFILE GRADUATES | GRADUATE LEARNING OUTCOMES | |
|----|-------------------|----------------------------|--|
| | | 4 | Acting as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation |
| | | 5 | Respecting cultural diversity, perspectives, religions and beliefs, as well as the original opinions or findings of others |
| | | 6 | Working collaboratively and demonstrating social awareness and concern for society and the environment |
| | | 7 | Compliance with the law and discipline in social and civic life |
| | | 8 | Internalising academic values, norms and ethics |
| | | 9 | Demonstrating a responsible attitude towards work in their field of expertise independently |
| | | 10 | Internalising a spirit of determination and entrepreneurship; |
| | | 11 | Internalising the spirit, struggle and ethos of the PGRI in personal development and community life |
| | | GENERAL SKILLS | |
| | | 1 | Able to apply logical and critical thinking, as well as the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise |
| | | 2 | Able to demonstrate independent, high-quality and measurable performance |
| | | 3 | Compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university's website |
| | | 4 | Be able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |
| | | 5 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility |
| | | 6 | Able to document, store, secure and retrieve data to ensure authenticity and prevent plagiarism |
| | | SPECIAL SKILLS | |
| | | 1 | Skilled in integrating new findings in science, technology and the arts in the fields of counselling, education, psychology, sociology, and socio-cultural anthropology, to formulate the principles and concepts for the delivery of guidance and counselling services, whether or not using information technology, whilst upholding values within the socio-cultural context of Indonesia |
| | | 2 | Able to integrate new scientific and technological discoveries in the fields of guidance and counselling, psychology, and sociology as the basis for training in the delivery of |

| NO | PROFILE GRADUATES | GRADUATE LEARNING OUTCOMES | |
|----|-------------------|----------------------------|---|
| | | 3 | Skilled in utilising the results of needs analyses, field conditions and other relevant information to develop comprehensive guidance and counselling service programmes that promote self-reliance, as well as guidance and counselling programmes of a preventive, developmental, curative and preservative nature across the types, streams and levels of educational institutions |
| | | 4 | Skilled in delivering a range of comprehensive guidance and counselling programmes designed to foster independence, as well as preventive, developmental, curative and preservative guidance and counselling programmes across all types, streams and levels of educational institutions |
| | | 5 | Skilled in using information and communication technology and multimedia in planning and delivering the guidance and counselling services for which they are responsible |
| | | 6 | Skilled in using information technology and multimedia for the presentation of academic work |
| | | 7 | Skilled in communicating and collaborating with relevant stakeholders, namely parents, teachers, headteachers and other stakeholders, in delivering guidance and counselling services |
| | | 8 | Skilled in implementing internal and external collaboration within the workplace when designing, delivering and evaluating guidance and counselling services across various types, levels and units of education |
| | | 9 | Skilled in communicating performance outcomes to relevant parties within internal collaborations (pupils, teachers, parents) and external collaborations (education stakeholders, other professions, the community); |
| | | 10 | Skilled in using information technology and multimedia to communicate reports on the evaluation and supervision of the implementation of guidance and counselling services under their responsibility |
| | | 11 | Skilled in accessing relevant data from various sources for the purposes of information services and the delivery of other guidance and counselling services |
| | | 12 | Skilled in documenting, storing, securing and retrieving data for the purposes of information services and the delivery of various other guidance and counselling services |
| | | 13 | Skilled in using information technology to document, store, secure and retrieve data for the purposes of information services and the delivery of various other guidance and counselling services |
| | KNOWLEDGE | | |
| | | 1 | Mastery of the content and methods of guidance services, including personal, social, academic and career guidance, utilising various guidance techniques, multimedia and information technology required for the delivery of guidance and counselling services |

| NO | PROFILE GRADUATES | GRADUATE LEARNING OUTCOMES | |
|----|-------------------|----------------------------|---|
| | | 2 | Mastering approaches, procedures, methods and techniques of guidance in individual, group and classroom settings, as well as across classes |
| | | 3 | Mastering the concepts, development procedures and use of instruments, information technology and multimedia for guidance and counselling services |
| | | 4 | Mastering the basic concepts of multimedia theory and media development theory |
| | | 5 | Mastering the concepts, methods and procedures for decision-making based on the results of needs analysis and other relevant information in order to resolve problems in the field of guidance and counselling |
| | | 6 | Mastering the procedures for designing and implementing strategies for consultation, collaboration, mediation, advocacy, conflict resolution and network strengthening in guidance and counselling services |
| | | 7 | Mastering the theories, concepts, models, methods and procedures of evaluation and supervision, and their associated issues, in guidance and counselling services |
| | | 8 | Mastering the principles, methods and procedures for documenting, storing, securing and retrieving data to ensure the validity of data relating to service recipients (clients, families, teachers) and other relevant data in the context of information services and the provision of guidance and counselling for which they are responsible |
| 3 | Trainer | ATTITUDE | |
| | | 1 | To be devout towards God Almighty and able to demonstrate a religious attitude |
| | | 2 | Upholding human values in the performance of duties based on religion, morals and ethics |
| | | 3 | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila |
| | | 4 | To act as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation |
| | | 5 | Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others |
| | | 6 | Working collaboratively and demonstrating social awareness and concern for society and the environment |
| | | 7 | Compliance with the law and discipline in social and civic life |
| | | 8 | Internalising academic values, norms and ethics |
| | | 9 | Demonstrating a responsible attitude towards work in their field of expertise independently |
| | | 10 | Internalising a spirit of determination and entrepreneurship |
| | | 11 | Internalising the spirit, struggle and ethos of the PGRI in personal development and community life |
| | | GENERAL SKILLS | |

| NO | PROFILE GRADUATES | GRADUATE LEARNING OUTCOMES | |
|-----------------------|-------------------|----------------------------|--|
| | | 1 | Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying the humanities in accordance with their expertise |
| | | 2 | Able to demonstrate high-quality and measurable performance |
| | | 3 | Able to analyse the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic critiques; to compile a scientific description of their research findings in the form of a dissertation or final project report; and to upload it to the university's website |
| | | 4 | Be able to compile a scientific description of the results of the above studies in the form of a dissertation or final project report, and upload it to the university website |
| | | 5 | Be able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data |
| | | 6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |
| | | 7 | Is able to take responsibility for the group's work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility |
| | | 8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage their own learning; and |
| | | 9 | Be able to document, store, secure and retrieve data to ensure validity and prevent plagiarism |
| SPECIAL SKILLS | | | |
| | | 1 | Able to integrate new scientific and technological discoveries in the fields of guidance and counselling, psychology and sociology as the basis for delivering training |
| | | 2 | Able to bring about changes in attitudes and behaviour |
| | | 3 | Able to design and develop training programmes |
| | | 4 | Able to innovate in training |
| | | 5 | Able to produce feedback reports on training outcomes |
| | | 6 | Able to collaborate in delivering training |
| | | 7 | Able to generate interest in training |
| | | 8 | Able to foster problem-solving skills through training |
| | | 9 | Able to conduct a needs assessment and develop tools to identify the needs and issues to be addressed through the training programme |

| NO | PROFILE GRADUATES | GRADUATE LEARNING OUTCOMES | |
|----|-------------------|----------------------------|--|
| | | 10 | Able to process training programme information |
| | | 11 | Able to coordinate a team of trainers during training sessions |
| | | 12 | Able to manage their work group |
| | | 13 | Able to provide feedback to the team of trainers under their responsibility |
| | | 14 | Able to manage training independently |
| | | 15 | Able to administer data related to training |
| | | 16 | Able to use data archiving |
| | | KNOWLEDGE | |
| | | 1 | Mastery of the concepts, foundations and theoretical framework of behaviour change |
| | | 2 | Mastering the basic concepts of guidance and counselling |
| | | 3 | Mastering the basic concepts of psychology |
| | | 4 | Mastering theoretical concepts in sociology |
| | | 5 | Mastering the basic concepts of personality theory |
| | | 6 | Mastering leadership theory |
| | | 7 | Mastering motivation theory |
| | | 8 | Mastering group dynamics theory |
| | | 9 | Mastering learning theories |
| | | 10 | Mastering theories of creativity |
| | | 11 | Mastering the theory of information and communication technology |
| | | 12 | Mastery of organisational management theory |
| | | 13 | Mastering evaluation theory |
| | | 14 | Mastering media development theory |
| | | 15 | Mastery of management theory |
| | | 16 | Mastering the basic concepts of assessment |
| | | 17 | Mastering the basic concepts of counselling |
| | | 18 | Mastering the basic concepts of social psychology |
| | | 19 | Mastering the theoretical concepts of interpersonal communication |
| | | 20 | Mastering personality theories |
| | | 21 | Mastering the basic concepts of multimedia theory |

B. Primary School Teacher Education

1. Vision, Mission and Objectives

a. Academic Vision

To become a provider and developer of Primary School Teacher Education based on the four pillars of education, excelling in entrepreneurial-oriented primary school learning media and maintaining a distinct identity by 2025.

b. Mission

- To deliver education that produces graduates of the Primary School Teacher Education Bachelor's Programme who develop primary school learning materials based on Edupreneur principles and a distinct identity;

2. To conduct research as a basis for improving the quality of learning and advancing knowledge in the field of primary school education;
3. To conduct community service based on research to improve community welfare;
4. To set an example in the delivery of education, research and community service that is Adaptive, Enthusiastic and of Integrity (ADAB);
5. To collaborate with various parties for the development of knowledge and primary school education.

c. Objectives

1. To produce outstanding and self-reliant graduates of the Primary School Teacher Education Bachelor's Programme;
2. To produce research works as a basis for improving the quality of learning and the development of knowledge in the field of primary school education;
3. To produce high-quality community service work as an implementation of research findings to improve community welfare;
4. To produce Human Resources who are Adaptable, Enthusiastic and of Integrity (ADAB);
5. Establishing a network of cooperation with various parties for the development of knowledge and primary education.

2. Graduate Profile

| Graduate Profile | Description |
|--|---|
| Primary School Teacher | Capable of planning, implementing, evaluating and developing high-quality, character-based education through a strong command of subject matter; possessing the ability to utilise information technology to keep abreast of developments in primary education and teaching methods; embodying the spirit of Pancasila; supported by language and artistic skills, leadership qualities, and an entrepreneurial spirit; and continuing on to professional education to become a professional teacher and pursue further higher education. |
| Research Assistant in Primary Education | Capable of solving educational problems and generating proven innovations to improve the quality of primary education, free from plagiarism, and publishing these in academic forums |
| Education Practitioner and Consultant | Capable of managing and evaluating education and learning, developing extracurricular activities, and demonstrating a strong sense of responsibility and a thorough understanding of professional ethics at the primary school level |
| Edupreneur | Able to apply and organise entrepreneurial concepts within the learning process or educational institutions, implementing sound entrepreneurial principles to ensure the success of education. |

3. Graduate Learning Outcomes

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|-------------------------------|----------------------------------|--|
| 1 | Primary School Teacher | Attitude | |
| | | Bachelor's degree | Devout to God Almighty and able to demonstrate religious devotion. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|-------------------------------------|--|
| | | S2 | Upholding human values in carrying out duties based on religion, morals and ethics. |
| | | S3 | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila. |
| | | S4 | Acting as a proud citizen who loves the homeland, possessing a sense of nationalism and a sense of responsibility towards the state and the nation. |
| | | S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others. |
| | | S6 | Obey the law and demonstrate discipline in social and civic life. |
| | | S7 | Demonstrating a responsible attitude towards work in one's field of expertise independently. |
| | | S8 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| | | S9 | Demonstrates exemplary conduct through a strong character of Adaptability, Enthusiasm and Integrity (ADAB) in keeping pace with developments in science and technology relevant to the profession as a primary school teacher, research assistant in primary education, education practitioner and consultant, and edupreneur. |
| | | General Skills | |
| | | KU1 | Ability to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst observing and applying humanistic values appropriate to the five subject areas (Mathematics, Natural Sciences, Social Sciences, Indonesian Language, and Civic Education). |
| | | KU2 | Able to demonstrate independent, high-quality and measurable performance. |
| | | KU3 | Able to examine the implications of the development or implementation of science and technology that takes into account and applies humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|-------------------------------------|---|
| | | KU4 | Able to compile a scientific description of the results of their study in the form of a dissertation or final project report, and upload it to the university's website. |
| | | KU5 | Able to make appropriate decisions in the context of problem-solving across 5 fields, based on the analysis of information and data. |
| | | KU6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution. |
| | | KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility. |
| | | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage their own learning. |
| | | KU9 | Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism. |
| | | KU10 | Able to serve as a role model through a strong character embodying Adaptability, Enthusiasm and Integrity (ADAB) in keeping pace with developments in science and technology relevant to the profession as a primary school teacher, a research assistant in the field of primary education, an education practitioner and consultant, and an edupreneur. |
| | | Specialised Skills | |
| | | KK1 | Able to apply educational principles and theories through the design and implementation of primary school learning. |
| | | KK2 | Able to apply concepts regarding the developmental characteristics of learners through the design and implementation of learning in primary schools. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|-------------------------------------|--|
| | | KK3 | Able to apply subject-specific knowledge in primary schools, including Mathematics, Science, Social Studies, Indonesian Language, Civic Education, Life Skills, and Physical Education, through the design and delivery of lessons. |
| | | KK4 | Able to apply and develop innovative curricula, approaches, strategies, models, methods, techniques, teaching materials, media and learning resources through the design and implementation of learning in primary schools. |
| | | KK5 | Able to design, implement, analyse and follow up on the evaluation of learning processes and outcomes in primary schools. |
| | | KK6 | Able to provide services to pupils in accordance with their characteristics and optimally develop their potential. |
| | | KK7 | Able to conduct educational learning in primary schools. |
| | | KK8 | Able to communicate effectively, empathetically and courteously with pupils, their own professional community and other professions. |
| | | KK9 | Able to design and conduct scientific research in the field of primary education, and to report and publish the findings. |
| | | KK10 | Able to provide guidance and counselling services in primary schools. |
| | | KK11 | Able to resolve issues in the field of primary education (Mathematics, Science, Indonesian Language, Social Studies, Civic Education, Art and Craft, and Physical Education) by applying science and technology whilst taking local wisdom into account. |
| | | KK12 | Able to engage in independent entrepreneurship or partnerships to produce goods and/or services related to education and simple biotechnology. |
| | | Knowledge | |
| | | P1 | Mastery of the principles and theories of primary school education. |
| | | P2 | Mastering the developmental characteristics of primary school pupils. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|--|-------------------------------------|---|
| | | P3 | Mastery of subject knowledge in primary schools, including Mathematics, Science, Indonesian Language, Social Studies, Civic Education, Art and Craft, and Physical Education. |
| | | P4 | Mastering innovative concepts of curriculum, approaches, strategies, models, methods, techniques, teaching materials, media and learning resources as a primary school class teacher. |
| | | P5 | Mastering the concepts and techniques of evaluating the learning process and outcomes in primary schools. |
| | | P6 | Mastering the basic concepts and procedures of research that can formulate solutions to educational problems in primary schools. |
| | | P7 | Mastering the concepts and techniques of guidance and counselling services in primary schools. |
| | | P8 | Mastering interdisciplinary knowledge in line with developments in science and technology, whilst taking local wisdom into account. |
| | | P9 | Mastery of the basic concepts, rules, principles and characteristics of entrepreneurship, as well as entrepreneurial management. |
| 2 | Research Assistant in Early Childhood Education | Attitude | |
| | | Bachelor's degree | Devout to God Almighty and able to demonstrate religious devotion. |
| | | S2 | Upholding human values in carrying out duties based on religion, morals and ethics. |
| | | S3 | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila. |
| | | S4 | Acting as a proud citizen who loves the homeland, possessing a sense of nationalism and a sense of responsibility towards the state and the nation. |
| | | S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others. |
| | | S6 | Obey the law and demonstrate discipline in social and civic life. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|-------------------------------------|--|
| | | S7 | Demonstrating a responsible attitude towards work in one's field of expertise independently. |
| | | S8 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| | | S9 | Demonstrates exemplary conduct through a strong character of Adaptability, Enthusiasm and Integrity (ADAB) in keeping pace with developments in science and technology relevant to the profession as a primary school teacher, research assistant in primary education, education practitioner and consultant, and edupreneur. |
| | | General Skills | |
| | | KU1 | Ability to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst observing and applying humanistic values appropriate to the five subject areas (Mathematics, Natural Sciences, Social Sciences, Indonesian Language, and Civic Education). |
| | | KU2 | Able to demonstrate independent, high-quality and measurable performance. |
| | | KU3 | Able to examine the implications of the development or implementation of science and technology that takes into account and applies humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism. |
| | | KU4 | Able to compile a scientific description of the results of their study in the form of a dissertation or final project report, and upload it to the university's website. |
| | | KU5 | Able to make appropriate decisions in the context of problem-solving across 5 fields, based on the analysis of information and data. |
| | | KU6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their organisation. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----------|--|-------------------------------------|---|
| | | KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility. |
| | | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage their own learning. |
| | | KU9 | Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism. |
| | | KU10 | Able to serve as a role model through a strong character embodying Adaptability, Enthusiasm and Integrity (ADAB) in keeping pace with developments in science and technology relevant to the profession as a primary school teacher, and as a research assistant in the field of primary education, an education practitioner and consultant, as well as an edupreneur. |
| | | Specialised Skills | |
| | | KK9 | Able to design and conduct scientific research in the field of primary education, and to report and publish the findings. |
| | | KK11 | Able to resolve issues in the field of primary education (Mathematics, Science, Indonesian Language, Social Studies, Civic Education, Art and Culture, and Physical Education) by applying science and technology whilst taking local wisdom into account. |
| | | Knowledge | |
| | | P6 | Mastery of basic research concepts and procedures to formulate solutions to educational problems in primary schools. |
| | | P8 | Mastering interdisciplinary knowledge in line with developments in science and technology, whilst taking local wisdom into account. |
| 3 | Education Practitioners and Consultants | Attitude | |
| | | Bachelor's degree | God-fearing and able to demonstrate religious devotion. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|-------------------------------------|--|
| | | S2 | Upholding human values in carrying out duties based on religion, morals and ethics. |
| | | S3 | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila. |
| | | S4 | Acting as a proud citizen who loves the homeland, possessing a sense of nationalism and responsibility towards the state and the nation. |
| | | S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others. |
| | | S6 | Obey the law and maintain discipline in social and civic life. |
| | | S7 | Demonstrating a responsible attitude towards work in one's field of expertise independently. |
| | | S8 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| | | S9 | Demonstrates exemplary conduct through a strong character of Adaptability, Enthusiasm and Integrity (ADAB) in keeping pace with developments in science and technology relevant to the profession as a primary school teacher, research assistant in primary education, education practitioner and consultant, and edupreneur. |
| | | General Skills | |
| | | KU1 | Ability to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst observing and applying humanistic values appropriate to the five subject areas (Mathematics, Natural Sciences, Social Sciences, Indonesian Language, and Civic Education). |
| | | KU2 | Able to demonstrate independent, high-quality and measurable performance. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|-------------------------------------|---|
| | | KU3 | Able to examine the implications of the development or implementation of science and technology that takes into account and applies humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism. |
| | | KU4 | Able to compile a scientific description of the results of their study in the form of a dissertation or final project report, and upload it to the university's website. |
| | | KU5 | Able to make appropriate decisions in the context of problem-solving across 5 fields, based on the analysis of information and data. |
| | | KU6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution. |
| | | KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility. |
| | | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage their own learning. |
| | | KU9 | Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism. |
| | | KU10 | Able to serve as a role model through a strong character embodying Adaptability, Enthusiasm and Integrity (ADAB) in keeping pace with developments in science and technology relevant to the profession as a primary school teacher, and as a research assistant in the field of primary education, an education practitioner and consultant, as well as an edupreneur. |
| | | Special Skills | |
| | | KK1 | Able to apply educational principles and theories through the design and delivery of primary school lessons. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|-------------------------------------|--|
| | | KK2 | Able to apply concepts regarding the developmental characteristics of learners through the design and implementation of learning in primary schools. |
| | | KK3 | Able to apply subject-specific knowledge in primary schools, including Mathematics, Science, Social Studies, Indonesian Language, Civic Education, Art and Craft, and Physical Education, through the design and delivery of lessons. |
| | | KK4 | Able to apply and develop innovative curricula, approaches, strategies, models, methods, techniques, teaching materials, media and learning resources through the design and implementation of learning in primary schools. |
| | | KK5 | Able to design, implement, analyse and follow up on the evaluation of the learning process and outcomes in primary schools. |
| | | KK6 | Able to provide services to pupils in accordance with their characteristics and optimally develop their potential. |
| | | KK8 | Able to communicate effectively, empathetically, and courteously with pupils, their own professional community, and other professions. |
| | | KK9 | Able to design and conduct scientific research in the field of primary education, and to report and publish the findings. |
| | | KK10 | Able to provide guidance and counselling services in primary schools. |
| | | KK11 | Able to resolve issues in the field of primary education (Mathematics, Science, Indonesian Language, Social Studies, Civic Education, Art and Craft, and Physical Education) by applying science and technology whilst taking local wisdom into account. |
| | | Knowledge | |
| | | P1 | Mastery of the principles and theories of primary school education. |
| | | P2 | Mastering the developmental characteristics of primary school pupils. |
| | | P3 | Mastery of subject knowledge in primary schools, including Mathematics, Science, Indonesian Language, Social Studies, Civic Education, Art and Craft, and Physical Education. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|-------------------------------------|--|
| | | P4 | Mastering innovative concepts of curriculum, approaches, strategies, models, methods, techniques, teaching materials, media and learning resources as a primary school class teacher. |
| | | P5 | Mastering the concepts and techniques of evaluating the learning process and outcomes in primary schools. |
| | | P7 | Mastering the concepts and techniques of guidance and counselling services in primary schools. |
| | | P8 | Mastering interdisciplinary knowledge in line with developments in science and technology, whilst taking local wisdom into account. |
| 4 | Edupreneur | Attitude | |
| | | Bachelor's degree | Fearing God Almighty and demonstrating religious devotion. |
| | | S2 | Upholding human values in carrying out duties based on religion, morals and ethics. |
| | | S3 | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila. |
| | | S4 | Acting as a proud citizen who loves the homeland, possessing a sense of nationalism and a sense of responsibility towards the state and the nation. |
| | | S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others. |
| | | S6 | Obey the law and demonstrate discipline in social and civic life. |
| | | S7 | Demonstrating a responsible attitude towards work in one's field of expertise independently. |
| | | S8 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| | | S9 | Demonstrates exemplary conduct through a strong character of Adaptability, Enthusiasm and Integrity (ADAB) in keeping pace with developments in science and technology relevant to the profession as a primary school teacher, research assistant in primary education, education practitioner and consultant, and edupreneur. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|-------------------------------------|--|
| | | General Skills | |
| | | KU1 | Ability to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst observing and applying humanistic values appropriate to the five subject areas (Mathematics, Natural Sciences, Social Sciences, Indonesian Language, and Civic Education). |
| | | KU2 | Able to demonstrate independent, high-quality and measurable performance. |
| | | KU3 | Able to examine the implications of the development or implementation of science and technology, taking into account and applying humanistic values in line with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism. |
| | | KU4 | Able to compile a scientific description of the results of their study in the form of a dissertation or final project report, and upload it to the university's website. |
| | | KU5 | Able to make appropriate decisions in the context of problem-solving across 5 fields, based on the analysis of information and data |
| | | KU6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their organisation. |
| | | KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility. |
| | | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning. |
| | | KU9 | Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism. |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|----------------------------------|---|
| | | KU10 | Able to serve as a role model through a strong character embodying Adaptability, Enthusiasm and Integrity (ADAB) in keeping pace with developments in science and technology relevant to the profession as a primary school teacher, and as a research assistant in the field of primary education, an education practitioner and consultant, as well as an edupreneur. |
| | | Specialised Skills | |
| | | KK11 | Able to resolve issues in the field of primary education (Mathematics, Science, Indonesian Language, Social Studies, Civic Education, Character Education and Physical Education) by applying science and technology whilst taking local wisdom into account. |
| | | KK12 | Able to engage in independent entrepreneurship or partnerships to produce goods and/or services related to education and simple biotechnology. |
| | | Knowledge | |
| | | P8 | Mastery of interdisciplinary knowledge in line with developments in science and technology, whilst taking local wisdom into account. |
| | | P9 | Mastering knowledge of the basic concepts of entrepreneurship, its rules, principles and characteristics, as well as entrepreneurial management. |

C. Early Years Teacher Education

1. Vision, Mission and Objectives

a. Academic Vision

The vision of the Early Childhood Education Teacher Training Programme at the Faculty of Education, UPGRIS, is to become a leading provider of early childhood education teacher training based on play theory and TPACK, and to establish its identity by 2025

2. Mission

The mission of the PG PAUD Study Programme at the Faculty of Education, UPGRIS, is:

- 1) To deliver education that produces graduates of the Bachelor's programme in Early Childhood Education, based on play theory and TPACK, who are outstanding and possess a distinct identity
- 2) To conduct research as a basis for improving the quality of learning and advancing knowledge in the field of early childhood education
- 3) To conduct high-quality community service as an implementation of research outcomes aimed at improving the wellbeing of learners and the welfare of the community
- 4) To exemplify Adaptive, Enthusiastic and Integrity-driven (ADAB) principles in the delivery of education, research and community service
- 5) Developing cooperation networks with domestic and international institutions to strengthen the performance of the PGPAUD study programme

c. Objectives

The objectives of the PG PAUD Study Programme at the Faculty of Education, UPGRIS, are:

1. To produce outstanding graduates in the field of Early Childhood Education based on play theory and TPACK, as well as the identity of UPGRIS.
2. To produce scholarly works in the field of research for the purpose of learning and developing Early Childhood Education.
3. To produce high-quality community service work as an implementation of research findings aimed at improving the wellbeing of learners and the welfare of the community
4. To produce human resources (HR)/Early Childhood Education (PAUD) educators who are exemplary in instilling the values of Adaptability, Enthusiasm and Integrity (ADAB).
5. Establishing networks with domestic and international institutions to strengthen the performance of the Early Childhood Education (PG PAUD) study programme.

2. Graduate Profile

| No | Graduate Profile | Description |
|----|-----------------------------------|---|
| 1 | Early Years Educator | Educators and facilitators of creative, innovative learning who teach through play-based approaches; possess the ability to utilise TPaCK (Technology Pedagogical Content Knowledge) to keep pace with advancements in science and technology; embody the principles of Pancasila; possess English language proficiency; demonstrate leadership qualities; and have the potential to pursue further professional education to become professional teachers and advance to higher levels of study in the field of Early Childhood Education. |
| 2 | Early Childhood Education Manager | The manager in question is a planner, implementer and controller of Early Childhood Education (PAUD) provision who plays a role in delivering high-quality PAUD programmes. |
| 3. | Edupreneur | Working independently or in collaboration with others to produce goods and services related to early childhood education, such as developing teaching materials, educational toys/learning media based on TPaCK, dance instructors, music instructors and art instructors for young children. |

Learning Outcomes

| Profile | Graduate Profile Outcomes |
|---------------------------------|---|
| Early Childhood Educator | <p>Attitude (Attitude):</p> <ol style="list-style-type: none"> 1. To be devout to God Almighty and able to demonstrate religious attitudes; 2. Upholding human values in the performance of duties in accordance with religious, moral and ethical principles; 3. Contributing to the improvement of the quality of life within society, the nation and the state, and to the advancement of civilisation based on Pancasila; 4. Acting as a citizen who is proud of and loves their homeland, possessing a sense of nationalism and responsibility towards the state and the nation; 5. Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; 6. To cooperate and demonstrate social sensitivity and concern for |

| Profile | Graduate Profile Outcomes |
|---------|---|
| | <p>society and the environment;</p> <ol style="list-style-type: none"> 7. To obey the law and maintain discipline in social and national life; 8. Internalising academic values, norms, and ethics; 9. Demonstrating a responsible attitude towards work in their field of expertise independently; 10. Internalising the spirit of independence, perseverance and entrepreneurship 11. Demonstrating exemplary behaviour through a strong character, characterised by Excellence, Perseverance, Religiosity, Integrity, and Synergy (UPGRIS) in keeping pace with developments in science and technology. |
| | <p>Knowledge (P)</p> <ol style="list-style-type: none"> 1. Mastering the religious, philosophical, legal, anthropological, psychological and pedagogical foundations of early childhood education 2. Mastering early childhood development and learning 3. Mastering the concept of healthy living, principles and parenting techniques to optimise early childhood development 4. Mastering ECE theory and learning, as well as approaches that can optimise the developmental potential of young children 5. Mastery of early childhood learning 6. Mastering the early childhood education curriculum 7. Mastering early childhood development assessment and evaluation of learning programmes in early childhood education institutions 8. Mastering the concept of professional development 9. Mastery of management in the delivery of early childhood education 10. Mastery of concepts and principles of communication with children, parents and colleagues 11. Mastery of concepts relating to PGRI knowledge and leadership |
| | <p>General Skills (KU)</p> <ol style="list-style-type: none"> 1. Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise; 2. Ability to demonstrate independent, high-quality, and measurable performance; 3. Able to examine the implications of the development or implementation of science and technology that takes into account and applies humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism; 4. Able to compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university website; 5. Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data; 6. Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution; 7. Be able to take responsibility for the achievements of group work and supervise and evaluate the completion of tasks assigned to staff under their responsibility; 8. Able to conduct self-evaluation of the work groups under their |

| Profile | Graduate Profile Outcomes |
|--|--|
| | <p>responsibility, and able to manage their own learning;</p> <ol style="list-style-type: none"> 9. Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism; and 10. Able to demonstrate attitudes and exemplary behaviour in line with the UPGRIS identity, namely Adaptive, Enthusiastic and Integrity (ADAB) <p>Special Skills (KK)</p> <ol style="list-style-type: none"> 1. Identify learners' characteristics from physical, psychological, social and cultural aspects for the purposes of learning 2. Able to plan and implement learning through play-based activities in accordance with children's development, knowledge and technology grounded in national cultural values 3. Ability to construct, modify, analyse and create structured learning media (APE) in accordance with the developmental stages of early childhood 4. Ability to explore and express oneself creatively and imaginatively through movement, music, drama and visual arts 5. Able to implement the curriculum in early childhood education institutions 6. Able to plan, implement, analyse and innovate learning in the field of early childhood education 7. Develop a learning environment that is safe, enjoyable, and challenges learners to be creative 8. Able to communicate effectively with children, colleagues, parents, the community, and other relevant agencies 9. Possess the ability to use information and communication technology 10. Able to apply the principles of early childhood education 11. Able to communicate effectively with children, parents and colleagues 12. Ability to assess the development of young learners 13. Able to develop a play-based curriculum 14. Able to develop learning materials and resources by utilising the environment 15. Possess artistic skills and an appreciation of the arts 16. Conduct research on early childhood education |
| Early Childhood Education Manager | <p>Attitude (Attitude):</p> <ol style="list-style-type: none"> 1. Fearing God Almighty and demonstrating religious devotion; 2. Upholding human values in carrying out duties based on religion, morals and ethics; 3. Contributing to the improvement of the quality of life in society, the nation, and the state, and to the advancement of civilisation based on Pancasila; 4. Acting as a proud and patriotic citizen, possessing a sense of nationalism and responsibility towards the state and nation; 5. Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; 6. To cooperate and demonstrate social sensitivity and concern for society and the environment; 7. To obey the law and maintain discipline in social and national life; 8. Internalising academic values, norms, and ethics; 9. Demonstrating a responsible attitude towards work in their field of expertise independently; 10. Internalising the spirit of independence, perseverance and entrepreneurship 11. Demonstrating exemplary behaviour through a strong character, |

| Profile | Graduate Profile Outcomes |
|---------|---|
| | characterised by Excellence, Perseverance, Religiosity, Integrity, and Synergy (UPGRIS) in keeping pace with developments in science and technology. |
| | <p>Knowledge (P)</p> <ol style="list-style-type: none"> 1. Mastering the religious, philosophical, legal, anthropological, psychological and pedagogical foundations of early childhood education 2. Mastering early childhood development and learning 3. Mastering the concepts of healthy living, the principles and techniques of early childhood education to optimise the development of young children. 4. Mastering early childhood education theory and practice, as well as approaches that can optimise the developmental potential of young children 5. Mastering early childhood education 6. Mastering the early childhood education curriculum 7. Mastering early childhood development assessment and evaluation of learning programmes in early childhood education institutions 8. Mastering the concept of professional development 9. Mastery of management in the implementation of early childhood education |
| | <p>General Skills (GS)</p> <ol style="list-style-type: none"> 1. Ability to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise; 2. Ability to demonstrate independent, high-quality, and measurable performance; 3. Able to examine the implications of the development or implementation of science and technology that takes into account and applies humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism; 4. Able to compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university website; 5. Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data; 6. Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution; 7. Be able to take responsibility for the achievements of group work and supervise and evaluate the completion of tasks assigned to staff under their responsibility; 8. Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning; and 9. Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism. <p>Able to demonstrate attitudes and exemplary behaviour in line with the UPGRIS identity, namely Adaptive, Enthusiastic and Integrity (ADAB)</p> |
| | <p>Special Skills (KK)</p> <ol style="list-style-type: none"> A. Able to plan and implement learning through play-based activities in accordance with children's development, knowledge and |

| Profile | Graduate Profile Outcomes |
|---------|--|
| | <p>technology grounded in national cultural values.</p> <p>B. Able to implement the curriculum in early childhood education institutions.</p> <p>C. Possess the ability to determine various alternative solutions to early childhood problems, either independently or in groups, in making appropriate decisions.</p> <p>D. Ability to plan, implement, analyse and innovate learning in the field of early childhood education.</p> <p>E. Develop a learning environment that is safe, enjoyable, and challenges learners to be creative.</p> <p>F. Be able to develop professional competence continuously through reflective practice.</p> <p>G. Able to communicate effectively with children, colleagues, parents, the community, and other relevant agencies.</p> <p>H. Able to assess early childhood development</p> <p>I. Able to develop a play-based curriculum</p> <p>J. Ability to develop learning materials and resources by utilising the environment</p> <p>K. Possess managerial skills in the administration of early childhood education institutions</p> <p>L. Able to develop entrepreneurial skills in the field of early childhood education</p> |

D. Pancasila Civic Education

1. Vision, Mission and Objectives

a. Vision

To become a provider of Pancasila and Citizenship Education (PPKn) based on the development of knowledge, the Pancasila ideology, and national values that are excellent and distinctive by 2025

b. Mission

- 1) To deliver education that produces outstanding and distinctive graduates of the PPKn undergraduate programme based on Pancasila
- 2) To conduct research as a basis for improving the quality of PPKn learning to support national development
- 3) To carry out community service activities as an implementation of research outcomes to improve the quality of life and well-being of the community
- 4) To foster democratic attitudes and a spirit of independence among students.

c. Objectives

- 1) To produce outstanding graduates of the PPKn undergraduate programme who embody the values of Pancasila;
- 2) To produce Pancasila and Citizenship education personnel who embody the spirit of Pancasila, religion, nationalism, solidarity, dedication and service
- 3) To produce high-quality, competitive graduates who complete their studies on time
- 4) To produce scientific research outputs in the field of Pancasila and Citizenship Education that are published nationally and internationally
- 5) To establish cooperation between the study programme and government and non-government institutions/organisations.

2 Graduate Profile

| Graduate Profile | Description |
|------------------|-------------|
| | |

| Graduate Profile | Description |
|---|---|
| Prospective Teachers of Pancasila and Civic Education | Prospective Teachers of Pancasila and Civic Education (PPKn) who are capable of planning, implementing and assessing learning in the field of Pancasila and Civic Education in accordance with pedagogical theoretical concepts |
| Research Assistant in the Field of Education and its Applications | Graduates in Pancasila and Civic Education who are capable of planning, conducting and publishing research in the field of Pancasila and Civic Education, specifically descriptive studies of a particular phenomenon |
| Entrepreneur | A graduate in Pancasila and Citizenship Education capable of engaging in entrepreneurship. |
| Community Empowerment Specialist | A graduate in Pancasila and Civic Education capable of becoming a pioneer in community empowerment for sustainable development |

3 Graduate Learning Outcomes

a. Attitude

1. Fearing God Almighty and demonstrating a religious attitude;
2. Upholding human values in carrying out duties based on religion, morality, and ethics;
3. Contributing to the improvement of the quality of life in society, the nation, and the state for the advancement of civilisation based on Pancasila;
4. Acting as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the country and the nation;
5. Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others;
6. Cooperating and demonstrating social awareness and concern for society and the environment;
7. Obeying the law and maintaining discipline in social and civic life;
8. Internalising academic values, norms, and ethics;
9. Demonstrating a responsible attitude towards work in their field of expertise independently;
10. Internalising the spirit of independence, perseverance, and entrepreneurship;
11. Internalising the spirit, struggle, and ethos of PGRI in personal development and community life.

b. General Skills

1. Ability to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst observing and applying humanistic values in accordance with Civic Education;
2. Able to demonstrate independent, high-quality, and measurable performance;
3. Able to assess the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with the context of Civic Education (PPKn) based on principles and procedures;
4. Scientific ethics in the context of generating solutions;
5. Artistic ideas, designs or critiques;
6. Able to compile a scientific description of the results of the above studies in the form of a dissertation or final project report, and upload it to the university website;
7. Ability to communicate information and ideas through various media to the public in accordance with the field of Civic Education;
8. Ability to take responsibility for the achievements of group work and to supervise and evaluate the completion of tasks assigned to staff under their responsibility;
9. Be able to conduct self-evaluation of the work group under their responsibility, and be able to manage their own learning;
10. Able to document, store, secure, and retrieve data to ensure authenticity and prevent plagiarism;
11. Able to communicate information and ideas through various media to the public in accordance with the field of Civic Education.

c. Special Skills

1. Profile of a PPKn Educator

- a. Able to plan, implement, and assess curricular, co-curricular, and extra-curricular learning in the field of Civic Education, using a student-centred approach that utilises various learning resources, science and technology-based learning media, and the potential of the local environment, in accordance with process and quality standards;
- b. Able to provide guidance to students within the scope of Civic Education learning;
- c. Able to reflect on the learning process using classroom action research;
- d. Able to plan and manage resources in the organisation of classes, schools, and educational institutions under their responsibility, and to evaluate;
- e. their activities comprehensively;
- f. Able to identify opportunities and make strategic decisions based on the analysis of information and data in the management of classes, schools, and educational institutions under their responsibility;
- g. Able to conduct scientific studies on phenomena and issues regarding quality, relevance, and access in the field of Civic Education, and;
- h. publish them in a scientific manner;
- i. Able to review and develop the field of Civic Education as a curriculum and teaching materials.

2. Researcher Profile in Civic Education and its Applications

- a. Able to plan, implement, and assess curricular, co-curricular, and extra-curricular learning in the field of Civic Education, using a student-centred approach that utilises various learning resources, science and technology-based learning media, and the potential of the local environment, in accordance with process and quality standards;
- b. Able to provide guidance to students within the scope of Civic Education learning;
- c. Able to assess the learning process using classroom action research;
- d. Able to plan and manage resources in the organisation of classes, schools, and educational institutions under their responsibility, and to evaluate their activities comprehensively;
- e. Able to identify opportunities and make strategic decisions based on the analysis of information and data in the management of classes, schools, and educational institutions under their responsibility;
- f. Able to conduct scientific studies on phenomena and issues regarding quality, relevance, and access in the field of Civic Education, and publish the findings in a scientific manner;
- g. Able to communicate research findings and ideas regarding Civic Education, including various alternative solutions to problems in the field of Civic Education;
- h. Able to conduct research that can solve Civic Education learning problems in schools.

3. Community Empowerment Profile

- a. Able to plan, implement, and assess curricular, co-curricular, and extra-curricular learning in the field of Civic Education, using a student-centred approach that utilises various learning resources, science and technology-based learning media, and the potential of the local environment, in accordance with process and quality standards;
- b. Able to provide guidance to students within the scope of Civic Education learning;
- c. Able to plan and manage resources in the running of classes, schools, and educational institutions under their responsibility, and to evaluate their activities comprehensively;
- d. Able to identify opportunities and make strategic decisions based on the analysis of information and data in the management of classes, schools, and educational institutions under their responsibility;
- e. Able to review and develop the field of Civic Education as a curriculum and teaching material;
- f. Able to foster community participation in development;
- g. Able to strengthen individual, institutional, and network capacities;
- h. Able to play a role in the process of social engineering;
- i. Able to analyse facts and circumstances relating to natural resources, human resources, institutions, and the availability of facilities and infrastructure in the formulation of educational policy.

4. Profile of an Entrepreneur in the Field of Civic Education

- a. Able to plan, implement and assess (evaluate) curricular, co-curricular and extra-curricular learning in the field of Civic Education, using a student-centred approach that utilises various learning resources, science and technology-based learning media, and the potential of the local environment, in accordance with process and quality standards;
- b. Be able to creatively design, produce, implement and develop Civic Education teaching materials and learning resources based on the principles of Civic Education;
- c. Be able to manage resources in the development of PPKn media and learning resources;
- d. Able to produce Civic Education teaching and learning materials;
- e. Able to plan and manage resources in the running of classes, schools, and educational institutions under their responsibility, and to evaluate their activities comprehensively;
- f. Able to identify opportunities and make strategic decisions based on the analysis of information and data in the management of classes, schools, and educational institutions under their responsibility;
- g. Able to develop PPKn learning materials and teaching resources creatively.

d. Knowledge

1. Profile of a Civic Education Educator

- a. Mastery of the concepts, principles and scientific mindset of Civic Education as an integrated knowledge system;
- b. Mastery of the concepts, principles and scientific mindset that underpin Civic Education;
- c. Mastery of the theoretical pedagogical concepts of Civic Education;
- d. Mastering the general potential of learners as social beings and individuals oriented towards life skills;
- e. Mastery of the principles and techniques of planning, implementing and assessing Civic Education learning;
- f. Mastering the functions and benefits of technology, particularly information and communication technology, relevant to the development of the quality of Civic Education;
- g. Mastering the principles and fundamentals of research in Civic Education;
- h. Mastering the substance of Civic Education, which encompasses civic knowledge, civic dispositions, and civic skills.

2. Researcher Profile in the Field of Civic Education and its Applications

- a. Mastering the concepts, principles and scientific mindset of Civic Education as an integrated knowledge system;
- b. Mastering the concepts, principles and scientific mindset that underpin Civic Education;
- c. Mastery of the theoretical pedagogical concepts of Civic Education;
- d. Mastery of the general potential of learners as social beings and individuals oriented towards life skills;
- e. Mastery of the principles and techniques of planning, implementing and assessing Civic Education learning;
- f. Mastering the functions and benefits of technology, particularly information and communication technology, relevant to the development of the quality of Civic Education;
- g. Mastering the substance of Civic Education, which encompasses civic knowledge, civic dispositions, and civic skills;
- h. Mastering the principles, methods, approaches, strategies, and techniques of Civic Education research;
- i. Mastering techniques for reporting research results and scientific publications.

3. Community Empowerment Profile

- a. Mastering the concepts, principles and scientific mindset of Civic Education as an integrated knowledge system;
- b. Mastering the concepts, principles and scientific mindset that underpin Civic Education;
- c. Mastering the theoretical pedagogical concepts of Civic Education;

- d. Mastering the general potential of learners as social beings and individuals oriented towards life skills;
- e. Mastering relevant information and communication technologies to develop community empowerment;
- f. Mastering the substance of Civic Education, which encompasses civic knowledge, civic dispositions, and civic skills;
- g. Mastering community empowerment methods, including various methods, principles for selecting methods, and approaches for choosing community empowerment methods.

4. Profile of an Entrepreneur in the Field of Civic Education

- a. Mastering the concepts, principles and scientific mindset of Civic Education as an integrated knowledge system;
- b. Mastering the concepts, principles and scientific mindset that underpin Civic Education;
- c. Mastering the general potential of learners as social beings and individuals oriented towards life skills;
- d. Mastering the functions and benefits of technology, particularly information and communication technology, relevant to the development of the quality of Civic Education;
- e. Mastering knowledge of the fundamentals of entrepreneurship management and understanding strategies for the effective and efficient management of all resources;
- f. Mastering the substance Civic Education, which encompasses civic knowledge, civic dispositions, and civic skills;
- g. Mastering a range of effective, empathetic and courteous communication and negotiation strategies, whether verbal, written or in other forms;
- h. Be able to capitalise on entrepreneurial opportunities in the field of Civic Education;
- i. Mastering Civic Education teaching and learning materials.

E. Economics Education

1. Vision, Mission and Objectives

a. Academic Vision

To become a study programme that produces outstanding graduates with a strong sense of identity and an entrepreneurial spirit by 2025.

b. Mission

- 1) To deliver education and teaching effectively and efficiently in line with students’ interests and societal demands.
- 2) To conduct high-quality research in the fields of economic education and entrepreneurship, with a focus on the learning process
- 3) To engage in community service in the field of economic education through the development of local distinctiveness based on live learning.
- 4) To set an example for students through the delivery of learning, social awareness, and the resolution of educational and economic issues in the community

c. Objectives

- 1) To produce graduates who excel in learning and are competent in accordance with graduate profiles and societal demands, as well as skilled in using digital technology.
- 2) To produce outstanding research outputs in the field of economic and entrepreneurial education that are focused on the learning process.
- 3) To produce community service in the field of economic education through the development of local uniqueness based on live learning.
- 4) Fostering students’ social awareness and problem-solving abilities through the delivery of learning

2. Graduate Profile

| NO | GRADUATE PROFILE | DESCRIPTION OF GRADUATE PROFILE |
|----|------------------|---------------------------------|
|----|------------------|---------------------------------|

| NO | GRADUATE PROFILE | DESCRIPTION OF GRADUATE PROFILE |
|----|---|---|
| 1 | Teachers/educators at senior secondary schools (SMA), vocational secondary schools (SMK), Islamic senior secondary schools (MA), and Islamic vocational secondary schools (MAK) in the field of Business Management | A professional teacher capable of planning, implementing and evaluating student learning outcomes in the formal secondary education sector in the fields of social and economic sciences, accounting and entrepreneurship. |
| 2 | Intermediate Accounting Technician | Intermediate accounting technicians who have a command of general theoretical accounting concepts and other relevant concepts, are able to collaborate and communicate effectively within a work team, and are able to evaluate and supervise the achievement of work outcomes in the field of accounting for which they are responsible, whether as a member and/or leader within the work team. |
| 3 | Entrepreneur | An entrepreneur who possesses the ability to independently establish an industrial enterprise and manage the organisation of an industrial enterprise to generate profit. |

3. Graduate Learning Outcomes

| NO | GRADUATE PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|---|----------------------------------|--|
| 1 | Teachers/educators at senior high schools (SMA), vocational high schools (SMK), Islamic senior high schools (MA), and Islamic vocational high schools (MAK) in the field of Business Management | ATTITUDE | |
| | | S1 | To be devout to God Almighty and demonstrate a religious attitude; |
| | | S2 | Upholding human values in carrying out duties based on religion, morals and ethics; |
| | | S3 | Contributing to the improvement of the quality of life within society, the nation, and the state, and to the advancement of civilisation based on Pancasila; |
| | | S4 | To act as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation; |
| | | S5 | Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |
| | | S6 | Working collaboratively and demonstrating social awareness and concern for society and the environment; |

| NO | GRADUATE PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|------------------|----------------------------------|--|
| | | S7 | Compliance with the law and discipline in social and civic life; |
| | | S8 | Internalising academic values, norms and ethics; |
| | | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| | | S10 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| | | GENERAL SKILLS | |
| | | KU1 | Be able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise; |
| | | KU2 | Be able to demonstrate independent, high-quality, and measurable performance; |
| | | KU3 | Able to assess the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism; |
| | | KU4 | Be able to compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university's website; |
| | | KU5 | Be able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data; |
| | | KU6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution; |
| | | KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility; |
| | | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage their own learning; |

| NO | GRADUATE PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|---|----------------------------------|---|
| | | KU9 | Able to document, store, secure and retrieve data to ensure authenticity and prevent plagiarism; |
| | | SPECIAL SKILLS | |
| | | KK1 | Able to plan teaching and learning in formal secondary education in the fields of economics and accounting |
| | | KK2 | Able to deliver formal secondary education in the fields of economics and accounting; |
| | | KK3 | Be able to evaluate students' learning outcomes in formal secondary education in the fields of economics and accounting; |
| | | KK4 | Possess pedagogical, personal and social competencies |
| | | KK5 | Able to apply technology to support creative and innovative teaching activities. |
| | | KNOWLEDGE | |
| | | P1 | Mastering the concepts and theories of planning in formal secondary education in the fields of economics and accounting; |
| | | P2 | Mastering the concepts and theories of implementing learning in the formal secondary education sector in the fields of economics and accounting; |
| | | P3 | Mastering the concepts, principles and theories of assessing student learning outcomes in formal secondary education in the fields of economics and accounting; |
| | | P4 | Mastering the concepts and theories of pedagogical, personal and social competences; |
| | | P5 | Mastering the concepts and theories of technology use to support creative and innovative teaching activities. |
| 2 | Intermediate Accounting Technician | ATTITUDE | |
| | | S1 | To be devout to God Almighty and demonstrate a religious attitude; |
| | | S2 | Upholding human values in carrying out duties based on religion, morals and ethics; |
| | | S3 | Contributing to the improvement of the quality of life within society, the nation, and the state, and to the advancement of civilisation based on Pancasila; |

| NO | GRADUATE PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|------------------|----------------------------------|--|
| | | S4 | To act as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation; |
| | | S5 | Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |
| | | S6 | Working collaboratively and demonstrating social awareness and concern for society and the environment; |
| | | S7 | Compliance with the law and discipline in social and civic life; |
| | | S8 | Internalising academic values, norms and ethics; |
| | | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| | | S10 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| | | GENERAL SKILLS | |
| | | KU1 | Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise; |
| | | KU2 | Be able to demonstrate independent, high-quality, and measurable performance; |
| | | KU3 | Able to assess the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism; |
| | | KU4 | Be able to compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university's website; |
| | | KU5 | Be able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data; |
| | | KU6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution; |
| | | KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility; |

| NO | GRADUATE PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|------------------|----------------------------------|---|
| | | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage their own learning; |
| | | KU9 | Able to document, store, secure and retrieve data to ensure authenticity and prevent plagiarism; |
| | | SPECIAL SKILLS | |
| | | KK1 | Able to apply the principles of professional practice in their work; |
| | | KK2 | Able to apply health and safety practices in the workplace; |
| | | KK3 | Able to process journal entries; |
| | | KK4 | Able to process the General Ledger; |
| | | KK5 | Able to prepare financial statements; |
| | | KK6 | Able to operate spreadsheet software; |
| | | KK7 | Able to operate accounting software; |
| | | KK8 | Able to manage accounts receivable; |
| | | KK9 | Able to manage credit cards; |
| | | KK10 | Able to manage inventory cards; |
| | | KK11 | Able to process petty cash documents; |
| | | KK12 | Able to process cash fund documents at the bank; |
| | | KK13 | Able to manage fixed asset cards; |
| | | KK14 | Able to prepare a cost of goods sold report; |
| | | KK15 | Able to prepare a tax notification letter |
| | | KK16 | Able to implement a computerised accounting system; |
| | | KK17 | Able to develop a database. |
| | | KNOWLEDGE | |
| | | P1 | Mastering the theoretical concepts of information management for the company's operational and managerial activities in depth; |
| | | P2 | Mastering the theoretical concepts of information management in the field of budgeting to calculate the cost of goods produced; |
| | | P3 | Mastering the theoretical concepts of information management in the field of taxation to produce tax reports; |
| | | P4 | Be able to formulate solutions to procedural problems in the field of accounting information systems management. |

| NO | GRADUATE PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|-------------------|----------------------------------|--|
| 3 | ENTREPRENEURS HIP | ATTITUDE | |
| | | Bachelor's Degree | To be devout to God Almighty and demonstrate a religious attitude; |
| | | Master's degree | Upholding human values in the performance of duties based on religion, morality and ethics; |
| | | S3 | Contributing to the improvement of the quality of life within society, the nation, and the state, and to the advancement of civilisation based on Pancasila; |
| | | S4 | To act as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation; |
| | | S5 | Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |
| | | S6 | Working collaboratively and demonstrating social awareness and concern for society and the environment; |
| | | S7 | Compliance with the law and discipline in social and civic life; |
| | | S8 | Internalising academic values, norms and ethics; |
| | | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| | | S10 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| | | GENERAL SKILLS | |
| | | KU1 | Is able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise; |
| | | KU2 | Be able to demonstrate independent, high-quality, and measurable performance; |
| | | KU3 | Able to assess the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism; |
| | | KU4 | Be able to compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university's website; |
| | | KU5 | Be able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data; |

| NO | GRADUATE PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|------------------|----------------------------------|--|
| | | KU6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution. |
| | | KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of |
| | | KU8 | Able to conduct self-evaluation of the work groups under their responsibility, and able to manage their own learning; |
| | | KU9 | Able to document, store, secure and retrieve data to ensure authenticity and prevent plagiarism. |
| | | SPECIAL SKILLS | |
| | | KK1 | Able to conduct market research on a product; |
| | | KK2 | Be able to conduct a study of the production process for a product; |
| | | KK3 | Able to calculate investment costs; |
| | | KK4 | Able to conduct a survey of raw material and auxiliary material sources; |
| | | KK5 | Able to analyse the cost of goods manufactured; |
| | | KK6 | Able to determine the type of product to be produced; |
| | | KK7 | Able to determine the number and skills of the workforce required; |
| | | KK8 | Able to determine the production location; |
| | | KK9 | Understand the process of obtaining industrial business licences from the relevant authorities; |
| | | KK10 | Be able to draw up a business plan; |
| | | KK11 | Able to develop an organisational structure in line with requirements; |
| | | KK12 | Able to promote products; |
| | | KK13 | Able to build relationships with customers; |
| | | KK14 | Able to maintain relationships with customers; |
| | | KK15 | Able to record financial transactions for each transaction. |
| | | KNOWLEDGE | |
| | | P1 | Understanding the concepts, theories and principles of human resource management; |
| | | P2 | Understanding the concepts, theories and principles of financial management; |
| | | P3 | Understanding the concepts, theories and principles of marketing management; |

| NO | GRADUATE PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|------------------|----------------------------------|---|
| | | P4 | Understand the concepts, theories and principles of business feasibility studies; |
| | | P5 | Understanding the concepts, theories and principles of entrepreneurship and the creative economy; |
| | | P6 | Understanding the concepts, theories and principles of business law and ethics; |
| | | P7 | Understanding the concepts and theories of various fields of the creative economy. |

F. Physical Education, Health and Recreation (PJKR)

1. Vision, Mission and Objectives

a. Academic Vision

To become a leading provider of Physical Education, Health and Recreation education, excelling in physical education teaching whilst fostering an entrepreneurial spirit and a distinct identity by 2025.

b. Mission

- 1) To deliver an educational process that produces outstanding and distinctive graduates of the PJKR undergraduate programme.
- 2) To conduct research as a basis for improving the quality of Physical Education, Health and Recreation (PJKR) learning to support national development.
- 3) To carry out community service activities as an implementation of research outcomes to improve the quality of life and well-being of the community.
- 4) To set an example in the delivery of education, research and community service that is Adaptive, Enthusiastic and of High Integrity (ADAB).

c. Objectives

- 1) To produce outstanding and distinctive graduates of the PJKR undergraduate programme.
- 2) To produce high-quality research outputs in the field of Physical Education, Health and Sports (PJKR) to support national development.
- 3) To produce high-quality community service work as an implementation of research outcomes to improve community welfare.
- 4) To produce human resources who are Adaptive, Enthusiastic and of Integrity (ADAB)

2. Graduate Profile

| Graduate Profile | Description |
|---|---|
| Prospective Physical Education Teachers | Educators and facilitators of creative, innovative learning who teach with a strong command of physical education, sport and health subjects; possess the ability to utilise technology in both the sports sector and information technology to keep pace with developments in physical education, sport and health and their teaching; upholding the principles of Pancasila, supported by proficiency in English, possessing leadership qualities, and having the potential to pursue professional education to become a professional teacher and to continue to higher levels of education in the field of physical education, sport and health. |
| Instructors in various sports | PJKR graduates capable of designing training programmes, |

| Graduate Profile | Description |
|---|---|
| disciplines and fitness centres. | delivering training, and evaluating the outcomes of training across various sports disciplines and fitness centres. |
| Entrepreneurs in the field of sport (sport entrepreneurs) | Working independently or in collaboration with others, capable of designing, implementing, and developing businesses in goods and services related to physical education, sport and health, such as producing teaching materials, working as a masseur or referee, or manufacturing sports equipment at the level of educational sport. |

3. Learning Outcomes

| No | Graduate Profile | GRADUATE LEARNING OUTCOMES (CPL) | |
|-----------|--|---|---|
| | | Attitude | |
| 1 | Prospective Physical Education Teachers | Bachelor's | Fears God Almighty and is able to demonstrate a religious attitude |
| | | Master's | Upholds human values in carrying out duties based on religion, morals and ethics |
| | | PhD | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila |
| | | S4 | Acting as a proud and patriotic citizen, possessing a sense of nationalism and responsibility towards the state and the nation |
| | | S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others |
| | | S6 | Collaborating and demonstrating social awareness and concern for society and the environment |
| | | S7 | Obedying the law and maintaining discipline in social and civic life |
| | | S8 | Internalising academic values, norms and ethics. |
| | | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently |
| | | S10 | Internalising the spirit of independence, perseverance and entrepreneurship |
| | | S11 | Internalising the spirit, struggle, and ethos of the PGRI in personal development and community life |
| | | S12 | Internalising the spirit of independence, struggle and entrepreneurship |
| | | S13 | Demonstrating exemplary behaviour through a strong Adaptive, Enthusiastic and Integrity-based (ADAB) character in keeping pace with developments in science and technology relevant to the profession as a primary school teacher, research assistant in the field of Physical Education and Sport, instructor in various sports disciplines, and sports entrepreneur |

| No | Graduate Profile | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|------------------|----------------------------------|---|
| | | GENERAL SKILLS | |
| | | KU 1 | able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst considering and applying humanistic values appropriate to their field of expertise |
| | | KU 2 | able to demonstrate independent, high-quality, and measurable performance |
| | | KU 3 | able to examine the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their field of expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism |
| | | KU 4 | able to compile a scientific description of the results of the above studies in the form of a dissertation or final project report, and upload it to the university's website |
| | | KU 5 | able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data |
| | | KU 6 | is able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |
| | | KU 7 | is able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility |
| | | KU 8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning |
| | | KU 9 | able to document, store, secure and retrieve data to ensure validity and prevent plagiarism |
| | | Specialised Skills | |
| | | KK1 | Applying the field of Physical Education, Health and Recreation within the context of learning in an educational setting |
| | | KK2 | Developing a learning model for Physical Education, Health and Recreation using the PAIKEM concept |
| | | KK3 | Applying science and technology as a means of supporting learning in physical education, health and recreation within the educational institution |
| | | KK4 | Being able to plan, implement and evaluate Physical Education, Health and Recreation (PJKR) learning that is oriented towards life skills. |
| | | KK5 | Developing learning designs within educational institutions based on research and development in Physical Education, Health and Recreation |
| | | KK6 | Able to solve problems in Physical Education, Health and Recreation and adapt to situations encountered through relevant models, approaches, methods and |

| No | Graduate Profile | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|------------------|----------------------------------|---|
| | | | |
| | | | learning techniques in the global era |
| | | KK7 | Ability to utilise various learning resources and science, technology, engineering and mathematics (STEM)-based learning media in Physical Education, Health and Recreation to support the delivery of learning |
| | | KK8 | Able to solve problems arising in the field of sports science |
| | | KK9 | Able to develop physical education, health and recreation to support the resolution of learning problems |
| | | KK10 | Developing the academic discipline of physical education, health and recreation within community life |
| | | Knowledge | |
| | | P1 | Mastering theoretical concepts in the field of knowledge and skills in Physical Education, Health and Recreation in general |
| | | P2 | Theoretical concepts specifically within these fields of knowledge and skills in depth |
| | | P3 | Mastery of the field of Physical Education, Health and Recreation within the context of learning in educational institutions and the community |
| | | P4 | Mastering the learning model concepts of Physical Education, Health and Recreation using the PAIKEM concept |
| | | P5 | Mastering science and technology as a means of supporting learning in Physical Education, Health and Recreation within educational institutions. |
| | | P6 | Mastering the concept of learning design within educational institutions based on research and development in Physical Education, Health and Recreation |
| | | P7 | Mastering issues in Physical Education, Health and Recreation and adapting to situations encountered through relevant models, approaches, methods and learning techniques in the global era |
| | | P8 | Mastering the theory of learning resources and learning media in Physical Education, Health and Recreation based on Science, Technology, Engineering and Mathematics (STEM) to support the implementation of learning |
| | | P9 | Mastering the concepts of learning assessment in the field of physical education, health and recreation |

| No | Graduate Profile | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|------------------|----------------------------------|--|
| | | | Attitude |
| 2 | Instructors in | Bachel | Fearing God Almighty and able to demonstrate a religious |

| No | Graduate Profile | GRADUATE LEARNING OUTCOMES (CPL) | |
|-----------------------|------------------------------------|---|--|
| | various sports and fitness centres | or's Degree | attitude |
| | | S2 | Upholding human values in carrying out duties based on religion, morals and ethics |
| | | S3 | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila |
| | | S4 | Acting as a proud and patriotic citizen, possessing a sense of nationalism and responsibility towards the state and the nation |
| | | S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others |
| | | S6 | Collaborating and demonstrating social awareness and concern for society and the environment |
| | | S7 | Obeying the law and maintaining discipline in social and civic life |
| | | S8 | Internalising academic values, norms and ethics. |
| | | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently |
| | | S10 | Internalising the spirit of independence, perseverance and entrepreneurship |
| | | S11 | Internalising the spirit, struggle, and ethos of the PGRI in personal development and community life |
| | | S12 | Internalising the spirit of independence, struggle and entrepreneurship |
| | | S13 | Demonstrating exemplary conduct through a strong sense of Adaptability, Enthusiasm and Integrity (ADAB) in keeping pace with developments in science and technology relevant to the professions of primary school teacher, research assistant in Physical Education and Sport, sports instructor across various disciplines, and sports entrepreneur |
| GENERAL SKILLS | | | |
| | KU 1 | Applying knowledge of Physical Education, Health and Recreation across various sports disciplines and fitness centres | |
| | KU 2 | Ability to identify opportunities within sports disciplines and fitness centres | |
| | KU 3 | Mastering the subject matter of Physical Education, Health and Recreation in depth to support their professional duties as a teacher of Physical Education, Sport and Health. | |
| | KU 4 | Mastery of the field of Physical Education, Health and Recreation across various sports disciplines and fitness centres. | |
| | KU 5 | Mastering the theory of planning flagship programmes in the field of Physical Education, Health and Recreation across various sports disciplines and fitness centres | |
| | KU 6 | Mastery of science and technology as a supporting tool for various sports disciplines and fitness centres | |
| | KU 7 | Mastering the theory of developing various sports | |

| No | Graduate Profile | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|------------------|----------------------------------|--|
| | | | disciplines based on SWOT analysis oriented towards life skills. |
| | | KU 8 | Mastering the concept of training design in various sports and fitness centres |
| | | KU 9 | Mastering the theory of learning resources for various sports and fitness centres based on science and technology to support the implementation of learning |
| | | KU 10 | Mastering the theory of sports science development to support problem-solving in various sports disciplines and fitness centres |
| | | KU 11 | Mastering the theory of instructor performance evaluation in various sports disciplines and fitness centres as a benchmark for learning outcomes |
| | | KU 12 | Mastering methods of assessing instructors' performance based on cognitive, affective and psychomotor domains through physical education, health and recreation in accordance with their respective sports disciplines |
| | | Special Skills | |
| | | SK1 | Applying the field of Physical Education, Health and Recreation in various sports disciplines and fitness centres |
| | | KK2 | Planning excellent programmes in the field of Physical Education, Health and Recreation across various sports disciplines and fitness centres |
| | | KK3 | Applying science and technology as a supporting tool for various sports disciplines and fitness centres |
| | | KK4 | Developing various sports disciplines based on SWOT analysis focused on life skills. |
| | | KK5 | Able to design training programmes for various sports and fitness centres. |
| | | KK6 | Able to solve problems in various sports disciplines and fitness centres and adapt solutions to different situations |
| | | KK7 | Able to use various science and technology-based learning resources for various sports and fitness centres to support the delivery of learning |
| | | KK8 | Able to create products for various sports disciplines and fitness centres in order to develop the potential of instructors in their respective fields |
| | | KK9 | Able to develop sports science to support problem-solving in various sports disciplines and fitness centres |
| | | KK10 | Able to apply the scientific fields of Physical Education, Health and Recreation in various sports disciplines and fitness centres |
| | | KK11 | Able to evaluate the performance of instructors in various sports disciplines and fitness centres as a measure of learning outcomes |
| | | KK12 | Able to assess instructors' performance based on cognitive, affective and psychomotor domains through Physical Education, Health and Recreation in accordance with their |

| No | Graduate Profile | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|------------------|----------------------------------|---|
| | | | respective sports disciplines |
| | | Knowledge | |
| | | P1 | Possess in-depth mastery of Physical Education, Health and Recreation materials that support their professional duties as a teacher of Physical Education, Sport and Health |
| | | P2 | Mastery of the field of Physical Education, Health and Recreation across various sports disciplines and fitness centres |
| | | P3 | Mastering the theory of planning flagship programmes in the field of Physical Education, Health and Recreation across various sports disciplines and fitness centres. |
| | | P4 | Mastery of science and technology as a supporting tool for various sports disciplines and fitness centres |
| | | P5 | Mastering the theory of developing various sports disciplines based on SWOT analysis oriented towards life skills |
| | | P6 | Mastering the concept of training design in various sports and fitness centres |
| | | P7 | Mastering the theory of learning resources for various sports and fitness centres based on science and technology to support the implementation of learning |
| | | P8 | Mastering the theory of sports science development to support problem-solving in various sports disciplines and fitness centres |
| | | P9 | Mastery of the theory of performance evaluation for instructors in various sports and at fitness centres as a measure of learning outcomes |
| | | P10 | Mastering methods for assessing instructors' performance based on the cognitive, affective and psychomotor domains through Physical Education, Health and Recreation in accordance with the respective sports disciplines |

G. Mathematics Education

1. Vision, Mission, Objectives

a. Academic Vision

To become a Mathematics Education study programme that produces graduates as educators, research assistants, and technopreneurs in the field of Mathematics Education who excel in multimedia and are distinguished at the national level.

b. Mission

- 1) To provide education that produces graduates in the field of Mathematics Education capable of developing educational multimedia.
- 2) To conduct innovative research to support the learning process and the academic development of Mathematics Education
- 3) To implement Community Service (PKM) as an application of research outcomes to enhance community welfare
- 4) To implement good governance of the study programme and engage in partnership activities with domestic and international institutions to support the Four Pillars of Higher Education.

c. Objectives

The Mathematics Education Study Programme at UPGRIS aims to achieve the following in the field of education and learning:

- 1) To produce graduates of the Bachelor's programme in Mathematics Education who are capable of developing educational multimedia.
- 2) To produce innovative research works to support the learning process and the development of mathematical education
- 3) To produce Community Service (PKM) works as an implementation of research outcomes to improve community welfare
- 4) To establish sound and transparent programme governance (good governance) and to engage in partnership activities with domestic and international institutions to support the Tri Dharma

2. Graduate Profile

| No | GRADUATE PROFILE | DESCRIPTION OF GRADUATE PROFILE |
|----|----------------------|--|
| 1 | Mathematics Educator | <p>A person who carries out the process of changing the attitudes and behaviour of an individual or group of people in an effort to foster human development through teaching and training; the process, methods, and acts of educating in the field of mathematics; (http://kbbi.web.id/didik).</p> <p>The competencies of a mathematics educator are formulated based on Ministry of Research, Technology and Higher Education Regulation No. 55 of 2017 concerning Teacher Education Standards as follows:</p> <ol style="list-style-type: none"> a. competence in understanding learners; b. educational learning competence; c. competence in mastery of academic disciplines and/or expertise; and d. competence in attitude and personality. |
| 2 | Research Assistant | <p>A researcher is a professional who conducts research. A research assistant is a professional who assists researchers in conducting research. Main duties: (1) assisting in planning research activities, (2) assisting with or conducting research activities independently under the supervision of a researcher (principal investigator), and (3) publishing and disseminating research findings.</p> <p>The competencies of a research assistant are formulated based on Regulation of the Head of the Indonesian Institute of Sciences (LIPI) No. 04/E/2009 on Competency Standards for the Functional Position of Researcher, including competence in the collection, processing, analysing and presenting data in a systematic and objective manner to solve a problem or test a hypothesis in order to develop general principles. If broken down according to the three domains of learning outcomes, the competencies of a researcher include</p> <ol style="list-style-type: none"> a. Knowledge <ol style="list-style-type: none"> 1) mastering literature review techniques 2) mastering data collection techniques 3) mastery of data processing techniques 4) mastering scientific writing techniques b. Skills <ol style="list-style-type: none"> 1. able to communicate effectively 2. able to operate research support equipment |

| No | GRADUATE PROFILE | DESCRIPTION OF GRADUATE PROFILE |
|----|------------------|--|
| | | 3. able to process and analyse data 4. able to write in Indonesian well and correctly c. Work attitude 1) honest 2) responsible 3) disciplined 4) able to work well with others |
| 3 | Technopreneur | A person who owns and manages their own business based on a new idea or concept, incorporating high technology into their business (Webster's Dictionary). Technopreneur competencies (Hisrich & Peters, 2002) include: a. Technical Skills, namely: the ability to speak, write, listen, monitor the environment, business techniques, technology, organisation, networking, management style, and fostering teamwork. b. Business Management Skills, namely: business planning and setting business objectives, decision-making, interpersonal relations, marketing, finance, bookkeeping, management, negotiation and managing change. c. Personal Entrepreneurial Spirit, namely: discipline, self-control, willingness to take risks, innovation, change orientation, hard work, visionary leadership, and the ability to manage change |

3. Graduate Learning Outcomes

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|-----|---|----------------------------------|--|
| 1 | Mathematics Educator | ATTITUDE | |
| | | S1 | To be devout to God Almighty and demonstrate religious devotion |
| | | S2 | Upholding human values in carrying out duties based on religion, morals and ethics |
| | | S4 | Acting as a proud citizen who loves the homeland, possessing a sense of nationalism and a sense of responsibility towards the state and the nation |
| | | S5 | Respecting the diversity of cultures, views, religions, and beliefs recognised by the unitary state of the Republic of Indonesia |
| | | S8 | Internalising academic values, norms and ethics |
| | | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently |
| | | S11 | Possessing an Adaptive, Enthusiastic and Integrity-driven (ADAB) attitude |
| | | GENERAL SKILLS | |
| | | KU1 | Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of mathematical and technological knowledge, whilst taking into account and applying humanistic values appropriate to the field of mathematics |
| KU2 | Able to demonstrate independent, high-quality, and measurable performance in developing instruments to identify | | |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|---------------------------|----------------------------------|--|
| | | | learners' characteristics from physical, psychological, social, and cultural aspects to achieve learning objectives |
| | | KU3 | Able to provide services to learners in accordance with their characteristics, manage learning independently, and conduct the evaluation process for mathematics learning |
| | | KU4 | Able to optimally develop learners' potential |
| | | KU10 | Able to conduct self-evaluation of the work groups under their responsibility, and able to manage learning independently |
| | | SPECIFIC SKILLS | |
| | | KK1 | Able to provide support to pupils in mathematics learning |
| | | KK2 | Able to identify students' learning difficulties and design solutions |
| | | KK3 | Able to apply mathematical knowledge in school teaching |
| | | KK4 | Able to independently design and apply learning tools based on technological literacy, numeracy and Higher Order Thinking Skills (HOTS). |
| | | KK5 | Able to design learning activities and apply them in the management of learning independently based on the principles of TPACK and HOTS. |
| | | KK6 | Able to utilise science and technology in order to carry out supervision and evaluation based on AKM |
| | | KK7 | Fostering HOTS thinking patterns through the application of the 6C skills (Communication, Collaboration, Critical thinking, Creative thinking, Computational logic, Compassion and Civic responsibility) in mathematics |
| | | KNOWLEDGE | |
| | | P1 | Mastering the characteristics of learners. |
| | | P2 | Mastering pedagogical and didactic concepts in mathematics to deliver life-skills-oriented learning in primary and secondary education |
| | | P3 | Mastering the principles and techniques of planning, implementing, and evaluating mathematics teaching. |
| | | P4 | Mastering knowledge of the functions and benefits of technology, particularly information and communication technology relevant to mathematics teaching. |
| | | P5 | Mastering theoretical mathematical concepts including mathematical logic, discrete mathematics, algebra, analysis, geometry, probability theory and statistics, principles of mathematical modelling, linear programming, differential equations, and numerical methods that support mathematics teaching in primary and secondary education as well as for further study. |
| 2 | Research Assistant | ATTITUDE | |
| | | S6 | Collaborative, socially aware, and caring towards society and |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----------|----------------------|----------------------------------|---|
| | | | the environment |
| | | S11 | Possesses an Adaptive, Enthusiastic and Integrity-driven (ADAB) attitude. |
| | | GENERAL SKILLS | |
| | | KU2 | Able to demonstrate independent, high-quality and measurable performance; |
| | | KU5 | Able to assess the development or implementation of science and technology that takes into account and applies the values of Pancasila in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas or designs for problem-solving |
| | | KU6 | Able to compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university website; |
| | | KU7 | Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data |
| | | KU11 | Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism; |
| | | SPECIFIC SKILLS | |
| | | KK8 | Proficient in reference management |
| | | KK9 | Able to present and analyse information and data relating to the running of classes, schools and educational institutions under their responsibility, and to evaluate their activities comprehensively |
| | | KK10 | Able to examine developments and issues in mathematics education within the learning process and to plan solutions to these issues |
| | | KK11 | Able to review and develop various learning strategies based on references from national and international journals |
| | | KK12 | Able to apply data literacy |
| | | KK13 | Able to apply technological literacy in data collection |
| | | KK14 | Formulate and solve educational and learning problems through various interdisciplinary and multidisciplinary approaches |
| | | KK15 | Communicate the results of studies and research in scientific forums or journals at national and international levels |
| | | KK16 | Skilled in operating research support equipment |
| | | KNOWLEDGE | |
| | | P6 | Able to apply literature search techniques |
| | | P7 | Mastery of theoretical concepts of research ethics and methodology |
| | | P8 | Mastery of scientific writing techniques |
| | | P9 | Mastering oral and written communication techniques |
| | | P10 | Able to identify research support equipment |
| 3 | Technopreneur | ATTITUDE | |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|---------------------------|------------------|----------------------------------|--|
| | | S7 | Compliance with the law and discipline in social and civic life |
| | | S10 | Internalising the spirit of independence, resilience and entrepreneurship |
| | | S11 | Possessing an Adaptive, Enthusiastic and Integrity-driven (ADAB) attitude in entrepreneurship. |
| GENERAL SKILLS | | | |
| | | KU8 | Being able to maintain and develop professional networks with stakeholders both within and outside the organisation |
| | | KU9 | Taking responsibility for the achievement of group work outcomes and supervising and evaluating the completion of tasks assigned to staff under their responsibility |
| SPECIALISED SKILLS | | | |
| | | KK17 | Able to communicate effectively (communication skills) with stakeholders |
| | | KK18 | Able to apply data literacy and technological literacy in the field of entrepreneurship |
| | | KK19 | Able to apply human literacy in the field of entrepreneurship |
| | | KK20 | Able to apply business management and financial management based on information technology |
| KNOWLEDGE | | | |
| | | P11 | Mastery of basic business concepts |
| | | P12 | Mastery of business management concepts |

Thus, the CPL for the Mathematics Education Study Programme can be seen in Table 6 below.

Table 6. CPL for the Mathematics Education Study Programme at UPGRIS.

| CPL No. | ATTITUDE | |
|-----------------------|----------|---|
| 1 | S1 | Being devout to God Almighty and able to demonstrate a religious attitude |
| 2 | S2 | Upholding human values in carrying out duties based on religion, morals and ethics |
| 3 | S3 | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila |
| 4 | S4 | To act as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation |
| 5 | S5 | To respect the diversity of cultures, views, religions and beliefs recognised by the unitary state of the Republic of Indonesia |
| 6 | S6 | Working together and demonstrating social sensitivity and concern for society and the environment |
| 7 | S7 | Compliance with the law and discipline in social and civic life |
| 8 | S8 | Internalising academic values, norms and ethics |
| 9 | S9 | Demonstrating a responsible attitude towards their work independently |
| 10 | S10 | Internalising the spirit of independence, resilience and entrepreneurship |
| 11 | S11 | Possessing an Adaptive, Enthusiastic and Integrity-driven (ADAB) attitude |
| GENERAL SKILLS | | |

| | | |
|-----------------------|------|--|
| 12 | KU1 | Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of mathematical and technological knowledge, whilst taking into account and applying humanistic values appropriate to the field of mathematics |
| 13 | KU2 | Able to demonstrate independent, high-quality, and measurable performance in developing instruments to identify learners' characteristics from physical, psychological, social, and cultural aspects to achieve learning objectives |
| 14 | KU3 | Able to provide services to learners in accordance with their characteristics, manage learning independently and carry out the process of evaluating mathematics learning |
| 15 | KU4 | Able to optimally develop learners' potential |
| 16 | KU5 | Able to examine the development or implementation of science and technology that takes into account and applies the values of Pancasila in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas or designs for problem-solving |
| 17 | KU6 | Able to compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university's website |
| 18 | KU7 | Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data |
| 19 | KU8 | Able to maintain and develop professional networks with stakeholders both within and outside their organisation |
| 20 | KU9 | Accountable for the achievement of team outcomes and responsible for supervising and evaluating the completion of tasks assigned to staff under their responsibility |
| 21 | KU10 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage their own learning |
| 22 | KU11 | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism |
| SPECIAL SKILLS | | |
| 23 | KK1 | Able to provide support to students in mathematics learning |
| 24 | KK2 | Able to identify students' learning difficulties and design a plan to address them |
| 25 | KK3 | Able to apply mathematical knowledge in school teaching |
| 26 | KK4 | Able to independently design and apply learning tools based on technological literacy, numeracy and Higher Order Thinking Skills (HOTS) |
| 27 | KK5 | Able to design learning activities and apply them in the management of learning independently based on the principles of TPACK and HOTS |
| 28 | KK6 | Able to utilise science and technology in order to carry out supervision and evaluation based on AKM |
| 29 | KK7 | Fostering Higher-Order Thinking Skills (HOTS) through the application of the 6C skills (Communication, Collaboration, Critical thinking, Creative thinking, Computational logic, Compassion and Civic responsibility) in mathematics |
| 30 | KK8 | Proficient in reference management |
| 31 | KK9 | Able to present and analyse information and data relating to the running of classes, schools and educational institutions under their responsibility, |

| | | |
|------------------|------|--|
| | | and to evaluate their activities comprehensively |
| 32 | KK10 | Able to examine developments and issues in mathematics education within the learning process and to plan solutions to these problems |
| 33 | KK11 | Able to analyse and develop various learning strategies based on references from national and international journals |
| 34 | KK12 | Able to apply data literacy |
| 35 | KK13 | Able to apply technological literacy in data collection |
| 36 | KK14 | Formulate and solve educational and learning problems through various interdisciplinary and multidisciplinary approaches |
| 37 | KK15 | Communicating the results of studies and research in scientific forums or journals at national and international level |
| 38 | KK16 | Skilled in operating research support equipment |
| 39 | KK17 | Communication skills |
| 40 | KK18 | Ability to apply data literacy and technological literacy in the field of entrepreneurship |
| 41 | KK19 | Able to apply human literacy in the field of entrepreneurship |
| 42 | KK20 | Able to apply business management and financial management based on information technology |
| KNOWLEDGE | | |
| 43 | P1 | Understands the characteristics of learners. |
| 44 | P2 | Mastering pedagogical and didactic concepts in mathematics to deliver life-skills-oriented teaching in primary and secondary education |
| 45 | P3 | Mastering the principles and techniques of planning, implementing and evaluating mathematics teaching. |
| 46 | P4 | Mastering factual knowledge regarding the functions and benefits of technology, particularly information and communication technology relevant to mathematics teaching. |
| 47 | P5 | Mastering theoretical mathematical concepts including mathematical logic, discrete mathematics, algebra, analysis, geometry, probability theory and statistics, principles of mathematical modelling, linear programming, differential equations, and numerical methods that support mathematics learning in primary and secondary education as well as for further study. |
| 48 | P6 | Ability to apply literature review techniques |
| 49 | P7 | Mastery of theoretical concepts of research ethics and methodology |
| 50 | P8 | Mastering scientific writing techniques |
| 51 | P9 | Able to apply oral and written communication techniques |
| 52 | P10 | Able to identify research support equipment |
| 53 | P11 | Mastery of basic business concepts |
| 54 | P12 | Mastering the concepts of business management |

H. Biology Education

1. Vision, Mission and Objectives

a. Academic Vision

To become a centre of excellence in biology education specialising in biodeupreneurship and establishing a distinct identity at the national level by 2025

b. Mission

- 1) To deliver education that produces outstanding and distinctive graduates of the Biology Education Bachelor's Programme

- 2) To conduct research as the basis for improving the quality of learning, advancing scientific knowledge and enhancing professionalism in the field of Biology Education.
- 3) To conduct research-based community service to improve the quality of life and well-being of the community
- 4) To set an example in the delivery of education, research and community service that is Adaptive, Enthusiastic and of Integrity (ADAB).
- 5) To develop collaborative networks with various parties for the advancement of biological education and the enhancement of graduates' skills.

c. Objectives

- 1) To produce outstanding and distinctive graduates of the Bachelor's Programme in Biology Education
- 2) To produce research outputs as a basis for improving the quality of learning, advancing scientific knowledge and enhancing professionalism in the field of Biology education
- 3) To produce high-quality community service work as the implementation of research outcomes to improve community welfare.
- 4) To produce human resources who are Adaptive, Enthusiastic and of Integrity (ADAB).
- 5) To establish a network of cooperation with government and non-governmental organisations to strengthen the performance of the study programme

2. Graduate Profile

| Graduate Profile | Basic Description |
|--|--|
| Biology Educator | A graduate in Education capable of planning, implementing, evaluating and developing high-quality and distinctive biology education. |
| Biology Education Researcher | A researcher who examines issues in biology education and publishes scholarly works. |
| Entrepreneurs in the Field of Biology and/or Biology Education | Graduates capable of designing, creating, implementing and developing businesses in the field of bio-agriculture, as well as in the field of biology media and learning resources. |

3. Graduate Learning Outcomes

A. Attitudes

Bachelor's Degree. Fears God Almighty and is able to demonstrate a religious attitude

- S2. Upholding human values in carrying out duties based on religion, values, morals, ethics, and local wisdom, both in the general community and the academic community
- S3. To act as a proud citizen who loves their homeland, possessing a sense of nationalism and a sense of responsibility towards the state and the nation
- S4. Respecting cultural diversity, local potential, perspectives, religions, beliefs, and the original opinions or findings of others
- S5. Contributing to the improvement of the quality of life in society, the nation and the state, and the advancement of civilisation based on Pancasila
- S6. Cooperating and demonstrating social sensitivity and concern for the community and the environment, along with their local potential
- S7. To be law-abiding and disciplined in community and national life
- S8. Internalising the spirit of independence, resilience and entrepreneurship

- S9. Demonstrating a responsible attitude towards work in one's field of expertise independently
- S10. Possessing sincerity, commitment and dedication to developing the attitudes, values and abilities of learners
- S11. Internalising academic values, norms and ethics
- S12. Possess scientific ethics and develop an outstanding and authentic personality.

B. Knowledge

- P1. Mastering basic concepts, principles, theories and procedures in the field of Biology in line with scientific developments and school-based learning, whilst taking into account local potential and wisdom
- P2. Mastering the concepts, principles and theories of pedagogy, andragogy and didactics in Biology (related to TPCK/Technological Pedagogical Content Knowledge and SSP/Subject Specific Pedagogy)
- P3. Mastering the theories, concepts, principles, and applications of various approaches, strategies, models, methods, and learning techniques that develop thinking skills in line with the demands of the times.
- P4. Mastering the philosophy, theories, concepts, principles, and techniques of learning planning and evaluation relevant to the development of their academic discipline
- P5. Mastering the principles of ICT that support the biology learning process and innovation in the development of biology learning products based on local potential
- P6. Mastering current developments regarding educational policy, implementation and implications
- P7. Identifying the characteristics of learners from physical, psychological, social, and cultural perspectives for the purposes of learning; and optimising potential development services.
- P8. Mastering the philosophy, concepts, principles, and methods of biological education research in accordance with the principles of scientific communication, whilst taking into account local potential and wisdom.
- P9. Mastering knowledge of the fundamentals of entrepreneurship management and understanding strategies for the effective and efficient management of all resources.

C. General skills

- KU1. Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology based on humanistic values and taking into account local potential relevant to one's field of expertise.
- KU2. Ability to demonstrate independent, high-quality, and measurable performance.
- KU3. Be able to examine the implications of the development or implementation of science and technology that takes into account and applies humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics grounded in nationalism, in order to produce solutions, ideas, designs or artistic critiques; compile a scientific description of the results of their study in the form of a dissertation or final project report; and upload it to the university's website.
- KU4. Be able to compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university's website.
- KU5. Be able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data
- KU6. Possess basic skills in managing and enhancing their learning capacity
- KU7. Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution.

- KU8. Able to compile and communicate material in their field using scientific arguments in a responsible manner and based on academic ethics through media to the academic community and the wider public
- KU9. Able to take responsibility for the outcomes of group work and to supervise and evaluate the completion of tasks assigned to staff under their responsibility.
- KU10. Able to conduct self-evaluation of the work group under their responsibility, and able to manage learning independently.
- KU11. Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.

D. Specialised skills

- KK1. Able to apply a mastery of basic concepts, principles, theories and procedures in the field of Biology in line with scientific developments and school-based learning, whilst accommodating local potential and wisdom (Origin)
- KK2. Apply a mastery of concepts, principles, and theories of pedagogy, andragogy, and didactics in Biology (related to TPCK/Technological Pedagogical Content Knowledge and SSP/Subject Specific Pedagogy)
- KK3. Apply mastery of the theories, concepts, principles, and procedures of various approaches, strategies, models, methods, and learning techniques that develop thinking skills in line with the demands of the times.
- KK4. Applying an understanding of the philosophy, theories, concepts, principles, and techniques of learning planning and evaluation relevant to the development of their academic discipline
- KK5. Be able to apply relevant information and communication technology for the development of education quality based on local potential.
- KK6. Solve problems related to current issues based on the implementation and implications of educational policy
- KK7. Provide services to learners in accordance with their characteristics; and optimally develop learners' potential.
- KK8. Applying an understanding of the philosophy, concepts, principles and methods of biological education research in accordance with the principles of scientific communication, whilst taking into account local potential and wisdom to improve and develop the quality of education.
- KK9. Applying knowledge of the fundamentals of entrepreneurship management and strategies for the effective and efficient management of all resources, whilst accommodating entrepreneurial values.
- KK10. Conducting in-depth study in the field of research in accordance with the environment and contemporary developments
- KK11. Developing a curriculum in line with the field of responsibility; and managing the curriculum at the school level

I. Physics Education

1. Vision, Mission and Objectives of the Study Programme

a. Academic Vision

To develop an outstanding and distinctive academic discipline in Physics Education within the fields of prototype electronics and software development.

b. Mission

- 1) To provide education and mentoring to produce outstanding and distinctive Physics Education graduates
- 2) To conduct research as a basis for improving the quality of physics education and to publish the findings.
- 3) To carry out community service as an implementation of research outcomes

- 4) Engaging in partnership activities with domestic and international institutions as a manifestation of the Tri Dharma of Higher Education

c. Objectives

- 1) To produce outstanding and self-reliant Physics Education graduates
- 2) To produce research works to improve the quality of physics education and publish them.
- 3) Producing community service works as an implementation of research results
- 4) Establishing partnerships with domestic and international institutions as a manifestation of the Tri Dharma of Higher Education

2. Graduate Profile

| No | Profile | Profile Description |
|----|---|---|
| 1. | Physics Educator (PL1) | A Physics Educator possessing knowledge and skills related to physical concepts and methods of teaching students |
| 2. | Research Assistant in Physics Education (PL2) | Research Assistant with the ability to conduct and develop research in the fields of Physics and Physics Education |
| 3. | Laboratory Manager (PL3) | A laboratory manager skilled in managing laboratories |
| 4. | Education Institution Manager (PL4) | Managers of educational institutions capable of managing both formal and non-formal educational institutions |
| 5. | Electronics Prototyping Specialist (PL5) | Developers of microprocessor- and microcontroller-based systems or products capable of meeting the needs of the electronics industry and the education sector |
| 6. | Software Developer (PL6) | Developers of software-based systems or products capable of meeting user requirements |

3. Learning Outcomes

| No | Graduate Profile | Graduate Learning Outcomes | |
|----|------------------------------|----------------------------|---|
| | | ATTITUDE | |
| 1. | PL1, PL2, PL3, PL4, PL5, PL6 | Bachelor's | Fearing God Almighty and able to demonstrate a religious attitude. |
| 2. | PL1, PL2, PL3, PL4, PL5, PL6 | S2 | Upholding human values in carrying out duties based on religion, morals and ethics. |
| 3. | PL1, PL2, PL3, PL4, PL5, PL6 | S3 | Contributing to the improvement of the quality of life within society, the nation and the state, and to the advancement of civilisation based on Pancasila. |
| 4. | PL1, PL2, PL3, PL4, PL5, PL6 | S4 | To act as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation. |
| 5. | PL1, PL2, PL3, PL4, PL5, PL6 | S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others. |
| 6. | PL1, PL2, PL3, PL4, PL5, PL6 | S6 | Collaborating and demonstrating social awareness and concern for society and the nation. |
| 7. | PL1, PL2, PL3, PL4, PL5, PL6 | S7 | Compliance with the law and discipline in social and civic life. |
| 8. | PL1, PL2, PL3, PL4, PL5, PL6 | S8 | Internalising academic values, norms and ethics. |

| No | Graduate Profile | Graduate Learning Outcomes | |
|-----------------------|------------------------------|----------------------------|---|
| 9. | PL1, PL2, PL3, PL4, PL5, PL6 | S9 | Demonstrating a responsible attitude towards work in the field of physics education independently |
| 10. | PL1, PL2, PL3, PL4, PL5, PL6 | S10 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| 11. | PL1, PL2, PL3, PL4, PL5, PL6 | S11 | Possessing sincerity, commitment, and earnestness to develop the attitudes, values, and abilities of learners, grounded in the values of local wisdom and noble ethics, and possessing the motivation to act for the benefit of learners and society at large |
| KNOWLEDGE | | | |
| 12. | PL1, PL2, PL3, PL4 | P1 | Mastery of basic educational concepts covering student development, learning theories, the nature of science and scientific thinking. |
| 13. | PL1, PL2, PL3, PL4 | P2 | Mastering innovative learning strategies focused on personal, social and academic skills (life skills) in physics education |
| 14. | PL1, PL2, PL3, PL4, | P3 | Mastering the school physics curriculum and its implementation in physics teaching to diagnose and assist with pupils' learning difficulties |
| 15. | PL1, PL2, PL3, PL4 | P4 | Mastering the principles of developing physics learning materials based on science, contextual technology, particularly ICT (information and communication technology), and the surrounding environment |
| 16. | PL1, PL2, PL3, PL4 | P5 | Mastering methods of physics education research |
| 17. | PL1, PL2, PL3, PL4 | P6 | Mastering resource management in the organisation of classes, physics laboratories and educational institutions |
| 18. | PL1, PL2, PL3, PL4, PL5, PL6 | P7 | Mastery of mathematics, computation and instrumentation to support the understanding of physics concepts |
| 19. | PL1, PL2, PL3, PL4, PL5, PL6 | P8 | Mastering physics concepts and the scientific mindset of physics based on natural phenomena that support physics learning in schools and further education |
| GENERAL SKILLS | | | |
| 20. | PL1, PL2, PL3, PL4, PL5, PL6 | KU1 | Ability to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and/or technology in accordance with the field of physics education. |
| 21. | PL1, PL2, PL3, PL4, PL5, PL6 | KU2 | Manage physics learning independently, effectively and measurably. |
| 22. | PL1, PL2, PL3, PL4, PL5, PL6 | KU3 | Being able to examine the implications of the development or implementation of science, technology and the arts in accordance with physics learning based on scientific principles, procedures and ethics to produce solutions, ideas or artistic criticism |
| 23. | PL1, PL2, PL3, PL4, | KU4 | Compile a scientific description of the results of the |

| No | Graduate Profile | Graduate Learning Outcomes | |
|-----|------------------------------|----------------------------|---|
| | PL5, PL6 | | above study in the form of a dissertation or final project report, and upload it to the university website |
| 24. | PL1, PL2, PL3, PL4, PL5, PL6 | KU5 | Making appropriate decisions in the context of problem-solving within their area of expertise in physics education, based on the analysis of information and data. |
| 25. | PL1, PL2, PL3, PL4, PL5, PL6 | KU6 | Developing and maintaining professional networks with supervisors, colleagues and peers both within and outside their institution. |
| 26. | PL1, PL2, PL3, PL4, PL5, PL6 | KU7 | Being able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility. |
| 27. | PL1, PL2, PL3, PL4, PL5, PL6 | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage learning independently |
| 28. | PL1, PL2, PL3, PL4, PL5, PL6 | KU9 | Document, store, secure and retrieve data to ensure validity and prevent plagiarism |
| | | SPECIAL SKILLS | |
| 29. | PL1, PL2, PL3, PL4 | KK1 | Able to plan, implement, and evaluate physics learning based on learning activities to develop thinking skills in accordance with the characteristics of physics material, and scientific attitudes in accordance with the characteristics of students in curricular, co-curricular and extra-curricular learning by utilising various learning resources based on science, contextual technology and the surrounding environment |
| 30. | PL1, PL2, PL3, PL4 | KK2 | Able to review and apply various proven innovative learning strategies |
| 31. | PL1, PL2, PL3, PL4 | KK3 | Able to conduct research in physics education in the form of the assessment and evaluation of physics learning using quantitative and/or qualitative approaches to solve problems in physics learning, and report the findings in the form of a scientific article |
| 32. | PL3, PL4 | KK4 | Able to manage resources and activities covering the organisation of classes, physics laboratories and educational institutions comprehensively |
| 33. | PL3, PL4 | KK5 | Able to make strategic decisions based on an analysis of issues relating to quality, relevance and access in the field of education in the organisation of classes, physics laboratories and educational institutions under their responsibility. |
| 34. | PL5, PL6 | KK6 | Apply electronic concepts in the design and manufacture of electronic hardware (circuits, PCBs) and software (programming) using electronic media, devices, equipment or instruments with appropriate techniques; |

| No | Graduate Profile | Graduate Learning Outcomes | |
|-----|------------------|----------------------------|--|
| 35. | PL5, PL6 | KK7 | Producing reliable software in accordance with user requirements |

J. Information Technology Education

1. Vision, Mission and Objectives

b. Academic Vision

To become an Information Technology Education study programme that produces graduates who are educators, researchers, and technopreneurs in the field of information technology, excelling in artificial intelligence expertise and establishing a distinct identity at the national level.

c. Mission

- 1) To deliver education that produces graduates of the Information Technology Education undergraduate programme who excel in academic knowledge and expertise in artificial intelligence and are distinguished by their disciplined, honest, and determined character.
- 2) To conduct research as a basis for improving the quality of learning, advancing knowledge, and enhancing professionalism in the field of Information Technology Education.
- 3) To conduct research-based community service to improve the quality of life and well-being of the community.
- 4) To develop Human Resources who are Adaptive, Enthusiastic and of Integrity (ADAB).
- 5) To build a network of cooperation with governmental and non-governmental organisations to strengthen the performance of the Information Technology Education study programme

d. Objectives

- 1) To produce graduates with a Bachelor's degree in Information Technology Education who excel in the fields of education and information technology.
- 2) Producing research outputs as a basis for improving the quality of learning, advancing knowledge and enhancing professionalism in the field of Information Technology Education
- 3) To produce high-quality community service work as the implementation of research outcomes to improve community welfare
- 4) To produce Adaptive, Enthusiastic and Integrity-driven (ADAB) human resources.
- 5) To establish a network of partnerships with governmental and non-governmental organisations to strengthen the performance of the Information Technology study programme

2. Graduate Profile

| Graduate Profile | Description |
|--|--|
| Competent educators in the field of Information Technology | Education graduates capable of planning, implementing, evaluating and developing high-quality Information Technology education, excelling in artificial intelligence and establishing a distinct identity at the national level. |
| Researchers in the field of Information Technology Education | A Bachelor of Education capable of solving Information Technology problems and communicating research findings and ideas regarding Information Technology education, particularly concerning various problem-solving alternatives in the field of Information Technology education, with expertise in artificial |

| | |
|---------------|---|
| | intelligence and a national profile. |
| Technopreneur | Graduates capable of applying their knowledge to design, create, implement and develop businesses within the community and capable of creating employment opportunities in the field of Information Technology, specialising in artificial intelligence and establishing a distinct identity at the national level. |

3. Graduate Learning Outcomes

3.1. Profile of Information Technology Educators

Graduates of the Information Technology Education programme must demonstrate the Graduate Learning Outcomes as set out in the table below

| GRADUATE PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|--|--|--|
| | ATTITUDE | |
| Educators in the Field of Information Technology | Bachelor's | Fears God Almighty and is able to demonstrate a religious attitude; |
| | Masters | Upholding human values in carrying out duties based on religion, morals and ethics; |
| | Doctorate | Contribute to improving the quality of life in society, the nation and the state, and to the advancement of civilisation based on Pancasila; |
| | S4 | Acting as a proud citizen who loves the homeland, possessing nationalism and a sense of responsibility towards the state and the nation; |
| | S5 | To respect cultural diversity, perspectives, religions and beliefs, as well as the original opinions or findings of others; |
| | S6 | Collaborating and demonstrating social awareness and concern for society and the environment; |
| | S7 | Obeying the law and maintaining discipline in social and civic life; |
| | S8 | Internalising academic values, norms and ethics; |
| | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| | S10 | Internalising the spirit of independence, perseverance and entrepreneurship; |
| | S11 | Demonstrating exemplary behaviour through the characteristics of Adaptability, Enthusiasm and Integrity (ADAB) |
| | GENERAL SKILLS | |
| | KU1 | Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to one's field of expertise; |
| KU2 | Able to demonstrate independent, high-quality, and measurable performance; | |
| KU3 | Able to examine the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their field of expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism; | |

| GRADUATE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----------|----------------------------------|--|
| | KU4 | Able to compile a scientific description of the results of the above studies in the form of a dissertation or final project report, and upload it to the university website; |
| | KU5 | Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data; |
| | KU6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution. |
| | KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility; |
| | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage their own learning; |
| | KU9 | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism; |
| | KU10 | Able to set an example through the characteristics of Adaptability, Enthusiasm and Integrity (ADAB) |
| | SPECIFIC SKILLS | |
| | KK1 | Able to apply educational principles and theories through the design and implementation of technology-assisted learning with expertise in the field of Artificial Intelligence (AI) |
| | KK2 | Ability to apply subject-specific knowledge in Information Technology, taking into account the nature, characteristics, concepts and appropriate pedagogy as an implementation of Technological Pedagogical Content Knowledge (TPCK) |
| | KK3 | Able to plan and implement Information Technology learning that develops higher-order thinking skills |
| | KK4 | Able to design, implement, analyse and follow up on the evaluation of learning processes and outcomes in Senior Secondary/Vocational Schools (SMA/K) |
| | KK5 | Able to communicate effectively, empathetically, and courteously with colleagues, one's own professional community, and other professions |
| | KNOWLEDGE | |
| | PP1 | Mastery of educational principles and theories in SMA/K |
| | PP2 | Mastery of innovative concepts, approaches, strategies, models, methods, techniques, teaching materials, media and learning resources as an information technology teacher |
| | PP3 | Mastering the concepts and techniques of evaluating the learning process and outcomes in senior secondary schools |
| | PP4 | Mastering the principles of Information Technology that support the learning process and innovation in the development of Information Technology learning products |
| | PP5 | Mastering the theoretical concepts of Software Engineering, Computer Networks or Multimedia in general, and being able to formulate solutions to existing problems |

3.2. Graduate Profile for Researchers in the Field of Information Technology

The profile of a researcher in the field of Information Technology Education must meet the Graduate Learning Outcomes as set out in the following table

| GRADUATE PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|--------------------------------------|----------------------------------|--|
| | ATTITUDES | |
| Researcher in Information Technology | Bachelor's Degree | Is devout to God Almighty and able to demonstrate a religious attitude; |
| | M | Upholding human values in carrying out duties based on religion, morals and ethics; |
| | PhD | Contribute to improving the quality of life within society, the nation, and the state, and to the advancement of civilisation based on Pancasila; |
| | S4 | Acting as a proud citizen who loves the homeland, possessing nationalism and a sense of responsibility towards the state and the nation; |
| | S5 | To respect cultural diversity, perspectives, religions and beliefs, as well as the original opinions or findings of others; |
| | S6 | Collaborating and demonstrating social awareness and concern for society and the environment; |
| | S7 | Obedying the law and maintaining discipline in social and civic life; |
| | S8 | Internalising academic values, norms and ethics; |
| | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| | S10 | Internalising the spirit of independence, perseverance and entrepreneurship; |
| | S11 | Demonstrating exemplary behaviour through the characteristics of Adaptability, Enthusiasm and Integrity (ADAB) |
| | GENERAL SKILLS | |
| | KU1 | Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to one's field of expertise; |
| | KU2 | Able to demonstrate independent, high-quality, and measurable performance; |
| | KU3 | Able to examine the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their field of expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism; |
| | KU4 | Able to compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university's website; |
| | KU5 | Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data; |
| | KU6 | Be able to maintain and develop professional networks with supervisors, colleagues, peers both within and outside their institution. |
| | KU7 | Able to take responsibility for the achievement of group work |

| GRADUATE | | GRADUATE LEARNING OUTCOMES (CPL) |
|------------------------|------|--|
| | | outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility; |
| | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage their own learning; |
| | KU9 | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism; |
| | KU10 | Able to set an example through the characteristics of Adaptability, Enthusiasm and Integrity (ADAB) |
| SPECIFIC SKILLS | | |
| | KK1 | Mastering basic research concepts and procedures by formulating the field of information technology |
| | KK2 | Able to determine data requirements, collect data and integrate research data |
| | KK3 | Able to analyse data types, relationships and characteristics, and produce data analysis reports |
| | KK4 | Able to scientifically report on their research and publish it in the form of articles in journals or proceedings |
| | KK5 | Able to communicate effectively, empathetically, and courteously with peers, one's own professional community, and other professions |
| KNOWLEDGE | | |
| | PP1 | Able to check the completeness of data and make recommendations regarding data completeness |
| | PP2 | Able to solve problems in the surrounding environment through scientific research by utilising advances in information technology |
| | PP3 | Master the characteristics of the development of platforms, software and hardware as a researcher in the field of information technology |
| | PP4 | Master the concepts of design, creation, testing, implementation and development of information technology-based data. |
| | PP5 | Mastering literature review techniques, data collection techniques, data processing techniques, and scientific writing techniques |
| | PP6 | Be able to communicate effectively, operate research support equipment, process and analyse data, and write in Indonesian correctly and effectively |
| | PP7 | Mastering the theoretical concepts of Software Engineering or Computer Networks or Multimedia in general, and being able to formulate solutions to existing problems |

3.3. Technopreneur Graduate Profile

The Technopreneur profile must include Graduate Learning Outcomes as per the table below

| GRADUATE PROFILE | | GRADUATE LEARNING OUTCOMES (CPL) |
|----------------------|----------|--|
| ATTITUDE | | |
| Technopreneur | Bachelor | Fears God Almighty and is able to demonstrate a religious attitude; |
| | Master's | Upholding human values in carrying out duties based on religion, morals and ethics; |
| | S3 | Contribute to the improvement of the quality of life in society, the nation, and the state, and to the advancement of civilisation |

| GRADUATE | GRADUATE LEARNING OUTCOMES (CPL) | |
|-----------------------|----------------------------------|--|
| | | based on Pancasila; |
| S4 | | Acting as a proud citizen who loves the homeland, possessing nationalism and a sense of responsibility towards the state and the nation; |
| S5 | | To respect cultural diversity, perspectives, religions and beliefs, as well as the original opinions or findings of others; |
| S6 | | Collaborating and demonstrating social awareness and concern for society and the environment; |
| S7 | | Obeying the law and maintaining discipline in social and civic life; |
| S8 | | Internalising academic values, norms and ethics; |
| S9 | | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| S10 | | Internalising the spirit of independence, perseverance and entrepreneurship; |
| S11 | | Demonstrating exemplary behaviour through the characteristics of Adaptability, Enthusiasm and Integrity (ADAB) |
| GENERAL SKILLS | | |
| KU1 | | Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to one's field of expertise; |
| KU2 | | Able to demonstrate independent, high-quality, and measurable performance; |
| KU3 | | Able to assess the implications of the development or implementation of science and technology, whilst taking into account and applying humanistic values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism; |
| KU4 | | Able to compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university's website; |
| KU5 | | Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data; |
| KU6 | | Be able to maintain and develop professional networks with supervisors, colleagues, peers both within and outside their institution. |
| KU7 | | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility; |
| KU8 | | Able to conduct self-evaluation of the work group under their responsibility, and able to manage their own learning; |
| KU9 | | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism; |
| KU10 | | Able to set an example through the characteristics of Adaptability, Enthusiasm and Integrity (ADAB) |

| GRADUATE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----------|----------------------------------|--|
| | SPECIFIC SKILLS | |
| | KK1 | Develop a project implementation plan to achieve the project's technical objectives and business goals |
| | KK2 | Conducting an initial assessment of implementation techniques and tools used in the project |
| | KK3 | Defining business processes and the key business objectives of the project from the user's perspective |
| | KK4 | Identifying project resources, requirements, assumptions and constraints in determining the project budget and benefits |
| | KK5 | Be able to communicate effectively, empathetically and courteously with colleagues, one's own professional community and other professions |
| | KNOWLEDGE | |
| | PP1 | Mastery of basic concepts, rules, principles and characteristics, as well as management as a technopreneur |
| | PP2 | Mastery of the fundamentals of business process management and an understanding of strategies for the effective and efficient management of all resources |
| | PP3 | Being able to document feedback from all parties involved in the project |
| | PP4 | Ability to analyse user feedback and formulate recommendations for project improvements |
| | PP5 | Mastery of the theoretical concepts of Software Engineering, Computer Networks or Multimedia in general, and the ability to formulate solutions to existing problems |

K. Indonesian Language and Literature Education

1. Vision, Mission and Objectives

a. Academic Vision

To develop high-quality, distinctive Indonesian language and literature education and learning grounded in the humanities in the digital age.

b. Mission

- 1) To deliver student-centred education and learning in the Indonesian language and literature, grounded in humanistic values and optimising the use of digital technology
- 2) Implementing and utilising research outcomes in the field of Indonesian Language and Literature Education, both at national and international standards, which are beneficial for advancing knowledge, improving the quality of Indonesian Language and Literature Education, and enhancing community welfare
- 3) To carry out community service in the field of Indonesian Language and Literature Education based on the results of research and the development of Indonesian Language and Literature learning grounded in the humanities in the digital age
- 4) To set an example in the delivery of education, research, and community service that is Adaptive, Enthusiastic and of Integrity (ADAB)
- 5) To develop collaborative networks with the business sector, industry, and governmental or non-governmental organisations as part of efforts to strengthen the profile of the programme's graduates

c. Objectives

- 1) To produce graduates in the field of Indonesian Language and Literature Education who are professional, multi-skilled, self-reliant, and outstanding
- 2) To produce experts in the field of Indonesian Language and Literature Education who are creative, innovative, and practical
- 3) To produce high-quality and outstanding research and community service to solve problems in the field of Indonesian Language and Literature Education
- 4) To foster the development of the Indonesian language and literature through the preservation of local wisdom as a national cultural asset, whilst upholding the noble values of the Indonesian nation
- 5) Establishing partnership networks with domestic and international institutions as a manifestation of the Tridharma of Higher Education

2. Graduate Profile

| NO | GRADUATE PROFILE | GRADUATE PROFILE DESCRIPTION |
|----|---|--|
| 1 | Novice Educator field of education language and literature Indonesia | <ol style="list-style-type: none"> 1. Able to integrate information and communication technology with pedagogy in order to apply academic content for active, creative, and innovative learning, whilst demonstrating strong personal integrity. 2. Able to master and apply basic theories in the teaching of Indonesian for Foreign Speakers (BIPA). |
| 2 | Early-career researcher in the field of language and literature Indonesian | Able to solve problems to generate innovation in the field of Indonesian language and literature education. |
| 3 | Entrepreneurs beginner in the field of language, literature, and education | <ol style="list-style-type: none"> 1. Able to establish a business to increase income and create employment opportunities in the fields of language, literature, and education. 2. Able to plan and write both fiction and non-fiction, as well as publish and market these works through various media. |
| 4 | Public Communication Practitioner | Able to plan and implement communication skills across various professions, both directly and indirectly Journalist |

3. Learning Outcomes

| PROFILE | CORE COMPETENCIES | SUPPORTING COMPETENCIES |
|---|--|---|
| 1. Novice educators in the field of Indonesian language and literature education | A. ATTITUDINAL COMPETENCIES Bachelor's Degree Fearing God Almighty and able to demonstrate a religious attitude Master's Upholding human values | KK-1 Mastering and applying basic theories in the teaching of Indonesian for Foreign Speakers (BIPA). |

| PROFILE | CORE COMPETENCIES | SUPPORTING COMPETENCIES |
|---------|---|-------------------------|
| | <p>in carrying out duties based on religion, morals and ethics</p> <p>S-3 Contributing to the improvement of the quality of life within society, the nation, and the state, and to the advancement of civilisation based on Pancasila</p> <p>S-4 Acting as a proud citizen who loves the homeland, possessing nationalism and a sense of responsibility towards the state and the nation</p> <p>S-5 To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others</p> <p>S-6 Working together and demonstrating social awareness and concern for society and the environment</p> <p>S-7 Obeying the law and maintaining discipline in social and civic life</p> <p>S-8 Internalising academic values, norms and ethics</p> <p>S-9 Demonstrating a responsible attitude towards work in their field of expertise independently</p> <p>S-10 Internalising the spirit of independence, perseverance and entrepreneurship</p> | |
| | <p>B. GENERAL SKILLS COMPETENCIES</p> <p>KU-1 Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise</p> <p>KU-2 Able to demonstrate independent, high-quality and measurable performance</p> | |

| PROFILE | CORE COMPETENCIES | SUPPORTING COMPETENCIES |
|---------|--|-------------------------|
| | <p>KU-3 Able to assess the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic critiques; to compile a scientific description of the results of their study in the form of a dissertation or final project report; and to upload it to the university's website;</p> <p>KU-4 Compile a scientific description of the results of the aforementioned study in the form of a dissertation or final project report, and upload it to the university website.</p> <p>KU-5 Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data</p> <p>KU-6 Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution</p> <p>KU-7 Able to take responsibility for the achievements of group work and to supervise and evaluate the completion of tasks assigned to staff under their responsibility</p> <p>KU-8 Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent</p> | |

| PROFILE | CORE COMPETENCIES | SUPPORTING COMPETENCIES |
|---------|--|---|
| | <p>learning</p> <p>KU-9 Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.</p> | |
| | <p>C. KNOWLEDGE COMPETENCIES</p> <p>P-1 Mastery of basic concepts of language, literature, language skills, basic literacy, and education</p> <p>P-2 Mastery of various genres and multimodal texts</p> <p>P-3 Mastering learning theories and concepts of Indonesian language and literature education</p> <p>P-4 Mastery of the fundamentals of research methodology in Indonesian language and literature education</p> <p>P-5 Mastery of concepts and techniques for developing teaching materials for Indonesian language and literature</p> <p>P-6 Mastery of the basic concepts of psychology, sociology, and anthropology in education</p> <p>P-7 Mastery of the basic concepts of academic writing in Indonesian language and literature education</p> | |
| | | <p>KK-2 Analysing language and literary works based on the basic concepts of Indonesian linguistics and literature</p> <p>KK-3 Be proficient in the Indonesian language and literature across various text genres</p> <p>KK-4 Able to develop teaching materials for Indonesian language and literature</p> <p>KK-5 Able to write teaching materials and creative works in the field of</p> |

| PROFILE | CORE COMPETENCIES | SUPPORTING COMPETENCIES |
|---|-------------------|---|
| | | Indonesian language and literature education. |
| <p>2. Early-career researcher in the field of Indonesian language and literature education</p> | | <p>KK-6. Mastering theories, concepts and approaches in the field of Indonesian language and literature research.</p> <p>KK-7 Producing innovative and validated research designs or models in the field of Indonesian language and literature.</p> <p>KK-8 Able to analyse and apply theories, concepts and approaches in the field of Indonesian language and literature research.</p> <p>KK-9 Able to conduct collaborative research in the field of Indonesian language and literature education</p> |
| <p>3. Early-career entrepreneurs in the fields of language, literature, and education</p> | | <p>KK-10 Able to practise language skills in the fields of linguistics, literature, public speaking, public relations, fiction/non-fiction writing, translation, and/or other fields</p> <p>KK-11 Able to pioneer entrepreneurship in the fields of language, literature, and education</p> <p>KK-12 Proficient in written Indonesian.</p> <p>KK-13 Able to publish and market works through various media.</p> <p>KK-14 Able to gather information as material for writing.</p> <p>KK-15 Skilled in constructing a well-structured text.</p> <p>KK-16 Able to express the results of their imagination creatively.</p> |
| <p>4. Public Communication Practitioner</p> | | <p>KK-17 Skilled in mass oral communication.</p> <p>KK-18 Skilled in expressing oneself whilst performing</p> |

| PROFILE | CORE COMPETENCIES | SUPPORTING COMPETENCIES |
|---------|-------------------|--|
| | | duties as a broadcaster and presenter. KK-19 Skilled in using the Indonesian language in broadcasting, both orally and in writing, in electronic and non-electronic media. KK-20 Skilled in using the Indonesian language in news presenting, both orally and in writing, in electronic and non-electronic media. KK-21 Proficient in the Indonesian language in the field of journalism. |

L. English Language Education

1. Vision, Mission and Objectives

a. Academic Vision

To develop an excellent English Language Education programme by 2027 to produce English Language Education graduates who are self-reliant, proficient in science and technology, and possess an entrepreneurial mindset.

b. Mission

- 1) To deliver education and teaching through the development of an excellent and distinctive curriculum based on the National Qualifications Framework (KKNI), keeping pace with developments in science and technology and fostering entrepreneurial skills
- 2) Conducting research and publishing academic papers in the fields of ELT, linguistics, applied linguistics and literature
- 3) Carrying out community service in the field of English Language Teaching and other relevant fields
- 4) To enhance cooperation networks with other institutions in the field of English Language Teaching and other relevant fields at local and international levels.

c. Objectives

- 1) To provide high-quality education and prepare prospective teachers who are professional and have a strong sense of identity
- 2) Producing research-based scholarly works in the field of English language education published in national and international journals
- 3) Producing community service works that benefit the general public
- 4) Establishing mutually beneficial collaborative networks with governmental and non-governmental organisations at local, national and international levels

2. Graduate Profile

| NO | GRADUATE E GRADUATE | PROFILE DESCRIPTION GRADUATE |
|----|---------------------------|---------------------------------|
| | | |

| NO | GRADUATE GRADUATE | PROFILE DESCRIPTION GRADUATE |
|----|-----------------------|--|
| 1 | English Teacher | An educator and facilitator of creative and innovative learning, teaching at a post-intermediate level of English proficiency; capable of utilising information technology to keep pace with the latest developments in English language learning; embodying the principles of Pancasila; possessing leadership qualities; and demonstrating the potential to pursue professional development to become a professional teacher, as well as the capacity to progress to higher education in either the field of education or linguistics |
| 2 | Language Practitioner | A graduate in education possessing the knowledge, professional skills, managerial abilities, and sense of responsibility required of a language practitioner, encompassing roles such as researcher, translator, interpreter, master of ceremonies (MC), and developer of teaching materials, written works, and literary works in English in both digital and non-digital formats, in accordance with the principles and ethics of research, translation, interpretation, and the development of teaching materials; possessing good character, extensive and up-to-date knowledge in their field, sensitivity to market needs, and upholding academic and professional ethical values. |
| 3 | English Technopreneur | A creative and innovative entrepreneur imbued with the spirit of Pancasila, possessing a global outlook and leadership qualities; capable of utilising information technology related to linguistics and English language learning; able to work independently or in collaboration with others to produce goods and services related to the English language, such as teaching materials, learning media, translation services, training services and the organisation of English language courses, as well as tourism management, travel, and hospitality. |

3. Graduate Learning Outcomes

| NO | PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|-----------------|----------------------------------|--|
| P1 | English Teacher | ATTITUDE | |
| | | S1 | Fears God Almighty and is able to demonstrate a religious attitude; |
| | | S2 | Upholding human values in carrying out duties based on religion, morality and ethics; |
| | | S3 | Contributing to the improvement of the quality of life in society, the nation, and the state, and to the advancement of civilisation based on Pancasila; |
| | | S4 | Acting as a citizen who is proud of and loves the homeland, possessing a sense of nationalism and responsibility towards the state and the nation; |
| | | S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |
| | | S6 | Collaborating and demonstrating social awareness and concern for society and the environment; |

| NO | PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|---------|----------------------------------|---|
| | | S7 | Obeying the law and maintaining discipline in social and civic life; |
| | | S8 | Internalising academic values, norms and ethics; |
| | | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| | | S10 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| | | GENERAL SKILLS | |
| | | KU 1 | Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to the field of English language education; |
| | | KU 2 | Able to demonstrate independent, high-quality, and measurable performance; |
| | | KU 3 | Be able to analyse the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, with a view to producing solutions, ideas, designs or artistic critiques; to compile a scientific description of the results of their research in the form of a dissertation or final project report; and to upload it to the university's website; |
| | | KU 4 | Compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university website; |
| | | KU 5 | Be able to make appropriate decisions in the context of problem-solving in the field of English language learning, based on the results of information and data analysis; |
| | | KU 6 | Be able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside the institution; |
| | | KU 7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility; |
| | | KU 8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning; |
| | | KU 9 | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism. |
| | | SPECIFIC SKILLS | |
| | | SK 1 | Proficient in spoken and written English in everyday/general, academic, and work contexts at a post-intermediate level; |
| | | KK 2 | Able to use spoken and written English in the field of |

| NO | PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|---------|----------------------------------|---|
| | | | English for Specific Purposes (ESP) at an intermediate level; |
| | | KK 3 | Able to adapt positive aspects of English-speaking culture into the culture of the mother tongue; |
| | | KK 4 | Plan, implement, manage and evaluate learning, as well as improve methods and processes for learning English as a foreign language in accordance with the characteristics and needs of learners and stakeholders, in line with process and quality standards; |
| | | KK 5 | Plan, implement, manage, and evaluate English for specific purposes (ESP) learning; |
| | | KK 6 | Be able to plan and manage resources in the delivery of English classes, both in formal and non-formal education under their responsibility, and evaluate their activities comprehensively; |
| | | KK 7 | Be able to identify, analyse, and find solutions to issues regarding the quality, relevance, or accessibility of English language learning, and present several alternative solutions as a basis for decision-making; |
| | | KK 8 | Able to provide guidance to students within the scope of domestic and international learning; |
| | | KK 9 | Able to develop English teaching materials based on information and communication technology (ICT). |
| | | KNOWLEDGE | |
| | | P 1 | Mastery of concepts and theories of pedagogy; |
| | | P 2 | Mastery of theories and fundamentals of English curriculum development; |
| | | P 3 | Mastering the concepts, theories and principles of English language learning; |
| | | P 4 | Mastering the concepts and principles of English language learning materials development; |
| | | P 5 | Mastering the concepts and principles of English language learning assessment; |
| | | P 6 | Mastering the theoretical concepts of linguistics and their application in English language learning; |
| | | P 7 | Mastering theoretical concepts of literature and culture in English language teaching; |
| | | P 8 | Mastering the fundamentals and development of information technology and multimedia in English language teaching; |
| | | P 9 | Mastering general oral and written communication skills (general English) at an intermediate level in everyday, general, academic and professional contexts; |
| | | P 10 | Mastering procedures, processes, and reporting in |

| NO | PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|-----------------------|----------------------------------|--|
| | | | both qualitative and quantitative scientific research in English language learning; |
| | | P 11 | Mastery of oral and written English language skills; |
| | | P 12 | Mastery of the linguistic elements of the English language; |
| | | P 13 | Possess knowledge of real or authentic settings in schools or other educational institutions, including school culture, management and dynamics. |
| P2 | Language Practitioner | ATTITUDE | |
| | | S 1 | Fearing God Almighty and able to demonstrate a religious attitude; |
| | | S 2 | Upholding human values in carrying out duties based on religion, morals and ethics; |
| | | S 3 | Contributing to the improvement of the quality of life in society, the nation, and the state, and to the advancement of civilisation based on Pancasila; |
| | | S 4 | Acting as a citizen who is proud of and loves the homeland, possessing a sense of nationalism and responsibility towards the state and the nation; |
| | | S 5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |
| | | S 6 | Collaborating and demonstrating social awareness and concern for society and the environment |
| | | S 7 | Compliance with the law and discipline in as a member of society and the state; |
| | | S 8 | Internalising academic values, norms and ethics; |
| | | S 9 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| | | S 10 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| | | GENERAL SKILLS | |
| | | KU 1 | Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to the field of English language education; |
| | | KU 2 | Able to demonstrate independent, high-quality, and measurable performance; |
| | | KU 3 | Able to examine the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic critiques, compile a scientific description of their research findings in |

| NO | PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|---------|----------------------------------|--|
| | | | the form of a dissertation or final project report, and upload it to the university website; |
| | | KU 4 | Compile a scientific description of the results of the above studies in the form of a dissertation or final project report, and upload it to the university website; |
| | | KU 5 | Be able to make appropriate decisions in the context of problem-solving in the field of English language learning, based on the analysis of information and data; |
| | | KU 6 | Be able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside the institution; |
| | | KU 7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility; |
| | | KU 8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning; |
| | | KU 9 | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism; |
| | | KU 10 | Able to adapt, collaborate, create, contribute, and innovate in applying knowledge to community life, and able to act as a globally-minded citizen of the world; |
| | | KU 11 | Able to uphold academic integrity in general and prevent the occurrence of plagiarism; |
| | | KU 12 | Able to use information technology in the context of scientific development and the implementation of specialist fields; |
| | | KU 13 | Able to use at least one international language for oral and written communication |
| | | SPECIFIC SKILLS | |
| | | SK 1 | Able to translate and interpret written and spoken texts from English into Indonesian and/or vice versa; |
| | | KK 2 | Able to plan and manage resources in the delivery of English language classes at both formal and non-formal education levels under their responsibility, and to evaluate their activities comprehensively; |
| | | KK 3 | Able to use spoken and written English in the field of English for Specific Purposes (ESP) at an intermediate level; |
| | | KK 4 | Able to adapt positive aspects of English-speaking culture into the culture of the mother tongue; |
| | | KK 5 | Plan, implement, manage, and evaluate English for specific purposes (ESP) learning; |
| | | KK 6 | Be able to plan, manage and conduct public speaking activities or events in accordance with the context of the situation using English; |
| | | KK 7 | Be able to carry out office administration, |

| NO | PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|-----------------------|----------------------------------|---|
| | | | communication and institutional correspondence in English. |
| | | KNOWLEDGE | |
| | | P 1 | A thorough understanding of theoretical concepts in linguistics and literature within the context of English language teaching; |
| | | P 2 | Mastering the theories of second language acquisition and literacy development in depth within the context of English language learning; |
| | | P 3 | Mastering strategies for understanding spoken and written English texts (listening and reading comprehension) in everyday, general, academic and professional contexts; |
| | | P 4 | Mastering strategies for communicating in English, both orally and in writing (speaking and writing), in everyday or general, academic, and professional contexts; |
| | | P 5 | Mastering general theoretical concepts of education and learner development (physical, intellectual, socio-emotional, moral, spiritual, and socio-cultural background aspects); |
| | | P 6 | Mastering theoretical concepts of English language teaching (ELT) in depth, particularly strategies for the English language learning process; |
| | | P7 | Mastering general concepts, principles, methods, and techniques: a) lesson planning, b) assessment and evaluation of the learning process and outcomes , c) analysis, adaptation and development of learning materials and media, d) student guidance, and e) educational research; |
| | | P 8 | Mastering the theory and practice of translation in English; |
| | | P 9 | Mastering procedures, processes and reporting in both qualitative and quantitative scientific research in English language learning; |
| | | P 10 | Mastering the theoretical concepts of inclusive education in the context of English language learning and teaching; |
| | | P 11 | Mastering the concept of academic integrity in general and the concept of plagiarism in particular, in terms of types of plagiarism, consequences of violations and prevention efforts; |
| | | P 12 | Mastering the theoretical concepts of new literacies, which include data literacy, technological literacy, and human literacy. |
| | | ATTITUDES | |
| P3 | English technopreneur | S1 | Fearing God Almighty and able to demonstrate a religious attitude; |
| | | S2 | Upholding human values in carrying out duties based |

| NO | PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|---------|----------------------------------|---|
| | | | on religion, morals and ethics; |
| | | S3 | Compliance with the law and discipline in society and the state; |
| | | S4 | Contributing to the improvement of the quality of life in society, the nation, and the state, and to the advancement of civilisation based on Pancasila; |
| | | S5 | Acting as a citizen who is proud of and loves the homeland, possessing a sense of nationalism and a sense of responsibility towards the state and the nation; |
| | | S6 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |
| | | S7 | Collaborating and demonstrating social sensitivity and concern for society and the environment; |
| | | S8 | Internalising academic values, norms and ethics; |
| | | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| | | S10 | Internalising the spirit of independence, perseverance, entrepreneurship and exemplary conduct; |
| | | S11 | Demonstrating a spirit of independence, resilience and tenacity in entrepreneurship that is aligned with their field of study. |
| | | GENERAL SKILLS | |
| | | KU 1 | Being able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to the field of English language education; |
| | | KU 2 | Able to demonstrate independent, high-quality, and measurable performance; |
| | | KU 3 | Be able to analyse the implications of the development or implementation of science and technology that takes into account and applies humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic critiques; compile a scientific description of the results of their study in the form of a dissertation or final project report; and upload it to the university's website; |
| | | KU 4 | Compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university website; |
| | | KU 5 | Be able to make appropriate decisions in the context of problem-solving in the field of English language learning, based on the results of information and data |

| NO | PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|---------|----------------------------------|---|
| | | | analysis; |
| | | KU 6 | Be able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside the institution; |
| | | KU 7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility; |
| | | KU 8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning; |
| | | KU 9 | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism; |
| | | KU 10 | Able to develop business ventures by utilising proficiency in English language skills; |
| | | KU11 | Able to utilise information and communication technology in the context of work related to the English language; |
| | | KU12 | Able to run an English-language business based on information and communication technology. |
| | | SPECIFIC SKILLS | |
| | | KK 1 | Able to plan personal 'business' opportunities in line with the professional career interests they wish to pursue; |
| | | KK 2 | Able to develop an entrepreneurial mindset and character by identifying ideas and designing a blueprint for the group's conceptual work plan; |
| | | KK 3 | Able to understand the organisational environment and function effectively within an organisation by learning to lead their respective areas of responsibility, making a tangible contribution to the group and having the courage to express their opinions; |
| | | KK 4 | Able to utilise information technology to develop a business in the field of English; |
| | | KK 5 | Able to apply knowledge in the field of information technology-based entrepreneurship to create employment opportunities; |
| | | KK 6 | Able to keep abreast of developments in information technology to support their field of work; |
| | | KK 7 | Able to plan and manage travel, accommodation and hospitality management activities; |
| | | KK 8 | Able to plan and manage an English language course centre. |
| | | KNOWLEDGE | |

| NO | PROFILE | GRADUATE LEARNING OUTCOMES (CPL) | |
|----|---------|----------------------------------|---|
| | | P 1 | Mastery of theories regarding the development of personal self-confidence, enabling the presentation of business ideas and plans; |
| | | P 2 | Mastery of the theory of business plan development; |
| | | P 3 | Master the theory, concepts and principles of sustainable business development; |
| | | P 4 | Mastering the theory and concepts regarding challenges, opportunities and risk-related decisions in entrepreneurship; |
| | | P 5 | Mastering the theory of professional career opportunities within the discipline of English language education; |
| | | P 6 | Mastering the theory regarding the use of information technology to develop businesses in the field of English; |
| | | P 7 | Mastering knowledge of technology-based entrepreneurship to create job opportunities; |
| | | P 8 | Mastering the fundamentals of information technology-based entrepreneurship in the field of English; |
| | | P 9 | Mastering concepts of information technology development to support the field of English language work. |

M. Regional Language and Literature Education

1. Vision, Mission and Objectives

a. Academic Vision

To become a leading and distinctive organiser and developer of academic excellence in the field of Javanese Language Education and Javanese culture-based entrepreneurship by 2030.

b. Mission

- 1) To provide education that produces graduates in the field of Javanese language and literature education who are outstanding and possess a distinct identity.
- 2) To conduct research as a basis for improving the quality of learning and advancing knowledge in the field of Javanese language education and Javanese culture.
- 3) To conduct community service based on research to improve the quality of Javanese language learning and community participation in the development of Javanese culture
- 4) To set an example in the delivery of education, research and community service that is Adaptive, Enthusiastic and of Integrity (ADAB).
- 5) Developing networks of cooperation with government and non-governmental organisations at both national and international levels to strengthen the performance of the Regional Language and Literature Education study programme.

c. Objectives

- 1) To produce graduates of the undergraduate programme in the field of Javanese Language Education who possess an entrepreneurial spirit rooted in Javanese culture, excelling and maintaining their distinct identity

- 2) Producing academic works as a basis for improving the quality of learning and advancing the field of Javanese language education and Javanese culture
- 3) Producing community service works to improve the quality of Javanese language learning and the role of the community in the development of Javanese culture
- 4) Producing human resources who are rational, religious, and caring (NRP)
- 5) Producing graduates who are adaptable in the workplace

2. Graduate Profile

| No | Graduate Profile | Description of Graduate Profile |
|----|---|--|
| 1 | Javanese Language and Literature Educator | An outstanding and self-assured graduate in Javanese Language and Literature, proficient in science and technology, Javanese arts and culture, capable of analysing, evaluating and designing high-quality Javanese language teaching. |
| 2 | Javanese Entrepreneur | Graduates of the Javanese Language and Literature programme who are capable of entrepreneurship in fields related to Javanese culture. |
| 3 | Journalist | A graduate in Javanese Language and Literature capable of designing and producing various journalistic works in the Javanese language. |

3. Learning Outcomes

| PROFILE | KEY COMPETENCIES | |
|---|--|---|
| Javanese Language and Literature Educator | A. ATTITUDE | |
| | Bachelor's Degree | Devout to God Almighty and able to demonstrate a religious attitude |
| | Master's | Upholding human values in carrying out duties based on religion, morality and ethics |
| | S3 | Contributing to the improvement of the quality of life within society, the nation, and the state, and to the advancement of civilisation based on Pancasila |
| | S4 | Acting as a proud citizen who loves the homeland, possessing a sense of nationalism and responsibility towards the state and the nation |
| | S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others |
| | S6 | Collaborating and demonstrating social awareness and concern for society and the environment |
| | S7 | Obedying the law and maintaining discipline in social and civic life |
| | S8 | Internalising academic values, norms and ethics |
| | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently |
| | S10 | Internalising the spirit of independence, perseverance and entrepreneurship |
| | GENERAL SKILLS | |
| | KU1 | Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise |
| KU2 | Able to demonstrate independent, high-quality, and | |

| PROFILE | KEY COMPETENCIES | |
|---------|-----------------------|---|
| | | measurable performance |
| | KU3 | Able to examine the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their field of expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic critiques; to compile a scientific description of the results of their study in the form of a dissertation or final project report; and to upload it to the university's website. |
| | KU4 | Compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university website |
| | KU5 | Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data |
| | KU6 | Be able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |
| | KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility |
| | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning |
| | KU9 | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism |
| | SPECIAL SKILLS | |
| | KK1 | Able to design and implement Javanese language learning by utilising science and technology. |
| | KK2 | Able to analyse and resolve issues in Javanese language learning. |
| | KK3 | Able to speak and write Javanese well in various contexts. |
| | KNOWLEDGE | |
| | P1 | Mastery of the theoretical concepts of the 4 science and technology-based teaching competencies |
| | P2 | Mastery of the theoretical concepts of Javanese language, literature and arts |

| PROFILE | CORE COMPETENCIES | |
|-------------------|-------------------|--|
| Java Entrepreneur | ATTITUDE | |
| | Bachelor's degree | Fearing God Almighty and demonstrating a religious attitude |
| | Master's degree | Upholding human values in carrying out duties based on religion, morality and ethics |

| PROFILE | CORE COMPETENCIES | |
|-----------------------|-------------------|---|
| | S3 | Contributing to the improvement of the quality of life within society, the nation, and the state, and to the advancement of civilisation based on Pancasila |
| | S4 | Acting as a proud citizen who loves the homeland, possessing nationalism and a sense of responsibility towards the state and the nation |
| | S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others |
| | S6 | Collaborating and demonstrating social awareness and concern for society and the environment |
| | S7 | Obeying the law and maintaining discipline in social and civic life |
| | S8 | Internalising academic values, norms and ethics |
| | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently |
| | S10 | Internalising the spirit of independence, perseverance and entrepreneurship |
| GENERAL SKILLS | | |
| | KU1 | Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise |
| | KU2 | Able to demonstrate independent, high-quality, and measurable performance |
| | KU3 | Able to examine the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their field of expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic critiques; to compile a scientific description of the results of their study in the form of a dissertation or final project report; and to upload it to the university's website. |
| | KU4 | Compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university website |
| | KU5 | Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data |
| | KU6 | Be able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |
| | KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility |

| PROFILE | CORE COMPETENCIES | |
|---------|-----------------------|---|
| | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning |
| | KU9 | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism |
| | SPECIAL SKILLS | |
| | KK3 | Able to use the Javanese language, literature and arts effectively in various contexts. |
| | KK4 | Ability to engage in entrepreneurship in fields related to Javanese culture. |
| | KK5 | Able to analyse and resolve entrepreneurial problems in fields related to Javanese culture. |
| | KNOWLEDGE | |
| | P2 | Mastery of theoretical concepts of Javanese language, literature and art |
| | P3 | Mastery of theoretical concepts of entrepreneurship in fields related to Javanese culture |

| PROFILE | KEY COMPETENCIES | |
|-------------------|---|---|
| Journalist | ATTITUDE | |
| | Bachelor's Degree | Devout to God Almighty and able to demonstrate a religious attitude |
| | S2 | Upholding human values in carrying out duties based on religion, morals and ethics |
| | S3 | Contributing to the improvement of the quality of life within society, the nation, and the state, and to the advancement of civilisation based on Pancasila |
| | S4 | Acting as a proud citizen who loves the homeland, possessing nationalism and a sense of responsibility towards the state and the nation |
| | S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others |
| | S6 | Collaborating and demonstrating social awareness and concern for society and the environment |
| | S7 | Obeying the law and maintaining discipline in social and civic life |
| | S8 | Internalising academic values, norms and ethics |
| | S9 | Demonstrating a responsible attitude towards work in their field of expertise independently |
| | S10 | Internalising the spirit of self-reliance, resilience and entrepreneurship |
| | GENERAL SKILLS | |
| KU1 | Able to apply logical, critical, systematic, and innovative thinking in the context of the development or | |

| PROFILE | KEY COMPETENCIES | |
|---------|-----------------------|---|
| | | implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise |
| | KU2 | Able to demonstrate independent, high-quality, and measurable performance |
| | KU3 | Able to examine the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their field of expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic critiques; to compile a scientific description of the results of their study in the form of a dissertation or final project report; and to upload it to the university's website. |
| | KU4 | Compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university website |
| | KU5 | Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data |
| | KU6 | Be able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |
| | KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility |
| | KU8 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning |
| | KU9 | Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism |
| | SPECIAL SKILLS | |
| | KK3 | Able to use the Javanese language, literature and arts effectively in various contexts. |
| | KK6 | Able to produce journalistic works utilising science and technology. |
| | KNOWLEDGE | |
| | P2 | Mastery of theoretical concepts in Javanese language, literature and art |
| | P4 | Mastery of theoretical concepts in Javanese journalism |

N. Civil Engineering

1. Vision, Mission and Objectives

a. Academic Vision

To become a leading and distinctive Civil Engineering programme with high competitiveness in the field of construction planning and supervision by 2030.

b. Mission

- 1) To deliver education based on science and applied technology in the field of Civil Engineering that is outstanding and distinctive.
- 2) To conduct research as the basis for improving the quality of Civil Engineering education to support national development.
- 3) To carry out community service as an implementation of research outcomes to improve the quality of life and well-being of the community
- 4) To set an example in the delivery of education, research and community service that is Adaptive, Enthusiastic and of Integrity (ADAB).
- 5) To develop cooperation networks with government and non-government institutions, both at national and international levels, to strengthen the performance of the Civil Engineering programme

c. Objectives

- 1) To produce outstanding and distinctive graduates of the Civil Engineering undergraduate programme.
- 2) To produce high-quality research outputs in the field of Civil Engineering to support national development.
- 3) To produce high-quality community service work as an implementation of research in the field of Civil Engineering to improve community welfare.
- 4) To produce human resources possessing the characteristics of Adaptability, Enthusiasm and Integrity (ADAB).

2. Graduate Profile

| NO | GRADUATE GRADUATE | PROFILE DESCRIPTION GRADUATE |
|----|--|---|
| 1 | Consultant in Civil Engineering Planning and Supervision | <ul style="list-style-type: none"> • Capable of technically planning civil engineering structures and responsible for ensuring planning complies with quality standards. • Capable of supervising construction works and ensuring the quality of civil engineering works. |
| 2 | Civil Engineering Contractor | <ul style="list-style-type: none"> • Capable of carrying out civil engineering construction work in accordance with specified requirements, able to provide progress reports, and responsible for the work. |
| 3 | Civil Engineering Entrepreneur | <ul style="list-style-type: none"> • Possesses the ability to maximise soft skills in terms of perseverance, • the ability to identify and seize opportunities, and the drive to develop expertise as a foundation for competing in the workplace. • Possesses the ability to identify market opportunities and maximise one’s civil engineering capabilities to respond to all such opportunities |

3. Graduate Learning Outcomes

Graduate Learning Outcomes (CPL) are formulated with reference to the KKNI and SN-DIKTI qualification levels, comprising the elements of attitude, general skills, specific skills, and knowledge. The elements of attitude and general skills refer to SN-DIKTI as the minimum standard, which may be supplemented by the study programme to characterise its graduates. The specific skills and knowledge

components are formulated with reference to the KKNI descriptors corresponding to the level of education. The LLO for the Civil Engineering Study Programme at UPGRIS are as follows:

O. Mechanical Engineering

1. Vision, Mission and Objectives

a. Academic Vision

To become a leading programme in the field of Mechanical Engineering (Mechatronics) with a distinct identity by 2025.

b. Mission

- 1) To deliver education and play an active role in enhancing expertise and skills based on applied science and technology within the field of Mechanical Engineering, ensuring excellence and a distinct identity
- 2) To conduct research as a basis for improving the quality of learning in the field of Mechanical Engineering to support national development
- 3) To carry out community service as an implementation of research outcomes to improve the quality of life and well-being of the community
- 4) To set an example for the community through the Adaptive, Enthusiastic and Integrity (ADAB) character for the academic community
- 5) Establishing partnerships and collaborations with domestic and international institutions.

c. Objectives

- 1) To ensure the delivery of high-quality education and teaching that is relevant to the needs of mechanical engineering graduates at local and national levels
- 2) To carry out research in the field of mechanical engineering
- 3) To carry out community service as an implementation of research outcomes to improve the quality of life and well-being of the community
- 4) To set an example for the community through the Adaptive, Enthusiastic and Integrity-driven (ADAB) character among the academic community
- 5) The establishment of cooperation with domestic and international institutions

2. Graduate Profile

| NO | GRADUATE GRADUATE | PROFILE DESCRIPTION GRADUATE |
|----|-------------------------|--|
| 1 | Product Design Engineer | Responsible for integrating knowledge of design, engineering and manufacturing processes to create functional products in accordance with the specified criteria |
| 2 | Manufacturing Engineer | Responsible for managing maintenance engineering and the development of new and existing production lines across various manufacturing industries |
| 3 | Project Engineer | Responsible for delivering engineering and construction projects by planning, organising and controlling all project elements |

3. Graduate Learning Outcomes

| No | Programme Learning Outcomes | Subject Area | | | | | | | |
|----|-----------------------------|-----------------|-----------------------|--|-----------------------------|-----------------------|------------------------------|----------------------------------|-----------------------|
| | | General (KBK 1) | Basic Science (KBK 2) | Fundamentals of Mechanical Engineering (KBK 3) | Materials Expertise (KBK 4) | Design Skills (KBK 5) | Manufacturing Skills (KBK 6) | Energy Conversion Skills (KBK 7) | Comprehensive (KBK 8) |
| | | | | | | | | | |

| No | Programme Learning Outcomes | Subject Area | | | | | | | |
|--------------------|---|-----------------|-----------------------|--|-----------------------------|-----------------------|------------------------------|----------------------------------|-----------------------|
| | | General (KBK 1) | Basic Science (KBK 2) | Fundamentals of Mechanical Engineering (KBK 3) | Materials Expertise (KBK 4) | Design Skills (KBK 5) | Manufacturing Skills (KBK 6) | Energy Conversion Skills (KBK 7) | Comprehensive (KBK 8) |
| Attitude(s) | | | | | | | | | |
| | Details of Study Materials (BK) | BK 1 | BK 2 | RSD 3 | RM 4 | RM5 | BK 6 | BK 7 | BK 8 |
| S1 | To be devout towards God Almighty and able to demonstrate a religious attitude | √ | | | | | | | |
| Master's degree | Upholding human values in the performance of duties based on religion, morality and ethics | √ | | | | | | | |
| S3 | Contributing to the improvement of the quality of life in society, the nation, the state, and civilisation based on Pancasila | √ | | | | | | | |
| S4 | Acting as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the country and the nation | √ | | | | | | | |
| S5 | Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others | √ | | | | | | | |
| S6 | Working collaboratively and demonstrating social awareness and concern for the community and the environment | √ | | | √ | | | | |
| S7 | Respect for the law and discipline in social and civic life | √ | | | | | | | |
| S8 | Internalising academic values, norms and ethics | √ | | | √ | | | | |
| S9 | Demonstrates a sense of responsibility for work within their area of expertise, acting independently | √ | √ | √ | √ | √ | √ | √ | √ |

| No | Programme Learning Outcomes | Subject Area | | | | | | | |
|----------------------------|---|-----------------|-----------------------|--|-----------------------------|-----------------------|------------------------------|----------------------------------|-----------------------|
| | | General (KBK 1) | Basic Science (KBK 2) | Fundamentals of Mechanical Engineering (KBK 3) | Materials Expertise (KBK 4) | Design Skills (KBK 5) | Manufacturing Skills (KBK 6) | Energy Conversion Skills (KBK 7) | Comprehensive (KBK 8) |
| S10 | Internalising the spirit of independence, resilience and entrepreneurship | √ | | | | | | | |
| S11 | Internalising the spirit, struggle and ethos of the PGRI in the development of personal and community life. | √ | √ | √ | √ | √ | √ | √ | √ |
| Knowledge (K) | | | | | | | | | |
| | Details of Study Materials (BK) | BK 1 | CM 2 | RM3 | RM 4 | RM5 | BK 6 | BK 7 | BK 8 |
| P1 | Mastery of the theoretical concepts of science, the application of engineering mathematics, the fundamentals of mechanical engineering and engineering design required for the analysis and design of manufacturing systems and their necessary components. | | √ | √ | √ | √ | √ | √ | √ |
| P2 | Mastering the principles and techniques of manufacturing system design and the necessary components. | | √ | √ | √ | √ | √ | √ | √ |
| P3 | Mastering the principles and current issues in economics, society and the environment in general. | | | | | | | | |
| P4 | Mastery of knowledge regarding communication techniques and the latest technological developments in the fields of design, manufacturing processes, and operation and maintenance | | √ | √ | √ | √ | √ | √ | √ |
| P5 | Mastery of knowledge regarding industrial management. | | | √ | | | √ | | |
| General Skills (GS) | | | | | | | | | |

| No | Programme Learning Outcomes | Subject Area | | | | | | | |
|-----|---|-----------------|-----------------------|--|-----------------------------|-----------------------|------------------------------|----------------------------------|-----------------------|
| | | General (KBK 1) | Basic Science (KBK 2) | Fundamentals of Mechanical Engineering (KBK 3) | Materials Expertise (KBK 4) | Design Skills (KBK 5) | Manufacturing Skills (KBK 6) | Energy Conversion Skills (KBK 7) | Comprehensive (KBK 8) |
| | Details of Study Materials (BK) | CM 1 | CM 2 | CM3 | BK | RM5 | BK 6 | BK 7 | BK 8 |
| KU1 | Able to apply logical, critical, systematic and innovative thinking in the context of the development/implementation of science and technology, whilst taking into account and applying humanistic values appropriate to the field of Mechanical Engineering | | √ | √ | √ | √ | √ | √ | √ |
| KU2 | Able to demonstrate independent, high-quality and measurable performance; | | √ | √ | √ | √ | √ | √ | √ |
| KU3 | Able to analyse the implications of the development or implementation of science and technology that takes into account and applies humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas and designs | | √ | √ | | | | | |
| KU4 | Be able to compile a scientific description of the findings of the above study in the form of a dissertation or final project report, and upload it to the university's website | | √ | √ | √ | √ | √ | √ | √ |
| KU5 | Able to make sound decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data; | | √ | √ | √ | √ | √ | √ | √ |
| KU6 | Able to maintain and develop professional networks with | | | | | | | | √ |

| No | Programme Learning Outcomes | Subject Area | | | | | | | |
|-----|---|-----------------|-----------------------|--|-----------------------------|-----------------------|------------------------------|----------------------------------|-----------------------|
| | | General (KBK 1) | Basic Science (KBK 2) | Fundamentals of Mechanical Engineering (KBK 3) | Materials Expertise (KBK 4) | Design Skills (KBK 5) | Manufacturing Skills (KBK 6) | Energy Conversion Skills (KBK 7) | Comprehensive (KBK 8) |
| | supervisors, colleagues and peers both within and outside their organisation. | | | | | | | | |
| KU7 | Is able to take responsibility for the achievement of team results and to supervise and evaluate the completion of work assigned to staff under their responsibility; | | | | | | | | √ |
| KU8 | Is able to conduct self-evaluation of the work groups under their responsibility, and is able to manage their own learning; | | | | | | | | √ |
| KU9 | Able to document, store, secure and retrieve data to ensure authenticity and prevent plagiarism; | √ | | | | | | | √ |

Special Skills (KK)

| | Details of Study Materials (BK) | BK 1 | BK 2 | BK3 | BK 4 | BK5 | BK 6 | BK 7 | BK 8 |
|-----|---|------|------|-----|------|-----|------|------|------|
| KK1 | be able to apply mathematical and natural science principles, as well as engineering principles, to solve complex engineering problems; | | √ | √ | √ | √ | √ | √ | √ |
| KK2 | is able to identify the root cause of engineering problems through a process of investigation, analysis, and interpretation of data and information based on engineering principles | | √ | √ | √ | √ | √ | √ | √ |
| KK3 | is able to conduct research covering the identification, formulation and analysis of engineering problems; | | √ | √ | √ | √ | √ | √ | √ |
| KK4 | is able to formulate alternative solutions to resolve complex engineering problems whilst taking into account economic, public | | √ | √ | √ | √ | √ | √ | √ |

| No | Programme Learning Outcomes | Subject Area | | | | | | | |
|-----|---|-----------------|-----------------------|--|-----------------------------|-----------------------|------------------------------|----------------------------------|-----------------------|
| | | General (KBK 1) | Basic Science (KBK 2) | Fundamentals of Mechanical Engineering (KBK 3) | Materials Expertise (KBK 4) | Design Skills (KBK 5) | Manufacturing Skills (KBK 6) | Energy Conversion Skills (KBK 7) | Comprehensive (KBK 8) |
| | health and safety, cultural, social and environmental factors | | | | | | | | |
| KK5 | is able to design systems, processes and components using an analytical approach, taking into account technical standards, performance aspects, reliability, ease of implementation and sustainability, whilst considering economic, public health and safety, cultural, social and environmental factors | | √ | √ | √ | √ | √ | √ | √ |
| KK6 | is able to select resources and utilise appropriate information technology and computing-based engineering design and analysis tools to carry out engineering activities | | √ | √ | √ | √ | √ | √ | √ |

The table above is created in accordance with the number of profiles held by the Study Programme. This table is completed by marking (√) the placement of CPLs (S, P, KU and KK) within the study materials (BK). To be able to complete the table above, the Study Programme must already have CPLs, KBKs and Study Materials (BK).

P. Electrical Engineering

A. Vision, Mission and Objectives

a. Academic Vision

To become a leading Electrical Engineering programme in the field of industrial automation and establish its identity by 2025.

b. Mission

- 1) To deliver education based on science and applied technology in the field of Electrical Engineering that is outstanding and distinctive.
- 2) To conduct research as the basis for improving the quality of Electrical Engineering education to support national development.
- 3) To carry out community service as an implementation of research outcomes to improve the quality of life and well-being of the community
- 4) To set an example in the delivery of education, research and community service that is Adaptive, Enthusiastic and of Integrity (ADAB).

c. Objectives

- 1) To produce outstanding and distinctive graduates of the undergraduate programme in Electrical Engineering.
- 2) To produce high-quality research outputs in the field of Electrical Engineering to support national development.
- 3) To produce high-quality community service projects as an application of research in the field of Electrical Engineering to improve the welfare of the community.
- 4) Producing human resources with the characteristics of Adaptability, Enthusiasm and Integrity (ADAB).

B. Graduate Profile

| NO | GRADUATE GRADUATE | PROFILE DESCRIPTION GRADUATE |
|----|--|--|
| 1 | Electrical Engineer (Specialist) in the field of Industrial Automation | An Electrical Engineering Specialist capable of: designing, developing, testing and supervising the construction, maintenance and operation of electrical and electronic equipment and systems using mathematical, physical and natural science (chemical) tools, and modern engineering aids (computer-aided analysis and design software and/or hardware) to solve technical problems and meet the needs of society. |

C. Graduate Learning Outcomes

| Attitude Aspects | |
|------------------------|--|
| S.1 | To be devout to God Almighty and demonstrate a religious attitude |
| S.2 | Upholding human values in carrying out duties based on religion, morals and ethics |
| S.3 | Internalising academic values, norms, and ethics |
| S.4 | Acting as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the State and the Nation |
| S.5 | Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others |
| S.6 | Contributing to the improvement of the quality of life in society, the nation, and the state, and to the advancement of civilisation based on Pancasila |
| S.7 | Cooperating and demonstrating social sensitivity and concern for society and the environment |
| S.8 | To be law-abiding and disciplined in community and national life |
| S.9 | Internalising the spirit of independence, resilience and entrepreneurship |
| S.10 | Demonstrating a responsible attitude towards work in their field of expertise independently. |
| Knowledge Aspects | |
| P.1 | Mastering the theoretical concepts of natural sciences, applied engineering mathematics, engineering principles, engineering science and engineering design required for the analysis and design of electrical power systems, control systems, or electronic systems |
| P.2 | Mastering the principles and current issues in economics and social sciences in general |
| P.3 | Mastering the principles and design techniques of electrical power systems, control systems, or electronic systems |
| P.4 | Mastering knowledge of communication engineering and the latest technological developments in the fields of electrical power systems, control systems, or electronic systems. |
| General Skills Aspects | |
| KU.1 | Applying logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and/or technology in accordance with their field of expertise |
| KU.2 | Examine the implications of the development or implementation of science, technology or the arts in accordance with their expertise, based on scientific principles, procedures and |

| Attitude Aspects | |
|-------------------------|---|
| | ethics, to produce solutions, ideas, designs or artistic critiques, and compile a scientific description of the results of their study in the form of a dissertation or final project report |
| KU.3 | Manage their own learning |
| KU.4 | Making appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data |
| KU.5 | Developing and maintaining professional networks with supervisors, colleagues and peers both within and outside their institution |
| Specific Skills Aspects | |
| KK.1 | Able to apply mathematics, science, and engineering principles to solve complex engineering problems in electrical power systems, control systems, or electronic systems |
| KK.2 | Able to select resources and utilise appropriate information technology and computing-based engineering design and analysis tools to carry out engineering activities on electrical power systems, control systems, or electronic systems |
| KK.3 | Able to identify the root causes of engineering problems in electrical power systems, control systems, or electronic systems through a process of investigation, analysis, and interpretation of data and information based on engineering principles |
| KK.4 | Able to formulate alternative solutions to engineering problems in electrical power systems, control systems, or electronic systems whilst taking into account economic, public health and safety, cultural, social and environmental factors. |

Q. Architecture

1. Vision, Mission and Objectives

a. Academic Vision

To become a leading Architecture Programme in Green Building-based design by 2030.

b. Mission

- 1) To provide education in the field of architecture with a focus on the application of green building design principles, as well as the use of the latest software in architectural analysis, design, and green building simulation
- 2) To conduct research aimed at advancing knowledge and learning in the field of architecture, with a focus on green building design
- 3) To carry out community service through the implementation of architectural knowledge and research outcomes to improve the quality of life and well-being of the community
- 4) To set an example in the design of green buildings that are environmentally friendly, energy-efficient, and sustainable

c. Objectives

- 1) To produce graduates of the undergraduate programme in Architecture who excel in green building design.
- 2) To produce high-quality research outputs in the field of Architecture to support the development of architectural science, with a focus on the study of green buildings.
- 3) To produce high-quality community service projects as an implementation of research outcomes to improve community welfare.
- 4) To produce human resources who demonstrate a commitment to the design of sustainable built environments.

2. Graduate Profile

| PROFILE | DESCRIPTION |
|---------|-------------|
|---------|-------------|

| PROFILE | DESCRIPTION |
|---|---|
| Architectural Practitioner as a Junior Architect | To become an Architecture graduate capable of designing and mastering the fundamentals of architecture, and ready to develop themselves to become a professional architect. |
| Architecture-related Practitioners: <ul style="list-style-type: none"> • Green Building Specialist Assistant (Green Professional) • Building Contractor | Becoming an architecture graduate capable of working as: <ul style="list-style-type: none"> • Assistant Green Building Specialist (BGH) and ready to develop as a Green Building Specialist (Green Professional) • Building and environmental construction manager (contractor) |
| <ul style="list-style-type: none"> • Developer • Project Manager • Architectural policy-makers | <ul style="list-style-type: none"> • Housing and property developer and builder (developer) • Project construction manager • Policy-makers in government agencies (civil servants). |
| Academics or architectural researchers: <ul style="list-style-type: none"> • Architectural Educator • ‘Design’ Activists | An architecture graduate capable of advancing and developing advanced knowledge through research as: <ul style="list-style-type: none"> • Lecturers and Researchers • Critic, Curator, Architectural Artist, NGO |
| D. Non-Architecture <ul style="list-style-type: none"> • Banking • Management • Marketing • Film Industry and others | Becoming an architecture graduate capable of working in fields outside architecture |

3. Learning Outcomes

The Learning Outcomes of the Architecture Study Programme, Faculty of Engineering and Informatics, UPGRIS, are as follows:

| Attitudinal Aspects | |
|---------------------|---|
| S1. | To be devout to God Almighty and able to demonstrate a religious attitude; |
| S2. | Upholding human values in the performance of duties in accordance with religious, moral and ethical principles; |
| S3. | Contributing to the improvement of the quality of life within society, the nation and the state for the advancement of civilisation based on Pancasila; |
| S5. | Acting as a citizen who is proud of and loves their homeland, possessing a sense of nationalism and responsibility towards the state and the nation; |
| S4. | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |

| Attitudinal Aspects | |
|-------------------------------|---|
| S6. | Collaborating and demonstrating social sensitivity and concern for the local community; |
| S7. | Obedying the law and maintaining discipline in social and civic life; |
| S8. | Internalising academic values, norms and ethics; |
| S9. | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| S10. | Internalising the spirit of independence, perseverance and entrepreneurship; |
| S11. | Possesses ethical and aesthetic values, is communicative, adaptable, and appreciative. |
| Knowledge Aspects | |
| P1. | Mastering theoretical concepts regarding architecture, architectural design, aesthetics, structural systems and building utilities, as well as building safety and security; |
| P2. | Mastering the principles of building science, landscape, urban planning and design, housing, Indonesian architecture, ecology, and meaning in architecture; |
| P3. | Mastery of the latest digital applications in architectural design analysis and presentation; |
| P4. | Mastering concepts and applying green building principles to interior, building and site design. |
| General Skills Aspects | |
| KU1. | Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to one's field of expertise; |
| KU 2. | Able to demonstrate high-quality and measurable performance |
| KU 4. | Able to assess the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their field of expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism; |
| KU 3. | Able to compile a scientific description of the results of the above study in the form of a dissertation or final project report, and upload it to the university's website; |
| KU 5. | Be able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data; |
| KU 6. | Be able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution; |
| KU 7. | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility; |

| Attitudinal Aspects | |
|--------------------------------|---|
| KU 8. | Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning; |
| KU 9 | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism; |
| Specific Skills Aspects | |
| KK1. | Able to develop architectural design concepts that integrate the results of studies on behavioural, environmental, technical, and value-related aspects of architecture; |
| KK2. | Able to design independently using research-based design methods, and produce creative architectural works that constitute contextual solutions to architectural problems, and are theoretically tested against architectural principles; |
| KK3. | Able to communicate architectural ideas and design outcomes in the form of graphics, text, and models that are communicative, using both manual and digital techniques; |
| KK4. | Able to present several alternative design solutions and make decisions based on architectural scientific considerations; |
| KK5. | Able to utilise their design skills to assist in the supervision and/or implementation of environmental and building construction; |
| KK6. | Possess ethical and aesthetic values, and demonstrate communicative, adaptive and appreciative attitudes; |
| KK7. | Able to use design, analysis and simulation software as design tools for architects. |
| KK8. | Able to master the concepts of green building and apply them in every design project. |

R. Computer Science

1. Vision, Mission and Objectives

a. Academic Vision

To become a centre of academic development in the field of computer science, primarily in web and artificial intelligence based on the four pillars of higher education, which is excellent and has a distinct identity by 2030

b. Mission

- 1) To provide education to produce outstanding and distinctive graduates of the undergraduate programme in computer science.
- 2) To conduct research as the foundation for improving the quality of learning and the development of computer science.
- 3) To conduct community service based on research to improve the welfare of society
- 4) To set an example in the delivery of education, research and community service that is nationalistic, religious and caring (NRP).
- 5) To develop cooperation networks with government and non-government institutions at both national and international levels to strengthen the performance of the computer science programme.

c. Objectives

1. To produce competitive graduates in the field of computer science with a focus on web programming and artificial intelligence

2. To produce objective, sustainable and outstanding scientific and creative works to serve as a reference in the development of science in the field of computer science.
3. To produce community service works through the application of computer science to realise an independent, productive, and prosperous society
4. To produce human resources in the field of computer science who are Adaptive, Enthusiastic and of Integrity (ADAB).

2. Graduate Profile

| NO | GRADUATE GRADUATE | PROFILE DESCRIPTION GRADUATE |
|----|----------------------|---|
| 1 | Web Programmer | A Computer Science graduate who understands algorithms, possesses the skills to solve problems using programming languages, build web applications and information systems, and has the ability to analyse, design, modify, test and maintain databases. |
| 2 | AI Engineer | A Computer Science graduate who applies artificial intelligence concepts, such as machine learning, deep learning, natural language processing, expert systems, decision support systems, pattern recognition, and computational intelligence, to gain insights from existing data. |

3. Graduate Learning Outcomes

| Profile: Web Programmer | |
|-------------------------|---|
| CPL Attitude (S) | |
| Bachelor | Is devout to God Almighty and able to demonstrate 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 within society, the nation, and the state, and to the advancement of civilisation based on Pancasila; |
| S4 | To act as a proud and patriotic citizen, demonstrating a sense of nationalism and a sense of responsibility towards the country and the nation; |
| S5 | Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |
| S6 | Working together and demonstrating social awareness and concern for society and the environment; |
| S7 | Obedying the law and maintaining discipline in social and civic life; |
| S8 | Internalising academic values, norms and ethics; |
| S9 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| S10 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| S11 | Possesses an Adaptive, Enthusiastic and Integrity-driven (ADAB) attitude |

| Profile: Web Programmer | |
|----------------------------------|--|
| CPL Knowledge Mastery (P) | |
| P1 | Mastering mathematical concepts to solve various problems related to logic. |
| P2 | Mastering the principles of mathematical modelling, linear programming and numerical methods. |
| P3 | Mastering the concepts and principles of probability and statistics to support and analyse computational systems. |
| P4 | Mastery of the concepts and theories of discrete structures, including the fundamental mathematical concepts used to model and analyse computational systems. |
| P5 | Mastering the theories and concepts underlying computer science. |
| P6 | Mastering programming language concepts, identifying programming language models, and comparing various solutions. |
| P7 | Master the basic theories of computer architecture, including computer hardware and networks. |
| P8 | Mastering the core areas of computer science and being able to adapt to developments in science and technology. |
| P9 | Mastering system development methodologies, namely planning, design, implementation, testing and system maintenance. |
| P10 | Mastering concepts of algorithms and complexity, including the central concepts and skills required to design, implement and analyse algorithms to solve problems. |
| P11 | Mastering algorithmic concepts and principles, as well as computer science theory, which can be applied in the modelling and design of web-based computer systems. |
| P12 | Mastering programming language concepts, and being able to compare various solutions and programming language models. |
| P13 | Mastering programming languages and algorithms related to application programmes for manipulating image, graphics and visual models. |
| P14 | Be able to apply concepts related to information management, including designing data modelling and abstraction, and building software applications for data organisation and ensuring data access security. |
| P15 | Mastering concepts related to computer architecture and organisation and utilising them to support computer applications. |
| P16 | Master concepts related to platform-based development and be able to develop platform-based application programmes for various areas. |
| CPL General Skills (KU) | |
| KU1 | Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to one's field of expertise; |
| KU2 | Able to demonstrate independent, high-quality, and measurable performance; |
| KU3 | Able to examine the implications of the development or implementation of science and |

| Profile: Web Programmer | |
|------------------------------------|---|
| | technology, taking into account and applying humanistic values in accordance with their field of expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic critiques; able to compile a scientific description of their research findings in the form of a dissertation or final project report, and upload it to the university's website; |
| KU4 | Be able to compile a scientific description of the findings of the above study in the form of a dissertation or final project report, and upload it to the university's website; |
| KU5 | Be able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data |
| KU6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |
| KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility; |
| KU8 | Able to conduct a self-evaluation process of the work group under their responsibility, |
| KU9 | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism; |
| CPL Specialised Skills (KK) | |
| KK1 | Able to design and develop software (web-based systems) using methods, techniques and tools appropriate to user needs, drawing on computer science knowledge. |
| KK2 | Able to apply basic scientific knowledge and the working mechanisms of computers to solve problems by creating computer-based system solution models. |
| SK3 | Able to develop network and hardware designs within an organisation. |
| KK4 | Able to analyse and design/plan automation systems, both on a small scale and for system control, maintenance and development, computer system security, Embedded Systems, Digital Signal Processing, Computer Systems Engineering, and others. |
| KK5 | Able to write the necessary programme code/syntax to be used as instructions in building computer applications. |
| KK6 | Able to utilise knowledge related to the basic concepts of software development and skills related to the software development process, as well as being able to create programs to enhance the effectiveness of computer use in solving specific problems. |
| KK7 | Able to design and develop application programmes to manipulate image, graphic and visual models, and to visualise them. |
| KK8 | Able to build and evaluate software in various areas, including those related to human-computer interaction. |
| KK9 | Able to analyse, design and implement a computer-based system efficiently to solve problems, using procedural and object-oriented programming. |
| KK10 | Able to build computer network systems and their security systems, and to continuously manage existing security profiles. |
| KK11 | Able to analyse and develop systems and procedures related to computer systems and provide recommendations regarding more efficient and effective computer systems. |

| | |
|-------------------------------------|--|
| Profile: Web Programmer | |
| KK12 | Able to perform debugging and document program code. |
| KK13 | Able to demonstrate oral and written communication skills relating to both technical and non-technical aspects. |
| Profile: AI Engineer | |
| CPL Attitude (S) | |
| S1 | Is devout to God Almighty and able to demonstrate a religious attitude; |
| S2 | Upholding human values in carrying out duties based on religion, morals and ethics; |
| S3 | To contribute to improving the quality of life within society, the nation and the state, and to the advancement of civilisation based on Pancasila; |
| S4 | To act as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation; |
| S5 | To respect cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |
| S6 | Collaborating and demonstrating social awareness and concern for society and the environment; |
| S7 | Obeying the law and maintaining discipline in social and civic life; |
| S8 | Internalising academic values, norms and ethics; |
| S9 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| S10 | Internalising the spirit of independence, perseverance and entrepreneurship. |
| S11 | Possesses an Adaptive, Enthusiastic and Integrity-driven (ADAB) attitude |
| CPL Mastery of Knowledge (P) | |
| P17 | Mastering mathematical concepts to solve various problems related to logic. |
| P18 | Mastering the principles of mathematical modelling, linear programming and numerical methods. |
| P19 | Mastering the concepts and principles of probability and statistics to support and analyse computational systems. |
| P20 | Mastering the concepts and theories of discrete structures, which include the fundamental mathematical concepts used to model and analyse computational systems. |
| P21 | Mastering the theories and concepts underlying computer science. |
| P22 | Mastering programming language concepts, identifying programming language models, and comparing various solutions. |
| P23 | Master the basic theory of computer architecture, including computer hardware and networks. |
| P24 | Mastering the core areas of computer science and being able to adapt to developments in science and technology. |

| Profile: Web Programmer | |
|------------------------------------|--|
| P25 | Mastering system development methodologies, namely planning, design, implementation, testing and system maintenance. |
| P26 | Mastering concepts of algorithms and complexity, including the central concepts and skills required to design, implement and analyse algorithms to solve problems. |
| P27 | Mastering algorithmic concepts and principles, as well as computer science theory, which can be applied in the modelling and design of computer-based systems. |
| P28 | Mastering programming language concepts, and being able to compare various solutions and programming language models. |
| P29 | Mastering programming languages and algorithms related to application programmes for manipulating image, graphics and visual models. |
| P30 | Mastering knowledge of Artificial Intelligence (AI)-based solutions. |
| P31 | Mastering data analysis methods for Artificial Intelligence (AI) solutions |
| CPL General Skills (KU) | |
| KU1 | Be able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to their field of expertise; |
| KU2 | Able to demonstrate independent, high-quality, and measurable performance; |
| KU3 | Able to examine the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their field of expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic critiques; able to compile a scientific description of their research findings in the form of a dissertation or final project report, and upload it to the university's website; |
| KU4 | Able to compile a scientific description of the results of the above studies in the form of a dissertation or final project report, and upload it to the university website; |
| KU5 | Able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data |
| KU6 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |
| KU7 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility; |
| KU8 | Able to conduct a self-evaluation process of the work group under their responsibility, |
| KU9 | Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism; |
| CPL Specialised Skills (KK) | |
| KK14 | Able to design hardware and software (embedded systems) using methods, techniques and tools appropriate to user needs, drawing on computer science knowledge. |
| KK15 | Able to apply basic scientific knowledge and computer operating mechanisms to solve problems by creating computer-based system solution models. |

| Profile: Web Programmer | |
|--------------------------------|---|
| SK16 | Possess the ability to develop network and hardware designs. |
| KK17 | Able to build software applications in various areas related to robotics, speech recognition, artificial intelligence and natural language. |
| KK18 | Able to write the code required to serve as instructions for building computer applications. |
| KK19 | Able to define Business Objectives, Technical Objectives, Technical Architecture and plan computer system projects based on Artificial Intelligence. |
| KK20 | Able to design, build, implement, validate, and maintain Artificial Intelligence (AI)-based solutions. |
| KK21 | Able to analyse, sort, reconstruct and integrate data for Artificial Intelligence (AI) solutions |
| KK22 | Able to analyse and develop systems and procedures related to computer systems and provide recommendations regarding more efficient and effective expert systems. |
| KK23 | Able to demonstrate oral and written communication skills relating to technical and non-technical aspects. |

S. Food Technology

1. Vision, Mission and Objectives

a. Academic Vision

To become a leading study programme in the field of food technology and industry development, with an entrepreneurial outlook, capable of competing globally in line with advances in knowledge and technology

b. Mission

- 1) To deliver education based on science and applied technology to produce outstanding and self-reliant Food Technology graduates.
- 2) To conduct research as the foundation for improving the quality of food technology education to support national development.
- 3) To carry out community service as an implementation of research outcomes to improve the quality of life and well-being of the community
- 4) To set an example in the delivery of education, research and community service, embodying the values of Caring, Perseverance, Religiosity, Integrity and Synergy (UPGRIS).

c. Objectives

- 1) To produce outstanding and self-reliant graduates of the Bachelor's degree programme in Food Technology.
- 2) To produce high-quality research outputs in the field of Food Technology to support national development.
- 3) To produce high-quality community service work as an implementation of research in the field of Food Technology to improve community welfare.
- 4) To produce human resources possessing the characteristics of Adaptability, Enthusiasm and Integrity (ADAB).

2. Graduate Profile

| Graduate Profile | Description |
|-------------------------|--------------------|
|-------------------------|--------------------|

| | |
|---------------------------|--|
| Food Technologist | Graduates of the food technology programme who have mastered the science of food technology and industry and are able to adapt to technological developments in line with their field of expertise, whether as practitioners in the food processing industry, academics, researchers or food consultants |
| Food Technopreneur | Graduates of the Food Technology programme who possess an entrepreneurial spirit, are able to apply scientific knowledge in the field of food technology, and are innovative and creative in developing food business activities |

3. Graduate Learning Outcomes

The core competencies of graduates are based on standards set by the Indonesian Association of Food Technologists (PATPI) and Ministry of Research, Technology and Higher Education Regulation No. 44 of 2015 on National Higher Education Standards (SNPT), as well as the Indonesian National Qualifications Framework (KKNI) at level six. The Learning Outcomes (LO) for graduates of the Food Technology Study Programme at UPGRIS cover four (4) aspects of competence, namely (1) attitude, (2) knowledge, (3) general skills, and (4) specialised skills. The learning outcomes of the Food Technology Study Programme at UPGRIS are as follows:

ATTITUDE ASPECT

Every graduate of the Food Technology Study Programme possesses the following attitudes:

- S1. Is devout to God Almighty and able to demonstrate a religious attitude;
- S2. Upholding human values in carrying out duties based on religion, morals, and ethics;
- S3. Contributing to the improvement of the quality of life in society, the nation and the state for the advancement of civilisation based on Pancasila;
- S4. Acting as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation;
- S5. Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others;
- S6. To cooperate and demonstrate social sensitivity and concern for society and the environment;
- S7. To obey the law and maintain discipline in social and national life;
- S8. Internalising academic values, norms, and ethics;
- S9. Demonstrating a responsible attitude towards work in their field of expertise independently;
- S10. Internalising the spirit of independence, perseverance, and entrepreneurship.

KNOWLEDGE ASPECTS

Competency Area: Chemistry and Food Analysis

- P1. Be able to explain the key chemical processes underlying the properties and reactions of various food components;
- P2. Able to explain methods for controlling the chemical reactions occurring within foodstuffs;
- P3. Able to explain the relationship between chemical reactions and the mechanisms of food spoilage and shelf life;
- P4. Be able to explain the principles of food analysis techniques and methods;
- P5. Possess the skills to perform various basic and applied chemical analysis techniques on foodstuffs;
- P6. Select food analysis techniques appropriate to the characteristics of the material and requirements.

Competency Area: Microbiology and Food Safety

- P7. Identify pathogenic microbes and the causes of food spoilage, as well as their growth conditions;
- P8. Explain the environmental factors that influence microbial growth;
- P9. Identifying conditions for inactivating and killing spoilage and pathogenic microorganisms;
- P10. Explaining the principles of food preservation and processing using fermentation processes;
- P11. Explain and demonstrate proficiency in performing microbiological analysis techniques on foodstuffs.

Competency Area: Food Engineering and Processing

- P12. Able to explain the characteristics of raw materials, ingredients and food additives and their influence on the characteristics of the resulting food products/agricultural produce;
- P13. Able to explain the mechanisms of food spoilage and identify methods of control;
- P14. Able to explain mass and energy balance in food processing;
- P15. Able to explain the principles of heat and mass transfer in food processing;
- P16. Able to explain the principles of unit operations and process units in the food industry;
- P17. Able to identify appropriate unit operations and process equipment in food processing;
- P18. Able to explain the principles and techniques of food handling and processing, as well as the influence of process parameters on the quality, safety and shelf life of food products;
- P19. Able to explain the characteristics and use of packaging materials;
- P20. Able to explain water requirements for food processing and methods of managing waste from food processing.

Competency Area: Food Biochemistry, Nutrition and Health

- P21. Able to explain biochemical processes and the relationship between food consumption and nutritional status and health;
- P22. Able to explain the processes of digestion and the metabolism of nutrients;
- P23. Able to explain the differences between nutrients and functional foods in relation to health and fitness;
- P24. Able to explain changes in nutrients during processing and storage;
- P25. Able to explain laboratory techniques commonly applied in biochemistry and the evaluation of the biological value of food.

GENERAL SKILLS ASPECTS

- KU1. Be able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values appropriate to the field of Food Technology;
- KU2. Be able to demonstrate independent, high-quality and measurable performance;
- KU3. Able to examine the implications of the development or implementation of science and technology, taking into account and applying humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic critiques; to compile a scientific description of the results of their study in the form of a dissertation or final project report; and to upload it to the university's website.
- KU4. Compile a scientific description of the results of the above studies in the form of a dissertation or final project report, and upload it to the university website.
- KU5. Be able to make appropriate decisions in the context of problem-solving within their field of expertise, based on the analysis of information and data.
- KU6. Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution.
- KU7. Be able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to staff under their responsibility.

KU8. Able to conduct self-evaluation of the work groups under their responsibility, and able to manage their own learning.

KU9. Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.

SPECIFIC SKILLS

KK1. Apply and incorporate the principles of food science into practice and conditions within the food industry;

KK2. Able to master the basic principles of sensory evaluation of foodstuffs;

KK3. Able to select food packaging and storage techniques to extend the shelf life of food products;

KK4. Be able to apply statistical and computer principles in the food sector;

KK5. Developing food products based on the principles of food science;

KK6. Be able to apply quality assurance and halal food systems within the food processing chain;

KK7. Able to apply the principles of cleaning and sanitation in food processing;

KK8. Be able to apply food safety regulations and management;

KK9. Able to understand current issues in the food sector;

KK10. Able to start a food business or enterprise.

T. Law

1. Vision, Mission and Objectives

a. Academic Vision

To become a leading and distinctive Law programme.

b. Mission

- 1) To deliver the best, outstanding and character-building educational process in the field of law, adhering to intellectual, social and cultural principles, as well as the ideology of Pancasila
- 2) To conduct research and publish scholarly works in the field of law that are responsive and responsible towards the advancement of science, technology and the arts
- 3) To carry out community service based on research and community needs.
- 4) To implement a programme quality assurance system to enhance quality, accountability and accreditation.

c. Objectives

- 1) To produce Law graduates who are self-reliant, outstanding, and skilled in legal practice, who are broad-minded and open-minded whilst remaining steadfastly committed to intellectual, social and cultural principles, as well as the ideology of Pancasila.
- 2) To produce scholarly works resulting from legal research, published both nationally and internationally
- 3) To improve the quality and quantity of community service
- 4) To produce graduates who possess a spirit of independence, creativity, innovation, and democracy.

1. Graduate Profile

| Profile | Description |
|----------------|--------------------|
|----------------|--------------------|

| Profile | Description |
|--|---|
| Law Enforcement | Law Enforcement Consisting of Judges capable of analysing legal constructs and adjudicating cases within the judicial system with integrity towards the truth, whilst upholding intellectual and cultural principles as well as the ideology of Pancasila, Prosecutors capable of drafting and reviewing indictments and legal documents within the judicial system, upholding integrity and truth, and prioritising intellectual and cultural principles as well as the ideology of Pancasila, Lawyers capable of acting as legal advisers and providing legal consultation regarding legal relationships, whether private or public, with integrity, a distinct identity, excellence and skill, whilst upholding intellectual, social and cultural principles as well as the ideology of Pancasila, |
| Researcher/Legal Drafter | A researcher capable of analysing legal issues and their implications for state administration, government and society, upholding the truth and prioritising intellectual and cultural principles as well as the ideology of Pancasila; and a Legal Drafter capable of drafting and analysing legal provisions relating to both private and public law, possessing integrity, a strong sense of identity, excellence and skill, whilst prioritising intellectual, social and cultural principles, as well as the ideology of Pancasila |
| Legal Officer in a government or private institution | A Legal Officer capable of implementing legal policies, possessing integrity, excellence and skill, whilst upholding intellectual, social and cultural principles, as well as the ideology of Pancasila and the 1945 Constitution. Civil Servant or Private Sector Employee capable of implementing policies of government agencies, private organisations, and companies, possessing integrity, excellence and skill, whilst upholding intellectual, social and cultural principles, as well as the ideology of Pancasila. |

2. Learning Outcomes

Graduate Learning Outcomes (CPL) are formulated with reference to the KKNi qualification levels and SN-DIKTI, comprising elements of attitude, general skills, specific skills, and knowledge. The elements of attitude and general skills refer to SN-DIKTI as the minimum standard, which may be supplemented by the study programme to characterise its higher education graduates. The specific skills and knowledge components are formulated with reference to the KKNi descriptors in accordance with the level of education. The CPL for the Law Study Programme at the Faculty of Law, UPGRIS, are as follows:

ATTITUDE ASPECTS

Every graduate of the Law Study Programme possesses the following attitudes:

- S1. Is devout to God Almighty and able to demonstrate a religious attitude;
- S2. Upholding human values in carrying out duties based on religion, morals, and ethics;
- S3. Contributing to the improvement of the quality of life in society, the nation, and the state for the advancement of civilisation based on Pancasila;
- S4. Acting as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the country and the nation;
- S5. Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others;
- S6. Cooperating and demonstrating social awareness and concern for society and the environment;
- S7. Obeying the law and maintaining discipline in social and civic life;
- S8. Internalising academic values, norms, and ethics;

- S9. Demonstrating a responsible attitude towards work in their field of expertise independently;
- S10. Internalising the spirit of independence, perseverance, and entrepreneurship;

KNOWLEDGE ASPECTS

- P1. Being able to apply in-depth legal knowledge that supports their professional duties as a law enforcement officer or civil servant working in the legal field.
- P2. Mastering legal subject matter in depth to support their professional duties as a legal scholar or practitioner;
- P3. Possess a thorough understanding of the logic behind resolving specific legal issues within society;
- P4. Mastery of the functions and benefits of technology, particularly information and communication technology, relevant to the development of legal science;
- P5. Master legal research methods, using interdisciplinary or multidisciplinary approaches;
- P6. Be able to make decisions in resolving legal issues in accordance with the results of legal and information technology security analysis based on the ITE Law.

GENERAL SKILLS

- KU1. Ability to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology, whilst observing and applying humanistic values appropriate to the field of law;
- KU2. Ability to demonstrate independent, high-quality and measurable performance;
- KU3. Able to examine the implications of the development or implementation of legal science that takes into account and applies humanistic values in accordance with the field of law based on scientific principles, procedures and ethics in order to produce solutions, design ideas or artistic criticism, compile a dissertation or final project report and upload it to the university;
- KU4. Compile a scientific description of the results of the study in the form of a dissertation or final project report and submit it to the university;
- KU5. Be able to communicate information and ideas through various media to the public in accordance with the field of law;
- KU6. Be able to make appropriate decisions in the context of problem-solving within the field of legal expertise, based on the results of information and data analysis;
- KU7. Be able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution;
- KU8. Able to take responsibility for the team's performance and to supervise and evaluate the completion of tasks assigned to staff under their responsibility;
- KU9. Be able to conduct self-evaluation of the work group under their responsibility and manage their own learning;
- KU10. Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism;

SPECIFIC SKILLS

- KK1. Master and be able to develop the field of legal science to carry out planning, management, implementation and evaluation oriented towards life skills;
- KK2. Able to solve problems in the field of law by referring to the complexity of legal issues that continue to evolve and adapt to the situations faced through a relevant scientific approach in the global era;
- KK3. Ability to conduct scientific studies on phenomena and issues regarding quality, relevance, and access in the legal field, and to publish the findings scientifically;

- KK4. Ability to develop the profession sustainably through reflective practice;
- KK5. Ability to utilise information and communication technology for self-development;
- KK6. Able to analyse Information Technology Law and Security based on the ITE Law.

U. Management

1. Vision, Mission and Objectives

a. Academic Vision

To become a centre of excellence in management science with a distinct identity, emphasising digitalisation and entrepreneurship in the field of creative industry management by 2030.

b. Mission

- 1) To provide education that produces graduates who are professionals in the field of creative industry management based on digitalisation and entrepreneurship.
- 2) To develop research and publish scholarly works as part of efforts to enhance the quality of learning and the advancement of management science in the creative industries, grounded in digitalisation and entrepreneurship.
- 3) To conduct community service based on research to improve the welfare of the community.
- 4) To set an example in the delivery of education, research, and community service that is Adaptive, Enthusiastic and of Integrity (ADAB)
- 5) Developing networks and cooperation with government and non-governmental organisations at both national and international levels to strengthen the performance of the Management Studies programme

c. Objectives

- 1) To produce management graduates through learner-centred education, effective learning, and the optimal utilisation of facilities, infrastructure, and technology.
- 2) To produce objective, sustainable and outstanding scientific and creative works to serve as a reference in the development of management scholarship, with an emphasis on digitalisation and entrepreneurship
- 3) To produce community service works through the application of management to realise an independent, productive and prosperous society by utilising digitalisation.
- 4) To produce human resources in the field of management who are Adaptive, Enthusiastic and of Integrity (ADAB).
- 5) To enhance networks and cooperation with government and non-government institutions at both national and international levels to strengthen the performance of the Management Studies programme

2. Graduate Profile

The Bachelor's Degree Programme in Management is designed to produce Bachelor's degree graduates in Management who possess the following expertise:

| Graduate Profile | Description |
|---|---|
| Manager (HR, Marketing, Finance) | Able to apply management functions (planning, organising, staffing, directing, controlling and evaluating) at the operational level across various types of organisations, particularly within the creative industries. |

| Graduate Profile | Description |
|--------------------------------|---|
| Entrepreneur | Able to apply management and organisational functions and make managerial decisions to manage and develop business organisations by utilising digital technology, particularly in the creative industries |
| Digital Marketer | Able to apply management functions (planning, organising, staffing, directing, controlling and evaluating) to manage and market products using digital technology across various types of organisations, particularly in the creative industries. |
| SME Support Facilitator | Able to apply management functions and communicate guidance to various types of SMEs to solve managerial problems by utilising digital technology. |

3. Learning Outcomes

The formulation of Graduate Competency Standards (SKL) expressed in Graduate Learning Outcomes (CPL) based on SN-Dikti and KKNI at level six is as follows:

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|----------------------------------|--|
| | | ATTITUDE | |
| 1 | Manager | Bachelor's | Fears God Almighty and is able to demonstrate a religious attitude; |
| | | S2 | Upholding human values in the performance of duties in accordance with religious, moral and ethical principles; |
| | | S3 | Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |
| | | S4 | Compliance with the law and discipline in social and civic life; |
| | | S5 | Demonstrating a responsible attitude towards work in one's field of expertise independently; |
| | | S6 | Internalising the spirit of independence, perseverance and entrepreneurship; |
| | | S7 | Demonstrates exemplary conduct through a strong character of Adaptability, Enthusiasm and Integrity (ADAB) in keeping pace with developments in science and technology relevant to the profession of management. |
| 2 | Entrepreneur, | S1 | Upholding human values in carrying out duties based on religion, morals, and ethics |
| | | M | Acting as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation |
| | | S3 | Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others |
| | | S4 | Obeying the law and maintaining discipline in social and civic life |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|-------------------------|----------------------------------|--|
| | | S5 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| | | S6 | Internalising the spirit of independence, perseverance and entrepreneurship |
| | | S7 | Demonstrates exemplary behaviour through a strong Adaptive, Enthusiastic and Integrity-driven (ADAB) character in keeping pace with developments in science and technology relevant to the profession as an entrepreneur and Digital Marketer |
| 3. | Digital Marketer | S1 | Upholding human values in carrying out duties based on religion, morals, and ethics |
| | | Master s | Acting as a proud citizen who loves their homeland, possessing a sense of nationalism and a sense of responsibility towards the state and the nation |
| | | S3 | Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others |
| | | S4 | Obeying the law and maintaining discipline in social and civic life |
| | | S5 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| | | S6 | Internalising the spirit of independence, perseverance and entrepreneurship |
| | | S7 | Demonstrates exemplary behaviour through a strong Adaptive, Enthusiastic and Integrity-driven (ADAB) character in keeping pace with developments in science and technology relevant to the profession as an entrepreneur and Digital Marketer |
| 4. | SME Support Facilitator | S1 | Upholding human values in carrying out duties based on religion, morals, and ethics |
| | | Master s | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila |
| | | S3 | Compliance with the law and discipline in community and national life |
| | | S4 | Demonstrating a sense of responsibility for work within their field of expertise independently; |
| | | S5 | Internalising the spirit of independence, resilience and entrepreneurship |
| | | S6 | Demonstrates exemplary behaviour through a strong Adaptive, Enthusiastic and Integrity-driven (ADAB) character in keeping pace with developments in science and technology relevant to the profession of SME support facilitator |
| 1 | Manager | KU1 | Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values, particularly in the fields of Human Resources, Marketing and Finance |
| | | KU2 | Able to demonstrate independent, high-quality and |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|------------------|----------------------------------|---|
| | | | |
| | | | measurable performance |
| | | KU3 | Able to make appropriate decisions in the context of problem-solving in the field of management, based on the results of information and data analysis. |
| | | KU4 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility. |
| | | KU5 | Able to conduct self-evaluation of the work teams under their responsibility, and able to manage their own learning |
| | | KU6 | Able to set an example through a strong Adaptive, Enthusiastic and Integrity-driven (ADAB) character in keeping pace with developments in science and technology relevant to the managerial profession |
| 2. | Entrepreneurs | KU1 | Able to demonstrate independent, high-quality and measurable performance |
| | | KU2 | Able to make appropriate decisions in the context of problem-solving across 5 fields, based on the analysis of information and data |
| | | KU3 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |
| | | KU4 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility |
| | | KU5 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning |
| | | KU6 | Able to serve as a role model through a strong character of Adaptability, Enthusiasm and Integrity (ADAB) in keeping pace with developments in science and technology relevant to the entrepreneurial profession |
| 3. | Digital Marketer | KU1 | Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values, particularly in the field of Marketing |
| | | KU2 | Able to demonstrate independent, high-quality and measurable performance |
| | | KU3 | Able to assess the implications of the development or implementation of science and technology that takes into account and applies humanistic values in accordance with their expertise, based on scientific principles, procedures and ethics, in order to produce solutions, ideas, designs or artistic criticism |
| | | KU4 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|-------------------------|----------------------------------|--|
| | | KU5 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility |
| | | KU6 | Able to document, store, secure and retrieve data to ensure authenticity and prevent plagiarism |
| | | KU7 | Able to set an example through a strong Adaptive, Enthusiastic and Integrity-driven (ADAB) character in keeping pace with developments in science and technology relevant to the profession of digital marketer |
| 4. | SME Support Facilitator | KU1 | Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, whilst taking into account and applying humanistic values, particularly in the field of management |
| | | KU2 | Able to demonstrate independent, high-quality and measurable performance |
| | | KU3 | Able to maintain and develop professional networks with supervisors, colleagues and peers both within and outside their institution |
| | | KU4 | Able to take responsibility for the achievement of group work outcomes and to supervise and evaluate the completion of tasks assigned to staff under their responsibility |
| | | KU5 | Able to conduct self-evaluation of the work group under their responsibility, and able to manage independent learning; and |
| | | KU6 | Able to serve as a role model through a strong Adaptive, Enthusiastic and Integrity-driven (ADAB) character in keeping pace with developments in science and technology relevant to the profession of SME support facilitator |
| 1 | Manager | KK1 | Able to formulate management functions (planning, organising, staffing, directing, controlling and evaluating) at the operational level across various types of organisations |
| | | KK2 | Able to carry out organisational functions (marketing, operations, human resources, finance, and strategy) at the operational level in various types of organisations |
| | | KK3 | Able to identify managerial and organisational issues at the operational level, and take appropriate corrective action based on developed alternatives, by applying entrepreneurial principles rooted in local wisdom; |
| | | KK4 | Able to contribute to the formulation of the organisation's strategic plan and translate the strategic plan into the organisation's operational plan at the functional level; |
| | | KK5 | able to apply appropriate managerial knowledge in various types of organisations at the operational level, based on the analysis of data and information regarding organisational functions; |
| 2 | Entrepreneurs | KK1 | Able to formulate management functions (planning, |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|--------------------------|----------------------------------|---|
| | | | organising, staffing, directing, controlling and evaluating) at the operational level in various types of organisations; |
| | | KK2 | able to carry out organisational functions (marketing, operations, human resources, finance, and strategy) at the operational level in various types of organisations; |
| | | KK3 | is able to identify managerial and organisational issues at the operational level, and take appropriate corrective action based on developed alternatives, by applying entrepreneurial principles rooted in local wisdom |
| | | KK4 | is able to communicate effectively across functions and organisational levels. |
| | | KK5 | Able to formulate a business plan, mechanisms, work priorities and objectives for business management and development |
| 3. | Digital Marketer | KK1 | Able to resolve marketing issues across various types of organisations by utilising digital technology |
| | | KK2 | is able to brand an organisation using digital technology whilst utilising creativity without compromising business ethics. |
| | | KK3 | Able to identify market opportunities that present opportunities for marketing activities |
| 4. | MSME Support Facilitator | KK1 | Able to perform organisational functions (marketing, operations, human resources, finance, and strategy) at an operational level across various types of organisations; |
| | | KK2 | Able to identify managerial issues and organisational functions at the operational level, and take appropriate corrective action based on developed alternatives, by applying entrepreneurial principles rooted in local wisdom; |
| | | KK3 | Able to contribute to the formulation of the organisation's strategic plan and translate the strategic plan into the organisation's operational plan at the functional level; |
| | | KK4 | Able to communicate effectively across functions and organisational levels. |
| | | KK5 | Able to draw up business plans, mechanisms, work priorities and objectives for business management and development |
| 1. | Manager | P1 | Mastery of theoretical concepts, methods and analytical tools for management functions (planning, implementation, direction, monitoring, evaluation and control) and organisational functions (marketing, HR, operations and finance) across various types of organisations |
| | | P2 | Mastery of the concepts and techniques for formulating strategic plans and translating them into operational plans |
| | | P3 | Mastering the principles of leadership and entrepreneurship in various types of organisations; |
| | | P4 | Mastering business ethics and human values |

| No | Graduate Profile | Graduate Learning Outcomes (CPL) | |
|----|-------------------------|----------------------------------|---|
| | | P5 | Mastering knowledge of the types and regulations of local, national, regional and global organisations |
| | | P6 | Mastering the rules, principles and techniques of cross-functional, cross-organisational and cross-cultural communication |
| 2 | Entrepreneurs | P1 | Mastering the concepts and techniques of formulating strategic plans and translating them into operational plans |
| | | P2 | Mastering the principles of leadership and entrepreneurship in various types of organisations |
| | | P3 | Mastering business ethics and human values |
| | | P4 | Mastering knowledge of the types and regulations of local, national, regional and global organisations |
| | | P5 | Mastering the rules, principles and techniques of cross-functional, cross-organisational and cross-cultural communication |
| 3. | Digital Marketer | P1 | Mastering the theoretical concepts, methods and analytical tools of marketing functions across various types of organisations |
| | | P2 | Mastery of concepts and techniques for developing strategic plans in the field of marketing, and digital marketing in particular, and translating these into operational plans |
| | | P3 | Mastering digital technologies that support digital marketing |
| | | P4 | Mastering the rules, principles and techniques of cross-functional, cross-organisational and cross-cultural communication |
| 4. | SME Support Facilitator | P1 | Mastery of theoretical concepts, methods and analytical tools for management functions (planning, implementation, direction, monitoring, evaluation and control) and organisational functions (marketing, HR, operations and finance) across various types of organisations |
| | | P2 | Mastery of the concepts and techniques for formulating strategic plans and translating them into operational plans |
| | | P3 | Mastering the principles of leadership and entrepreneurship in various types of organisations; Mastering knowledge of the types and regulations of local, national, regional, and global organisations |
| | | P4 | Mastering business ethics and human values; |
| | | P5 | Mastering the rules, principles and techniques of cross-functional, cross-organisational and cross-cultural communication |

V. Digital Business

1. Vision, Mission and Objectives

a. Academic Vision

To become a Digital Business programme that produces Digital Business Analysts and Digital Creative Entrepreneurs with outstanding character, focusing on digital creative entrepreneurship and digital tourism

b. Mission

- 1) To provide education aimed at producing professionals in the field of Digital Business, based on digital creative entrepreneurship and digital tourism
- 2) To develop research and publish academic works as part of efforts to enhance the quality of learning and advance knowledge in the field of Digital Business, based on digital creative entrepreneurship and digital tourism
- 3) To implement Community Service (PKM) as an application of research outcomes to improve community welfare
- 4) To implement good governance of the study programme and engage in partnership activities with domestic and international institutions to support the Four Pillars of Higher Education

c. Objectives

- 1) To produce graduates in the field of digital business through learner-centred education, effective learning, and the optimal utilisation of facilities, infrastructure, and technology
- 2) To produce objective, sustainable and outstanding scientific and creative works to serve as a reference in the development of knowledge in the fields of digital creative entrepreneurship and digital tourism.
- 3) To produce community service works through the application of management to realise an independent, productive and prosperous society by utilising digitalisation.
- 4) To produce human resources in the field of digital business who are Adaptive, Enthusiastic and of Integrity (ADAB).
- 5) To enhance networks and cooperation with government and non-government institutions at both national and international levels to strengthen the performance of the digital business study programme.

d. Graduate Profile

The Graduate Profile of the Digital Business Study Programme at UPGRIS, established based on the VMTS, is as follows:

| Graduate Profile | Description |
|---------------------------------|--|
| Digital Business Analyst | <ol style="list-style-type: none">a. Capable of engaging in the planning, implementation, and education as well as the development of digital business plans for clients/business owners, identifying market needs, developing product or brand strategies, and formulating funding and loan application strategies for business financing; assisting in customer acquisition processes; supporting recruitment and training processes to bolster human resources; and providing education and understanding regarding information technology for business, sales, and legal regulations within the business worldb. Able to identify business needs, understand technological solutions, create and implement plans, conduct detailed business analysis, define business requirements, discuss solutions, collaborate with project managers, communicate project progress to stakeholders, track and validate solutions, and measure organisational value changesc. Able to predict sales and marketing trends, conduct |

| Graduate Profile | Description |
|--------------------------------------|--|
| | competitor research, carry out consumer surveys and analyse demographics, determine effective methods for data collection, assess the effectiveness of marketing strategies, interpret data analysis results, present research findings in reports to clients or company managers, and evaluate customer satisfaction |
| Digital Creative Entrepreneur | <p>a. Able to apply business concepts, have access to capital, understand the target market, build networks, implement marketing strategies, possess solutions, innovation and creativity, seize opportunities, provide services and utilise technology for business development</p> <p>b. Able to create original, creative, engaging and communicative content; master the ins and outs of digital platforms; stay up to date; conduct content research; act as a bridge between the company and the market; and must understand the products or objectives of the company they represent, whilst taking responsibility for the content they produce</p> <p>c. Able to create short- and long-term plans/strategies, determine the company's direction, perform management functions, control income and expenditure, provide services according to customer needs, maintain quality, negotiate with vendors, prepare quotations, and utilise technology to facilitate the creation of tour packages or the procurement of products via online systems</p> |

2. Learning Outcomes

The formulation of Graduate Competency Standards (SKL) expressed in Graduate Learning Outcomes (CPL) based on SN-Dikti and KKNI descriptors in accordance with level six is as follows:

| No | Graduate Profile | Learning Outcomes | |
|----|---------------------------------|-------------------|---|
| 1 | Digital Business Analyst | SIKAP | |
| | | S3 | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila |
| | | S5 | Respecting the diversity of cultures, views, religions and beliefs recognised by the unitary state of the Republic of Indonesia |
| | | S6 | To cooperate and demonstrate social sensitivity and concern for society and the environment |
| | | S7 | Obeying the law and maintaining discipline in social and civic life |
| | | S9 | Demonstrating a responsible attitude towards one's work independently |

| No | Graduate Profile | Learning Outcomes | |
|----|--------------------------------------|-----------------------|--|
| | | GENERAL SKILLS | |
| | | KU2 | Able to analyse and apply various business skills in a creative, innovative and sustainable manner. |
| | | KU4 | Able to make appropriate decisions in the context of problem-solving |
| | | KU5 | Able to generate and develop ideas, concepts and solutions in the field of Digital Business, as well as compile them into academic papers and publish them |
| | | SPECIAL SKILLS | |
| | | KK1 | Ability to think logically, analytically, critically, creatively and innovatively, and to apply various decision-making models to business processes. |
| | | KK2 | Ability to analyse and design strategic and alternative solutions related to issues in the field of Digital Business |
| | | KK3 | Able to coordinate with teams and demonstrate proactive leadership and a problem-solving mindset |
| | | KK4 | Able to design models, business processes, strategies, resource requirements, and the utilisation of digital technology in the fields of economics and business management |
| | | KK5 | Able to present and operate various digital applications and analyse the potential of digital business technology issues |
| | | KK7 | Able to develop comprehensive digital business technology designs, and capable of analysing business needs, designing digital business technology, and applying it to an integrated solution to resolve problems |
| | | KK8 | Able to apply Artificial Intelligence to business processes and data processing, including data collection, data manipulation, and analysis through digital business modelling |
| | | KNOWLEDGE | |
| | | P1 | Mastery of the scientific concepts and methods underpinning the field of Digital Business, including planning, creation, development, business modelling, as well as creativity and innovation. |
| | | P2 | Mastery of theoretical concepts, methods, and analytical tools for management functions, including planning, implementation, direction, monitoring, evaluation, and control of organisational functions (marketing, HR, finance) |
| | | P4 | Mastering the basic concepts of data modelling and analysis, including database systems, big data and data science. |
| 2 | Digital Creative Entrepreneur | ATTITUDE | |
| | | S3 | Contributing to the improvement of the quality of life in society, the nation, the state and civilisation based on Pancasila |

| No | Graduate Profile | Learning Outcomes | |
|----|------------------|---------------------------|--|
| | | S7 | Compliance with the law and discipline in community and national life |
| | | S9 | Demonstrating a responsible attitude towards one's work independently |
| | | S10 | Internalising the spirit of independence, perseverance and entrepreneurship |
| | | S11 | Possesses an Adaptive, Enthusiastic and Integrity-driven (ADAB) attitude. |
| | | GENERAL SKILLS | |
| | | KU1 | Able to analyse, manage and apply Digital Business knowledge in commercial and social entrepreneurship |
| | | KU2 | Able to analyse and apply various business skills in a creative, innovative and sustainable manner. |
| | | KU3 | Able to apply technical and non-technical skills in business technology |
| | | KU5 | Able to generate and develop ideas, concepts and solutions in the field of Digital Business, as well as compile them into scientific papers and publish them |
| | | SPECIALISED SKILLS | |
| | | KK1 | Able to think logically, analytically, critically, creatively and innovatively, and to apply various decision-making models to business processes. |
| | | KK4 | Able to design models, business processes, strategies, resource requirements, and the utilisation of digital technology in the fields of economics and business management |
| | | KK5 | Able to present and operate various digital applications and analyse the potential of digital business technology issues |
| | | KK6 | Able to apply information technology to enhance the ability to conduct market analysis, business analysis and marketing within the principles of sustainable business |
| | | KK7 | Able to develop a comprehensive digital business technology design, and able to analyse business needs, design digital business technology and apply it to an integrated solution to solve problems. |
| | | KNOWLEDGE | |
| | | P2 | Mastery of theoretical concepts, methods and analytical tools for management functions, planning, implementation, direction, monitoring, evaluation and control of organisational functions (marketing, HR, finance) |
| | | P3 | Mastering the basic concepts and techniques of computer science, including algorithms & programming, mathematics and statistics. |
| | | P5 | Mastering the concepts and principles of integrating information systems/information technology into digital business processes |

Thus, the CPL for the Digital Business programme can be seen in the following table:

| CPL No. | ATTITUDE |
|---------|----------|
|---------|----------|

| CPL No. | ATTITUDE | |
|-----------------------|-----------------|--|
| 1 | S1 | Fearing God Almighty and able to demonstrate a religious attitude |
| 2 | S2 | Upholding human values in carrying out duties based on religion, morals and ethics |
| 3 | S3 | Contributing to the improvement of the quality of life in society, the nation, the state, and civilisation based on Pancasila |
| 4 | S4 | To act as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation |
| 5 | S5 | To respect the diversity of cultures, views, religions and beliefs recognised by the unitary state of the Republic of Indonesia |
| 6 | S6 | Working together and demonstrating social sensitivity and concern for society and the environment |
| 7 | S7 | Compliance with the law and discipline in social and civic life |
| 8 | S8 | Internalising academic values, norms and ethics |
| 9 | S9 | Demonstrating a responsible attitude towards their work independently |
| 10 | S10 | Internalising the spirit of independence, perseverance and entrepreneurship |
| 11 | S11 | Possessing an Adaptive, Enthusiastic and Integrity-driven (ADAB) attitude. |
| KNOWLEDGE | | |
| 12 | P1 | Mastery of the scientific concepts and methods underpinning the field of Digital Business, including planning, creation, development, business modelling, as well as creativity and innovation. |
| 13 | P2 | Mastering the theoretical concepts, methods, and analytical tools of management functions, including planning, implementation, direction, monitoring, evaluation, and control of organisational functions (marketing, HR, finance) |
| 14 | P3 | Mastering the basic concepts and techniques of computer science, including algorithms & programming, mathematics and statistics. |
| 15 | P4 | Mastering the basic concepts of data modelling and analysis, including database systems, big data and data science. |
| 16 | P5 | Mastering the concepts and principles of integrating information systems/information technology into digital business processes |
| GENERAL SKILLS | | |
| 17 | KU1 | Ability to analyse, manage and apply Digital Business knowledge in commercial and social entrepreneurship |
| 18 | KU2 | Able to analyse and apply various business skills in a creative, innovative and sustainable manner. |
| 19 | KU3 | Able to apply technical and non-technical skills in business technology |
| 20 | KU4 | Able to make appropriate decisions in the context of problem-solving |
| 21 | KU5 | Able to generate and develop ideas, concepts and solutions in the field of Digital Business, as well as compile them into scientific papers and publish them |
| SPECIAL SKILLS | | |
| 22 | KK1 | Able to think logically, analytically, critically, creatively and innovatively, and to apply various decision-making models to business processes. |
| 23 | KK2 | Able to analyse and design strategic and alternative solutions related to issues in the field of Digital Business |
| 24 | KK3 | Able to coordinate with the team, demonstrate proactive leadership and possess a problem-solving mindset |

| CPL No. | ATTITUDE | |
|---------|----------|--|
| 25 | KK4 | Able to design models, business processes, strategies, resource requirements, and the utilisation of digital technology in the fields of economics and business management |
| 25 | KK5 | Able to present and operate various digital applications and analyse the potential of digital business technology issues |
| 26 | KK6 | Able to apply information technology to enhance skills in conducting market analysis, business analysis and marketing within the principles of sustainable business |
| 27 | KK7 | Able to develop a comprehensive digital business technology design, and able to analyse business needs, design digital business technology and apply it to an integrated solution to solve problems. |
| 28 | KK8 | Able to apply Artificial Intelligence to business processes and data processing, including data collection, data manipulation, and analysis through digital business modelling |

POSTGRADUATE PROGRAMME

A. Master of Education Management

1. Vision, Mission and Objectives

a. Vision

To become a leading and distinctive programme in the development of Educational Management science and information technology in the Global Era by 2030

b. Mission

- To provide education that produces Master's graduates in Educational Management who possess the expertise to manage formal, informal and non-formal education based on information technology in the global era.
- To conduct research in the field of Educational Management for the advancement of knowledge and technology.
- To carry out community service in the field of Educational Management to apply knowledge and technology based on both research findings and policy.
- To organise various exemplary activities within a nationalist, religious, and caring context in both academic and non-academic life, both on and off campus.
- Developing cooperation with domestic and international institutions as a manifestation of the Four Pillars of Higher Education.

c. Objectives

- To produce Master's graduates in Educational Management who possess the expertise to manage formal, informal, and non-formal education based on information technology in the global era.
- To produce research in the field of Educational Management for the advancement of science and technology.
- To produce community service in the field of Educational Management to apply science and technology based on both research findings and policy.
- To produce various exemplary activities within a nationalist, religious, and caring context in both academic and non-academic life, both on and off campus.
- Establishing cooperation with domestic and international institutions as a manifestation of the Four Pillars of Higher Education.

2. Graduate Profile

| No | Graduate Profile | Specific Description |
|----|----------------------|--|
| 1. | Educational Planning | Educational planners in formal educational institutions at |

| No | Graduate Profile | Specific Description |
|----|---------------------------------|--|
| | | primary and secondary levels, non-formal education, and meso- and macro-level educational institutions |
| 2. | Education Manager | Micro, meso, and macro education managers in formal and non-formal educational institutions |
| 3. | Education Supervisor | Micro, meso, and macro education supervisors in formal and non-formal educational institutions. |
| 4. | Education Researcher | Education researchers in formal and non-formal education settings across various pathways and levels of education. |
| 5. | Education Management Consultant | Provider of educational management consultancy and training in formal educational institutions |

3. Learning Outcomes

a. Learning Outcomes: Attitudes

- 1) Fearing God Almighty and demonstrating religious attitudes.
- 2) Upholding human values in carrying out duties based on religion, morals and ethics.
- 3) Contributing to the improvement of the quality of life in society, the nation, the state, and civilisation based on Pancasila.
- 4) Acting as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation.
- 5) Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others,
- 6) To cooperate and demonstrate social sensitivity and concern for society and the environment.
- 7) To be law-abiding and disciplined in social and civic life.
- 8) Internalising academic values, norms, and ethics.
- 9) Demonstrating a responsible attitude towards work in their field of expertise independently.
- 10) Internalising the spirit of independence, perseverance, and entrepreneurship.

b. General Skills

- 1) Ability to develop logical, critical, systematic, and creative thinking through scientific research, the creation of designs or works of art in the fields of science and technology that take into account and apply humanistic values in accordance with their field of expertise, formulating scientific concepts and research findings based on scientific principles, procedures and ethics in the form of a thesis, and publishing articles in nationally accredited scientific journals and gaining international recognition in the form of scientific presentations or the equivalent.
- 2) Able to conduct academic validation or studies in their field of expertise to address issues in relevant communities or industries through the development of their knowledge and expertise.
- 3) Be able to formulate ideas, findings and scientific arguments responsibly and in accordance with academic ethics, and communicate them through various media to the academic community and the wider public.
- 4) Be able to identify the scientific field that is the subject of their research and position it within a research map developed through an interdisciplinary or multidisciplinary approach.
- 5) Able to make decisions in the context of resolving issues in the development of science and technology, taking into account and applying humanistic values based on analytical or experimental studies of information and data.

- 6) Able to manage, develop and maintain professional networks with colleagues and peers within the institution and the wider research community.
- 7) Able to enhance their capacity for independent learning.
- 8) Able to document, store, secure, and retrieve research data to ensure validity and prevent plagiarism.

c. Specialised Skills

1) Educational Planner

- a) Able to develop short-term (operational) educational plans using authentic and up-to-date data to produce an Annual Work Plan (Renja) in order to address issues within the educational unit.
- b) Able to develop medium-term (strategic) educational plans using authentic and up-to-date data to produce a Strategic Plan to address issues within educational institutions.
- c) Able to develop long-term educational planning using up-to-date data and applying various approaches in educational planning to produce a Long-Term Plan to address issues within educational institutions.
- d) Able to provide training on educational planning by applying various methods and approaches to produce short-term, medium-term, and long-term educational plans to address issues within educational institutions.

2) Education Manager

- a) Able to comprehensively plan the utilisation of educational resources to achieve educational objectives in order to solve problems within educational institutions.
- b) Able to organise educational resources effectively and efficiently to achieve educational objectives in order to resolve issues within educational institutions.
- c) Able to implement planned programmes and activities using various approaches and strategies effectively and efficiently to achieve educational objectives in order to resolve issues within educational institutions.
- d) Able to monitor the implementation of programmes and activities based on planning effectively and efficiently to achieve educational objectives in order to resolve issues within educational institutions.

3) Educational Supervisor

- a) Able to plan comprehensive managerial and academic supervision to improve the quality of educational and learning management in order to resolve issues within educational institutions.
- b) Able to carry out managerial and academic supervision periodically and objectively to improve the quality of educational and learning management in order to solve problems within educational institutions.
- c) Able to conduct performance evaluations of headteachers and teachers objectively, transparently, and accountably to improve the quality of educational and learning management in order to resolve issues within educational institutions.
- d) Able to follow up on the results of performance evaluations of headteachers and teachers with constructive and democratic guidance to improve the quality of educational and learning management in order to resolve issues within educational institutions.

4) Educational Researcher

- a) Able to design educational research using relevant research approaches, types, and methods to solve educational problems.
- b) Able to conduct educational research using relevant research approaches, types, and methods to solve educational problems.
- c) Able to disseminate research findings through various forums and scientific media at both national and international levels.

- 5) Education Management Consultant
 - a) Able to design comprehensive educational management consultancy programmes to solve problems in the field of educational management.
 - b) Able to provide educational management consultancy services to solve problems in the field of educational management.
 - c) Able to provide training and mentoring in educational management to improve the performance of educational organisations.

B. Master of Education in Indonesian Language and Literature

1. Vision, Mission and Objectives

a. Vision

By 2025, to become a Master's programme that produces graduates who excel in research, education and teaching, and who serve the community in the field of language and literature with a distinct identity.

b. Mission

1. To conduct education and academic activities in the field of Indonesian Language and Literature Education capable of fostering excellence in producing research that can be utilised in implementing programmes aimed at fostering positive change and behaviour in accordance with societal values and a strong national identity
2. To organise and develop academic activities based on research concepts to advance knowledge through workshops and seminars; to produce academic works through training and the publication of scientific papers; and to generate findings in the fields of language, literature and culture that are relevant to humanity and the welfare of society, by mandating the production of outputs at every stage of thesis completion
3. To organise and develop research activities that are current and credible, characterised by the involvement of experts (lecturers) and students, as well as members of the community, in a planned and sustainable manner in accordance with the needs of society at large.
4. To organise and develop academic programmes aimed at enhancing the quality of lecturers and students as both scholars and practitioners of education through scientific discussions involving experts and specialists
5. To organise and develop regular and sustainable programmes capable of fostering outstanding character and a strong sense of national identity through the field of Indonesian language and literature education, in the form of establishing communities of language, literature and arts enthusiasts.
6. To organise and develop professional and highly credible collaborations in the field of Indonesian Language and Literature education research, in the form of partnerships and collaborations with competent educational institutions and language institutions.
7. To organise and develop programmes and activities related to the broad development of human resources within the scope of Indonesian language, literature and culture education, ensuring they are adequate and of high quality through partnership-based training activities

c. Objectives

1. To produce outstanding graduates in the field of language and literature education who are capable of implementing social changes and shaping societal values based on national identity.
2. To produce graduates capable of developing knowledge, academic works, and findings in the fields of language, literature, and culture that benefit humanity and the welfare of society.

3. To produce graduates capable of conducting innovative research in the field of language and literature education to meet global demands.
4. To produce outstanding scholars and educational practitioners grounded in linguistics, literature and culture at primary, secondary and higher education levels.
5. To produce outstanding members of society who foster a sense of national identity.
6. To serve as a centre for research in language and literature education, exploring the noble values of local wisdom.
7. To become a centre for language, literature and cultural education services and consultancy that is competent in terms of pedagogy, professionalism, character and social responsibility.

2. Graduate Profile

Graduates of the Master's Programme in Indonesian Language and Literature Education at UPGRIS, possess the following profile:

- a. Individuals who excel in the field of Indonesian language and literature education, relevant to the needs of development and society, capable of implementing social changes and shaping societal values based on national identity.
- b. Individuals capable of advancing knowledge and producing academic works.
- c. Innovative researchers in the field of Indonesian language and literature education who are capable of meeting global demands.
- d. Educational consultants for the community in building a sense of Indonesian identity.

3. Learning Outcomes

| ATTITUDE | |
|------------------|--|
| 1 | is devout to God Almighty and able to demonstrate a religious attitude |
| 2 | upholding human values in carrying out duties based on religion, morals and ethics |
| 3 | to act as a proud citizen who loves their homeland, possessing a sense of nationalism and a sense of responsibility towards the state and the nation |
| 4 | respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |
| 5 | cooperating and demonstrating social sensitivity and concern for society and the environment; |
| 6 | abiding by the law and maintaining discipline in social and civic life; |
| 7 | internalising academic values, norms and ethics; |
| 8 | demonstrating a responsible attitude towards work in their field of expertise independently; and |
| 9 | internalising the spirit of independence, perseverance, and entrepreneurship. |
| KNOWLEDGE | |
| 1 | Mastering the foundational concepts of educational planning, development and evaluation to support the application of knowledge in Indonesian language and literature education within both formal and non-formal educational settings |
| 2 | Mastering knowledge of curriculum studies and development as practical support for their |

| ATTITUDE | |
|-----------------------|---|
| | role as professional experts in Indonesian language and literature education. |
| 3 | Mastering knowledge of literary studies and folklore to develop innovative and high-quality products in the field of Indonesian language and literature education that are beneficial to specific community groups and/or the wider public. |
| 4 | Mastering the knowledge of creating innovative products that are proven to be effective and of high quality in the field of Indonesian language and literature for specific community groups and/or the wider public, and recognised at national and/or international level through publication. |
| 5 | Mastering sociolinguistic knowledge to produce original academic works in the field of Indonesian Language and Literature Education at the national and/or international level. |
| 6 | Mastering knowledge of literary analysis and the sociology of literature to identify solutions to problems in Indonesian language and literature education within the wider community through research. |
| 7 | Mastering methods for developing theories, concepts and techniques to resolve issues in the field of Indonesian language and literature education within the wider community. |
| 8 | Mastering the knowledge of thesis writing to produce original and high-quality research reports without compromising local wisdom and national culture, in accordance with academic regulations and ethics |
| 9 | Mastering knowledge of language and literature discourse, as well as applied linguistics, to provide consultancy services in the field of Indonesian language, literature and culture education that are recognised at local, national and/or international levels. |
| 10 | Mastering the techniques and methods of conducting consultation on Indonesian language and literature education in formal and non-formal educational institutions recognised at local, national and/or international levels. |
| 11 | Mastery of knowledge regarding the organisation of educational seminars and training in Indonesian language, literature and culture, recognised at local and national levels. |
| GENERAL SKILLS | |
| 1 | Ability to develop logical, critical, systematic, and creative thinking through scientific research, the creation of designs or works of art in the fields of science and technology that take into account and apply humanistic values in accordance with one's field of expertise, and to formulate scientific concepts and research findings based on scientific principles, procedures, and ethics in the form of a thesis or other equivalent form, and uploaded to the university's website, as well as papers published in accredited scientific journals or accepted for publication in international journals; |
| 2 | be able to conduct academic validation or research in their field of expertise to address issues in relevant communities or industries through the development of their knowledge and expertise; |
| 3 | able to formulate ideas, thoughts and scientific arguments responsibly and in accordance |

| ATTITUDE | |
|------------------------|---|
| | with academic ethics, and to communicate them through the media to the academic community and the wider public; |
| 4 | be able to identify the scientific field that is the subject of their research and position it within a research map developed through an interdisciplinary or multidisciplinary approach; |
| 5 | be able to make decisions in the context of resolving issues in science and technology development, taking into account and applying humanistic values based on analytical or experimental studies of information and data; |
| 6 | Able to manage, develop and maintain professional networks with colleagues and peers within the institution and the wider research community |
| 7 | Able to enhance independent learning capacity; |
| 8 | Able to document, store, secure and retrieve research data in order to ensure validity and prevent plagiarism. |
| SPECIFIC SKILLS | |
| 1 | Skilled in applying psycholinguistics and pragmatics in the planning, development, and evaluation of Indonesian language and literature education. |
| 2 | Skilled in applying an understanding of the scientific philosophy studied in the planning, development, and evaluation of professional education. |
| 3 | Skilled in applying linguistic and literary knowledge to produce high-quality findings in the field of Indonesian language and literature education. |
| 4 | Skilled in applying children's literature to produce academic works in the field of Indonesian language and literature education. |
| 5 | Proficient in methodology, employing a variety of approaches and presenting data using inferential statistics in valid research activities in the field of Indonesian language and literature education. |
| 6 | Skilled in finding scientific solutions to various problems in the field of Indonesian language and literature education |
| 7 | Skilled in applying research methods in Indonesian language and literature education to produce research in the form of a thesis |
| 8 | Skilled in applying gender studies to provide consultancy services in Indonesian language, literature and culture education, to develop education, and to conduct research in Indonesian language, literature and culture education |

C. Master of English Language Education

1. Vision, Mission and Objectives

a. Vision

To become a Master's Programme in English Language Education that is excellent and distinctive, upholding integrity, intelligence and honesty, ethical standards and an international reputation, whilst applying the values of Pancasila.

b. Mission

1. To deliver high-quality higher education to prepare academics and practitioners in the field of English language education who are outstanding, distinctive and globally competitive.
2. To conduct research activities that are of high integrity, honest, ethical and free from plagiarism at local, regional and international levels.
3. To carry out community service activities at local, regional, and international levels.
4. To develop networks of cooperation with governmental and non-governmental organisations at local, regional, and international levels.

c. Objectives

The Master's Programme in English Language Education aims to provide higher education grounded in the Pancasila and academic values of integrity, honesty, transparency, and adherence to academic ethics, in order to meet the needs of advanced English language education.

2. Graduate Profile

Graduates of the Master's Programme in English Language Education are equipped with the knowledge, ethics, sensitivity, skills and abilities to serve as:

- a. English language education researchers
Graduates who are capable of conducting research, writing up research findings, and defending their research results, carried out ethically and with integrity, and publishing their work to gain recognition at both national and international levels.
- b. English language education curriculum analysts/developers
Graduates who master the skills to plan, analyse, design and dissect curricula and educational policies, and formulate solutions to problems in the field of English language education based on research data to improve the quality of English language education at both local and international levels.

3. Learning Outcomes

| GRADUATE LEARNING OUTCOMES | |
|----------------------------|--|
| ATTITUDE | |
| Bachelor | Fearing God Almighty and able to demonstrate a religious attitude; |
| Master's | Upholding human values in carrying out duties based on religion, morals and ethics; |
| S3 | Compliance with the law and discipline in social and civic life; |
| S4 | Contributing to the improvement of the quality of life in society, the nation, and the state, and to the advancement of civilisation based on Pancasila; |
| S5 | To act as a proud and patriotic citizen, demonstrating a sense of nationalism and a sense of responsibility towards the country and the nation; |
| S6 | Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others; |
| S7 | Cooperating and demonstrating social sensitivity and concern for society and the environment; |
| S8 | Internalising academic values, norms and ethics; |
| S9 | Demonstrating a responsible attitude towards work in their field of expertise independently; |
| S10 | Internalising the spirit of independence, perseverance and entrepreneurship. |

| GRADUATE LEARNING OUTCOMES | |
|--|--|
| GENERAL SKILLS | |
| Graduates of the Master's Programme must possess the following general skills: | |
| KU 1 | Ability to develop logical, critical, systematic, and creative thinking through scientific research, the creation of designs or works of art in the fields of science and technology that take into account and apply humanistic values in accordance with their field of expertise, formulating scientific concepts and research findings based on scientific principles, procedures, and ethics in the form of a thesis or other equivalent form, and uploaded to the university's website, as well as papers published in accredited scientific journals or accepted for publication in international journals; |
| KU 2 | Able to conduct academic validation or research in their field of expertise to address issues in relevant communities or industries through the development of their knowledge and expertise; |
| KU 3 | Able to formulate ideas, findings, and scientific arguments responsibly and in accordance with academic ethics, and to communicate them through various media to the academic community and the wider public; |
| KU 4 | Able to identify the scientific field that is the subject of their research and position it within 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 take into account and apply humanistic values based on analytical or experimental studies of information and data; |
| KU 6 | Able to manage, develop and maintain professional networks with colleagues and peers within the institution and the wider research community; |
| KU 7 | Able to enhance independent learning capacity; and |
| KU 8 | Able to document, store, secure, and retrieve research data in order to ensure validity and prevent plagiarism. |
| SPECIFIC SKILLS | |
| SK 1 | Able to apply concepts, principles, and educational and learning processes in English language teaching in a professional manner; |
| KK 2 | Possess an understanding of educational research and evaluation, continuing education, and mastery of information and communication technology (ICT), as well as an awareness of diversity, educational equity, and local, national, and international perspectives; |
| KK 3 | Able to broaden and deepen the field of knowledge underpinning the substance and teaching of English through research and teaching practice; |
| KK 4 | Able to develop, implement, and evaluate the analysis of English language curricula and teaching materials in both formal and informal formats and contexts; |
| KK 5 | Be able to plan and manage resources in the delivery of formal and informal education under their responsibility, and comprehensively evaluate their activities; |
| KK 6 | Be able to conduct research, analyse, validate data, use research support software, and propose new research ideas in the field of education by presenting research results that are scientifically sound; |
| KK 7 | Possess literacy skills applied in educational and research activities to identify research gaps in the field of education; |
| KK 8 | Able to produce scientific works based on valid and ethical research, adhering to research ethics codes, thereby enabling the development of new research ideas required for the advancement of the field of education; |
| KK 9 | Disseminating research findings through the publication of scientific works in |

| GRADUATE LEARNING OUTCOMES | |
|-----------------------------------|---|
| | national and international journals; |
| KK 10 | Able to foster good relationships with peers, expand networks as an educational researcher and establish collaborations, whilst also being able to conduct independent research, thereby possessing a broad perspective, an international outlook and a neutral and scientific viewpoint. |
| KNOWLEDGE | |
| P1 | Able to use English orally and in writing at an advanced level in the context of education and research to convey ideas to practitioners and stakeholders in English language education both domestically and internationally; |
| P2 | Able to practise research methodologies, data collection and storage, and data processing and analysis in accordance with research ethics codes, transparently and with integrity; |
| P3 | Able to think critically and generate ideas that take into account humanistic values based on valid data; |
| P4 | Able to use information technology and apply it in educational, research and evaluation activities; |
| P5 | Able to communicate research findings for the dissemination of knowledge to education stakeholders and publish research findings in national or international journals; |
| P6 | Master the procedures for evaluating teaching materials to ensure they are of high quality and comply with English language assessment standards; |
| P7 | Able to apply and master the theory and implications of curriculum design and development using a progressive approach in the context of formal and informal education; |
| P8 | Mastering methods of analysing and evaluating the implementation of learning at the level of formal and informal education policy; |
| P9 | Master the theory, principles and processes of English language learning; |
| P10 | Be able to conduct needs analysis and design curricula in accordance with the needs of stakeholders within the context of formal and informal education; |
| P11 | Mastery of the philosophy behind the formulation of educational policies, decisions, design and evaluation; |
| P12 | Able to keep abreast of developments in educational technology and apply them in educational activities, research, and curriculum design. |

D. Master of Science in Education

1. Vision, Mission and Objectives

a. Vision

To become a centre of excellence for science and technology development in science education based on ESD (Education for Sustainable Development) at the national level by 2024

b. Mission

1. To deliver high-quality and professional science education based on the current needs of society, supporting ESD (Education for Sustainable Development)
2. To conduct research to develop science and technology (S&T) in the field of science education through the development of innovative educational products oriented towards the implementation of ESD (Education for Sustainable Development)
3. To apply academic knowledge in community service activities in the field of science education to address community issues at primary, secondary and tertiary education levels related to ESD (Education for Sustainable Development)
4. Publishing scientific findings from research and community service at both national and international levels
5. To build global networks and collaborations in the field of science education teaching and research at national and international levels.

c. Objectives

The objectives of the Master’s Programme in Science Education at UPGRIS align with the benefits to be gained by society and the nation, namely:

1. To produce competent, high-quality Master’s graduates in Science Education who become professional and competitive workforce members, with a broad outlook and the ability to actively engage in the development of science and technology in the field of Science Education oriented towards ESD (Education for Sustainable Development)
2. To produce innovative educational products that demonstrate novelty through research contributing to the development of science and technology in the field of Science Education to support the implementation of ESD (Education for Sustainable Development)
3. To apply the results of research and scientific knowledge in science education in community service to solve community problems in the field of science education, from primary and secondary levels up to higher education, related to ESD (Education for Sustainable Development)
4. Publishing innovative works in Science Education resulting from research and community service at both national and international levels
5. To obtain up-to-date information in the field of science teaching and education from the results of global collaboration at both national and international levels

2. Graduate Profile

Programme Graduate Profile In line with the stated vision, the graduate profile of the Master’s Programme in Science Education at UPGRIS Postgraduate School is as follows:

| Graduate Profile | Description |
|---|---|
| Professional Science Education | A Master of Education with specialised expertise in Science Education oriented towards ESD |
| ESD-Oriented Science Education Researcher | Master of Education capable of conducting research in ESD-oriented Science Education within formal education institutions at primary and secondary levels, non-formal settings, and micro- and macro-level educational institutions |
| Consultant on the Implementation of | Master of Education who acts as a provider of |

| | |
|--------------------------|--|
| ESD in Science Education | consultancy and training on the implementation of ESD in science education within formal educational institutions at primary and secondary levels, non-formal settings, and meso- and macro-level educational institutions |
|--------------------------|--|

3. Science Learning Outcomes

| CPL | DESCRIPTION |
|----------------------|--|
| ATTITUDE | |
| 1 | Possesses good morals, ethics and character in carrying out their duties |
| 2 | Able to work collaboratively and demonstrate high social awareness and concern for the community and the environment |
| 3 | Respects cultural diversity, perspectives, beliefs, and religions, as well as the original opinions and findings of others |
| KNOWLEDGE (P) | |
| 1 | Possessing a broad perspective in developing the field of science, tested through research, so as to be able to produce scientific products whose benefits can be directly felt by the community; |
| 2 | Possesses knowledge of science education evaluation, enabling the validation and resolution of scientific issues. |
| 3 | Be able to apply knowledge, understanding and problem-solving skills to new and unfamiliar situations within a broad or multidisciplinary context related to ESD-oriented science education |
| 4 | Possess the knowledge to produce scientific works based on research findings and publish articles in national-level journals or at scientific seminars |
| 5 | Be able to make scientific decisions, formulate and draw conclusions, based on limited or comprehensive scientific information in science education, so that research is directed towards the field of science being pursued |
| 6 | Possesses in-depth knowledge of the scientific content of science education to address global challenges and issues. |
| 7 | Possess knowledge and understanding of the scientific content of science education at master's level, built comprehensively and extensively. |
| 8 | Be able to classify research themes/fields, thereby creating a clear research roadmap |
| 9 | Possesses social awareness, communication skills and scientific ethics derived from the application of science education knowledge and scholarship oriented towards ESD. |
| 10 | Possess a broad understanding and keep abreast of trends and issues in science education, so that these can be implemented in learning activities |
| 11 | Possess sound knowledge in collecting and documenting research data |
| 12 | Possess an understanding of ESD that can be applied in science education, so that learning can be directed towards education for sustainable development |
| 13 | Possess knowledge of the procedures/techniques for using research data, so that validity is ensured and errors are avoided |
| 14 | Be able to apply knowledge and understanding of scientific concepts (Science, Biology, Physics, Chemistry) to new and unfamiliar situations |

| CPL | DESCRIPTION |
|------------------------|---|
| | situated within a broad or multidisciplinary context related to innovation ESD-oriented science education |
| DST | |
| CPL | DESCRIPTION |
| GENERAL SKILLS | |
| 1 | Able to identify ESD-oriented science education studies as the subject of their research, taking into account educational trends and innovations, and positioning them within a research framework developed logically, critically, systematically and creatively through an interdisciplinary or multidisciplinary approach based on scientific principles, procedures and ethics in the form of a thesis. |
| 2 | Able to conduct evaluation, academic validation and make decisions in resolving community issues regarding the development of ESD-oriented science education based on relevant scientific knowledge and other fields through analytical or experimental studies that consider and apply humanistic values |
| 3 | Able to document, analyse, interpret, store and retrieve research data using various technologies in order to ensure validity and prevent plagiarism |
| 4 | Be able to formulate ideas, findings and scientific arguments responsibly in accordance with academic ethics, and to communicate and publish these to the academic community and the wider public through articles in reputable national and/or international scientific journals |
| CPL | DESCRIPTION |
| SPECIFIC SKILLS | |
| 1 | Able to identify, make interdisciplinary connections and describe systematically, as well as provide concrete information to the academic community and the wider public regarding concepts, theories, methods, developments and the implementation of ESD-oriented science education. |
| 2 | Can develop a framework for thinking in the use of appropriate methods and technologies, facilitate and provide various alternatives for problem-solving with competence and knowledge of ESD-oriented science education |
| 3 | Able to critically evaluate their activities in Science Education in accordance with their own needs and the needs of others, pursue further education and professional development, and possess good skills in developing the effective methods required for independent learning |
| 4 | Can independently and creatively identify and formulate problems and/or research questions related to ESD-oriented science education and is able to resolve them with appropriate steps within a specific timeframe and with limited information, utilising knowledge from other relevant fields |
| 5 | Possess good skills in archiving research data, analysing and interpreting it orally or in writing using various technologies to support research outcomes in the field of ESD-oriented Science Education |
| 6 | Be able to publish research findings extensively, both in journals and at seminars at national and international levels, thereby avoiding plagiarism |

E. Master of Primary Education

1. Vision, Mission and Objectives

a. Vision

By 2024, to realise a programme of study that is excellent and distinctive in the development of science and technology in the field of primary education based on edupreneurship

b. Mission

1. To provide academic education to produce human resources with expertise in the field of primary education based on edupreneurship;
2. To conduct research to advance science and technology in the field of basic education based on edupreneurship;
3. To apply science and technology in the field of basic education based on edupreneurship in order to serve the community; (4) To develop cooperation in education, research and community service in the field of basic education with government and non-government institutions, both domestically and internationally.

c. Objectives

The objectives of the Master's Programme in Primary Education are:

1. To produce graduates who excel in developing innovations in primary education in line with the needs and demands of society based on the values of edupreneurship.
2. To produce graduates capable of advancing knowledge and technology in the field of primary education through study and research, thereby contributing to the development of primary education.
3. To produce graduates capable of conducting innovative scientific research to support the development of primary education.
4. To produce graduates capable of demonstrating and developing professionalism and competence as both scholars and practitioners who can respond to and anticipate dynamic developments in science and technology, particularly within the field of primary education.

2. Graduate Profile

The Primary Education study programme is designed to produce Master's graduates in primary education who possess expertise in education and are capable of developing primary education science and technology based on edupreneurship, either as:

- a. Educators/Academics (lecturers) in the field of transformative, character-building, critical, innovative, creative, communicative, and collaborative primary education
- b. Practitioners in basic education, such as supervisors, headteachers, teachers, and basic education administrators, as well as consultants capable of applying and developing innovations at the basic education level.

3. Learning Outcomes

a. Learning Outcomes: Attitudes

- 1) To be devout to God Almighty and able to demonstrate a religious attitude.
- 2) Upholding human values in carrying out duties based on religion, morals and ethics.
- 3) Contributing to the improvement of the quality of life in society, the nation, the state, and civilisation based on Pancasila.
- 4) Acting as a proud and patriotic citizen, possessing a sense of nationalism and a sense of responsibility towards the state and the nation.

- 5) Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others.
 - 6) To cooperate and demonstrate social sensitivity and concern for society and the environment.
 - 7) To be law-abiding and disciplined in social and civic life.
 - 8) Internalising academic values, norms, and ethics.
 - 9) Demonstrating a responsible attitude towards work in their field of expertise independently.
 - 10) Internalising the spirit of independence, perseverance, and entrepreneurship.
- b. Learning Outcomes: Knowledge**
- 1) Able to develop science, technology and/or the arts in the field of basic education or professional practice through research, resulting in innovative and proven works.
 - 2) Able to solve problems in science, technology and/or the arts in the field of basic education through inter- or multidisciplinary approaches.
 - 3) Able to manage research and development in the field of basic education that benefits society and the academic community, and capable of gaining national and international recognition.
 - 4) Be able to develop innovative learning principles in primary education based on edupreneurship.
- c. General Skills Learning Outcomes**
- 1) Able to develop logical, critical, systematic and creative thinking through scientific research, the creation of designs or works of art in the fields of science and technology that take into account and apply humanistic values in accordance with their field of expertise, and to formulate scientific concepts and research findings based on scientific principles, procedures and ethics in the form of a thesis published in an accredited scientific journal;
 - 2) Be able to conduct academic validation or research in their field of expertise to solve problems in relevant communities or industries through the development of their knowledge and expertise;
 - 3) Able to formulate ideas, thoughts and scientific arguments responsibly and in accordance with academic ethics, and to communicate these through the media to the academic community and the wider public;
 - 4) Able to identify the scientific field that is the subject of their research and position it within a research map developed through an inter- or multidisciplinary approach;
 - 5) Able to make decisions in the context of solving problems in the development of science and technology that take into account and apply humanistic values based on studies, analyses or experiments on information and data;
 - 6) Able to manage, develop and maintain professional networks with colleagues and peers within the institution and the wider research community;
 - 7) Able to enhance independent learning capacity;
 - 8) Able to document, store, secure, and retrieve research data to ensure validity and prevent plagiarism

F. Master of Mathematics Education

1. Vision, Mission and Objectives

a. Vision

To become a centre of excellence in mathematics education based on design thinking that is outstanding and distinctive by 2028

b. Mission

1. To deliver high-quality Master's programmes in mathematics education based on design thinking, grounded in the values of faith, compassion and national character.

2. To conduct innovative research, studies and development in the field of mathematics education that is relevant to the needs of society, based on design thinking, with results published at both national and international levels.
3. To develop community engagement (PkM) activities in the field of Mathematics Education and other relevant fields, fostering a sense of identity rooted in Godliness, compassion and national character, based on design thinking-based research outcomes that are beneficial to both the Indonesian and international communities.
4. To develop synergistic cooperation networks with various partner agencies and institutions, whether local, national, regional, or international.

c. Objectives

Based on the established mission, the objectives of the Master's Programme in Mathematics Education are as follows.

1. To produce Master's graduates in Mathematics Education who possess outstanding qualifications in the development and application of Mathematics Education based on design thinking, as well as embodying a sense of identity rooted in Godliness, compassion, and national character.
2. To produce innovative research that is relevant to community needs based on design thinking, as well as scientific publications in the field of mathematics education that are recognised nationally and internationally.
3. To carry out community service (PkM) activities in the field of Mathematics Education and other relevant fields, aimed at fostering a sense of identity rooted in God, compassion, and national character, based on design thinking-based research outcomes and beneficial to both Indonesian and international communities.
4. To develop synergistic cooperation programmes with various partner institutions and organisations, whether local, national, regional, or international

2. Graduate Profile

- a. Innovative academics specialising in design thinking within the fields of mathematics, statistics, or other mathematics-related disciplines.
- b. Innovative mid-career researchers using design thinking in the fields of education, mathematics education, mathematics, or fields related to mathematics education.
- c. Developers of innovative teaching materials and learning media based on design thinking
- d. Consultants in the fields of education, mathematics education, mathematics, or fields related to mathematics education who prioritise a design thinking-based approach.
- e. Practitioners (industry, services, government) in jobs or professions within the fields of education, mathematics education, mathematics or fields related to mathematics education, particularly those related to the development of mathematics education based on design thinking.

3. Learning Outcomes

a. Learning Outcomes in the Attitude Domain

The learning outcomes in the Attitude Domain within the curriculum of the Master's Programme in Mathematics Education are as follows:

- S-1. To be devout to God Almighty and demonstrate a religious attitude;
- S-2. Upholding human values in carrying out duties based on religion, morals, and ethics;
- S-3. Contributing to the improvement of the quality of life in society, the nation, and the state, and to the advancement of civilisation based on Pancasila;
- S-4. To act as a citizen who is proud of and loves their homeland, possessing a sense of nationalism and a sense of responsibility towards the state and the nation;

- S-5. Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others;
- S-6. To cooperate and demonstrate social sensitivity and concern for society and the environment;
- S-7. To obey the law and maintain discipline in social and civic life;
- S-8. Internalising academic values, norms, and ethics
- S-9. Demonstrating a responsible attitude towards work in their field of expertise independently
- S-10. Internalising the spirit of independence, perseverance, and entrepreneurship.

b. Learning Outcomes in the General Skills Domain

The learning outcomes in the General Skills Domain within the curriculum of the Master's Programme in Mathematics Education are:

- KU-1. Be able to develop logical, critical, systematic and creative thinking through scientific research, the creation of designs or works of art in the fields of science and technology, whilst taking into account and applying humanistic values in accordance with their field of expertise; formulate scientific concepts and research findings in accordance with scientific principles, procedures and ethics in the form of a thesis or other equivalent format, and uploaded to the university's website, as well as papers published in accredited scientific journals or accepted by international journals
- KU-2. Able to conduct academic validation or studies in their field of expertise to address issues in relevant communities or industries through the development of their knowledge and expertise
- KU-3. Able to formulate ideas, thoughts and scientific arguments responsibly and in accordance with academic ethics, and to communicate them through the media to the academic community and the wider public
- KU-4. Able to identify the scientific field that is the subject of their research and position it within 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 take into account and apply humanistic values based on analytical or experimental studies of information and data
- KU-6. Able to manage, develop and maintain professional networks with colleagues and peers within the institution and the wider research community
- KU-7. Able to demonstrate independent, high-quality, and measurable performance
- KU-8. Able to document, store, secure, and retrieve research data to ensure validity and prevent plagiarism

c. Learning Outcomes in the Knowledge Skills Domain

Learning Outcomes in the Knowledge and Skills Domain within the curriculum of the Master's Programme in Mathematics Education are:

- P-1. Develop critical thinking regarding current research issues, policies and practices in mathematics education from the perspective of community needs and a global perspective
- P-2. Developing concepts and theories relevant to mathematics education in a creative, innovative and independent manner
- P-3. Developing innovative, effective and efficient planning, practice and evaluation of mathematics learning based on design thinking
- P-4. Playing an active, creative and innovative role in solving problems in mathematics education based on design thinking
- P-5. Creating innovative and efficient mathematics teaching materials and learning media relevant to societal needs based on design thinking

- P-6. Be able to communicate ideas, concepts and findings based on research results at national and international forums.

d. Learning Outcomes in the Domain of Specific Skills

The learning outcomes in the specific skills domain within the curriculum of the Master's Programme in Mathematics Education are as follows:

- KK-1. Critically analysing current research issues, policies and practices in mathematics education based on design thinking
- KK-2. Develop educational programmes through the analysis of current issues using a community-needs perspective and a global perspective
- KK-3. Designing and conducting innovative research relevant to community needs based on design thinking
- KK-4. Evaluate and communicate educational research ideas and findings at national and international forums
- KK-5. Modify the application of science and technology to create innovative and efficient mathematics teaching materials and learning media relevant to community needs based on design thinking
- KK-6. Being able to manage, develop and maintain networks of cooperation and colleagues in the field of mathematics education, as well as national and international communities of mathematics education researchers

G. Professional Programme (Teacher Professional Education) PPG

1. Vision, Mission and Objectives

a. Vision

To become an excellent and distinctive Teacher Professional Education study programme by 2027

b. Mission

- 1. To deliver high-quality, character-building teacher professional education in pedagogy, academic knowledge and ICT.
- 2. To conduct creative, innovative and sustainable research in the field of education
- 3. To conduct community service focused on utilising research outcomes that are beneficial for community empowerment.
- 4. To develop collaborations to ensure the continuous improvement of the quality of education, research, and community service

c. Objectives

- 1. To produce high-quality graduates of teacher professional education who demonstrate strong character and mastery of pedagogy, academic knowledge, and ICT.
- 2. To produce creative, innovative, and sustainable research in the field of education
- 3. To produce community service work focused on utilising research outcomes that are beneficial for community empowerment.
- 4. To establish a network of partnerships to ensure the continuous improvement of the quality of education, research and community service

2. Graduate Profile

- a. Capable of carrying out professional duties as an inspiring educator, grounded in a love for the homeland, commanding respect, firm, disciplined, driven by a calling, well-rounded, and imbued with a spirit of dedication and generosity;

- b. Able to formulate indicators of higher-order thinking learning outcomes that students must possess, encompassing attitudes, knowledge and skills in their entirety (critical, creative, communicative and collaborative) that are future-oriented (adaptive and flexible);
- c. Demonstrate a meaningful grasp of the teaching material, including advanced topics, capable of explaining the ‘what’ (content), ‘why’ (philosophy) and ‘how’ (application) in everyday life;
- d. Being able to design learning by applying the principle of integrating subject matter knowledge, pedagogy, and information and communication technology or Technological Pedagogical and Content Knowledge and other relevant approaches;
- e. Being able to deliver educational learning by applying information and communication technology to build learners’ attitudes (Indonesian character), knowledge, and skills in solving problems critically, humanely, innovatively, creatively, collaboratively, and communicatively, using learning models and learning resources supported by research findings;
- f. Able to evaluate learning inputs, processes, and outcomes covering learners’ attitudes, knowledge, and skills by applying authentic assessment.

3. Learning Outcomes

IN-SERVICE TEACHER TRAINING

Based on the formulation of the CPL for professional programmes in Minister of Education and Culture Regulation No. 3 of 2020 concerning National Standards for Higher Education, which covers attitudes, knowledge and skills as well as the four teacher competencies, namely pedagogical competence, personal competence, professional competence, and social competence, an integrated and comprehensive CPL for the PPG Study Programme can be formulated, referred to as the generic CPL. The formulation of the CPL for the PPG programme is as follows: as a professional educator who is devout to God Almighty and of noble character, with the primary duties of educating, teaching, guiding, directing, training, assessing, and evaluating learners, possessing the following competencies:

- a. the ability to carry out professional duties as an inspiring educator, grounded in a love for the homeland, commanding respect, firm, disciplined, driven by a calling, well-rounded, and imbued with a spirit of dedication and generosity;
- b. able to formulate indicators of higher-order thinking learning outcomes that students must possess, encompassing attitudes, knowledge, and skills in their entirety (critical, creative, communicative and collaborative) that are future-oriented (adaptive and flexible);
- c. have a meaningful command of teaching materials, including advanced material, capable of explaining the aspects of ‘what’ (content), ‘why’ (philosophy), and ‘how’ (application) in everyday life;
- d. be able to design learning by applying the principle of integrating subject matter knowledge, pedagogy, and information and communication technology (TPACK) and other relevant approaches;
- e. be able to deliver educational learning by applying information and communication technology to build learners’ attitudes (Indonesian character), knowledge, and skills in solving problems critically, humanely, innovatively, creatively, collaboratively, and communicatively, using learning models and learning resources supported by research findings;
- f. be able to evaluate learning inputs, processes, and outcomes covering students’ attitudes, knowledge, and skills by applying authentic assessment, and utilise evaluation results to improve the quality of learning; and
- g. be able to engage in continuous professional development as a teacher through research, self-reflection, seeking new information, and innovation.

PRE-SERVICE TEACHER TRAINING

- a. Able to carry out professional duties as an educator who upholds the values of Pancasila and professional ethics, and possesses an entrepreneurial spirit.
- b. Able to formulate learning objectives and indicators covering aspects of attitude, knowledge, and skills to develop learners in accordance with the dimensions of the Pancasila learner profile.
- c. Able to analyse the structure and flow of teaching materials to plan, implement, and evaluate learning in accordance with the characteristics of the learners.
- d. Able to design structured, continuous learning using relevant approaches that integrate teaching materials, pedagogy, and technology.
- e. Able to implement learner-centred learning by providing a safe and comfortable learning environment to realise the Pancasila learner profile in a manner that is accommodating, adaptive, and progressive in response to the changing times.
- f. Able to evaluate learning in line with learners' development, the curriculum and the learning environment to continuously improve the quality of learning.
- g. Able to conduct comprehensive reflection (content, pedagogy, technology) in planning, implementing and evaluating learning to continuously improve the quality of learning.
- h. Able to engage in continuous professional development as a teacher.

CHAPTER XIII CURRICULUM STRUCTURE

Faculty : Education
Study Programme : Guidance and Counselling
Level : Bachelor's Degree

Table Notes:

T = Theory/Face-to-face

P = Practical

S = Simulation/Seminar ()

L = Field-

In accordance with UPGRIS's SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The total number of credits for semesters 1 and 2 in the Bachelor's programme is a maximum of 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1125121601 | Islamic Religious Education | 1 | 1 | | | 2 |
| | 1125121602 | Christian Religious Education | | | | | |
| | 1125121603 | Catholic Religious Education | | | | | |
| | 1125121604 | Buddhist Religious Education | | | | | |
| | 1125121605 | Hindu Religious Education | | | | | |
| | 1125121606 | Confucian Religious Education | | | | | |
| 2 | 1125221610 | To PGRI | 1 | 1 | | | 2 |
| 3 | 1125321615 | Professional Ethics in Guidance and Counselling | 2 | | | | 2 |
| 4 | 1125321618 | Philosophy of Education | 2 | | | | 2 |
| 5 | 1125321620 | General Psychology | 2 | | | | 2 |
| 6 | 1125321621 | Social Psychology | 2 | | | | 2 |
| 7 | 1125321616 | Educational Foundations | 2 | | | | 2 |
| 8 | 1125321619 | Student Development | 2 | | | | 2 |
| 9 | 1125121608 | Civic Education | 1 | 1 | | | 2 |
| 10 | 1125321627 | The Basics of BK | 2 | | | | 2 |
| Total Course Load for Semester 1 | | | 17 | 2 | | | 20 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|------------------------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1125121607 | Pancasila Education | 1 | 1 | | | 2 | |
| 2 | 1125121609 | Indonesian | 1 | 1 | | | 2 | |
| 3 | 1125221611 | English | 1 | 1 | | | 2 | |
| 4 | 1125321628 | The Foundations of BK | 2 | | | | 2 | The Basics of BK |
| 5 | 1125321630 | Career Guidance | 2 | | | | 2 | The Basics of BK |
| 6 | 1125321629 | Personal and Social Guidance | 2 | | | | 2 | The Basics of BK |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-------------------------------------|-----------|----------|----------|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 7 | 1125321631 | BK Learning | 2 | | | | 2 | The Basics of BK |
| 8 | 1125321622 | Educational Psychology | 2 | | | | 2 | |
| 9 | 1125321634 | Basic Counselling Skills | 1 | | 1 | | 2 | |
| 10 | 1125321623 | Individual Understanding (Non-Test) | 2 | | | | 2 | |
| Total Course Load for Semester 2 | | | 16 | 3 | 1 | | 20 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|----------|----------|-------------------|--------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1125321654 | Basics of Multimedia BK | 1 | 1 | | | 2 | |
| 2 | 1125321623 | Individual Test Understanding | 2 | | | | 2 | |
| 3 | 1125322624 | Non-Test Individual Assessment Practical | | 1 | | 1 | 2 | Non-Test Individual Assessment |
| 4 | 1125321632 | Classroom Guidance | 2 | | | | 2 | |
| 5 | 1125321633 | Group Guidance | 2 | | | | 2 | |
| 6 | 1125321641 | Psychodynamic Counselling | 1 | | 1 | | 2 | Basic Counselling Skills |
| 7 | 1125321642 | Humanistic Counselling | 1 | | 1 | | 2 | Basic Counselling Skills |
| 8 | 1125321657 | Group Dynamics | 1 | | 1 | | 2 | |
| 9 | 1125321649 | Quantitative Research Methodology | 2 | | | | 2 | |
| 10 | 1125321617 | English for the Department | 1 | 1 | | | 2 | |
| Total Course Load for Semester 3 | | | 13 | 3 | 3 | 1 | 20 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|---|-----|-----|-----|-----|-------------------|-----------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1125321651 | Qualitative Research Methods | 2 | | | | 2 | |
| 2 | 1125332636 | Classroom Guidance Practicum (Micro BK 1) | | 2 | | 1 | 3 | Classroom-based guidance |
| 3 | 1125332635 | Group Counselling Practicum (Micro BK 2) | | 2 | | 1 | 3 | Group Guidance |
| 4 | 1125321643 | Cognitive and Behavioural Counselling | 1 | | 1 | | 2 | Basic Counselling Skills |
| 5 | 1125321644 | Postmodern Counselling | 1 | | 1 | | 2 | Basic Counselling Skills |
| 6 | 1125321650 | Statistics | 1 | 1 | | | 2 | Quantitative Research Methodology |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|----------|----------|----------|----------|-------------------|-------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 7 | 1125321647 | BK Management | 1 | 1 | | | 2 | |
| 8 | 1125322624 | Individual Test Understanding Practical | | 1 | | 1 | 2 | Individual Test Understanding |
| 9 | 1125321656 | Training Management | 1 | 1 | | | 2 | |
| Total Course Load for Semester 4 | | | 7 | 8 | 2 | 3 | 20 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1125332645 | Individual Counselling | | 2 | | 1 | 3 | Basic Counselling Skills, Psychodynamic Counselling, Humanistic Counselling, Cognitive-Behavioural Counselling, Postmodern Counselling |
| 2 | 1125332646 | Group Counselling | | 2 | | 1 | 3 | Group Guidance |
| 3 | 1125321653 | Techniques for Writing and Publishing Scientific Articles | 1 | 1 | | | 2 | |
| 4 | 1125321648 | Evaluation and Supervision of Guidance and Counselling | 1 | 1 | | | 2 | |
| 5 | 1125321655 | Media Technology and Innovation BK | 1 | 1 | | | 2 | Basics of Multimedia BK |
| 6 | 1125421666 | Mental Health | 2 | | | | 2 | |
| 7 | 1125323652 | Thesis Proposal Writing Techniques and Seminar | 1 | 1 | | | 2 | Statistics, Qualitative Research Methodology, Quantitative Research |
| 8 | 1125421669 | Exploratory Study | | | | 2 | 2 | |
| Total Course Load for Semester 5 | | | | 8 | | | 18 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--|----------|----------|-----|----------|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1125421662 | Crisis Counselling | 1 | 1 | | | 2 |
| 2 | 1125421664 | Multicultural Guidance and Counselling | 1 | 1 | | | 2 |
| 3 | 1125421665 | Guidance and Counselling for Children with Special Needs | 1 | 1 | | | 2 |
| 4 | 1125421667 | Family Counselling | 1 | 1 | | | 2 |
| 5 | 1125421668 | Community Counselling | 1 | 1 | | | 2 |
| 6 | 1125342612 | Technology-Based Entrepreneurship | 1 | 2 | | 1 | 4 |
| 8 | 1125421663 | Child and Adolescent Counselling | 1 | 1 | | | 2 |
| Total Course Load for Semester 6 | | | 7 | 8 | | 1 | 16 |

Semester 7

| No | Course Code | Course | T | P | S | L | Total credits | |
|--|-------------|---|-----|----------|-----|-----------|---------------|-----------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | |
| Teaching Placement (for Education Programmes) | | | | | | | | |
| 1 | 1125344637 | PLP-Curriculum Analysis | | | | 2 | 2 | |
| 2 | 1125324638 | PLP - Service Plan Development | | | | 2 | 2 | |
| 3 | 1125324639 | PLP - Development of Guidance and Counselling Service Media | | | | 2 | 2 | |
| 4 | 1125324640 | PLP-Service Practice | | | | 4 | 4 | |
| | | Total credits | | | | 10 | 10 | |
| CoE Media BK Elective Course (10 credits) | | | | | | | | |
| 5 | 1125421659 | BK Multimedia Design | | 1 | | 1 | 2 | |
| 6 | 1125421658 | Development of BK Multimedia | | 1 | | 1 | 2 | |
| 7 | 1125421670 | Cyber Counselling | | | | 2 | 2 | |
| 8 | 1125421671 | Digital Communication Ethics | | | | 2 | 2 | |
| 9 | 1125421672 | Digital Personal Branding | | | | 2 | 2 | |
| | | Total credits | | 2 | | 8 | 10 | |
| CoE Elective Course: Guidance and Counselling Training (10 credits) | | | | | | | | |
| 10 | 1125421661 | Outbound Training | | 1 | | 1 | 2 | |
| 11 | 1125421660 | Leadership | | 1 | | 1 | 2 | |
| 12 | 1125421673 | Business and Industry Counselling | | | | 2 | 2 | |
| 13 | 1125421674 | Effective Communication and Public Speaking | | | | 2 | 2 | |
| 10 | 1125421675 | Risk management training | | | | 2 | 2 | |
| | | Total credits | | 2 | | 8 | 10 | |
| Elective Courses Taken within the Programme (if not admitted via CoE1 and CoE2) | | | | | | | | |
| 6 | 1125421659 | Multimedia Design for BK | | 1 | | 1 | 2 | |
| 7 | 1125421658 | Development of BK Multimedia | | 1 | | 1 | 2 | |
| 8 | 1125421661 | Outdoor training | | 1 | | 1 | 2 | |
| 9 | 1125421660 | Leadership | | 1 | | 1 | 2 | |
| 10 | 1125421674 | Effective Communication and Public Speaking | | | | 2 | 2 | |
| | | Total credits | | 4 | | 6 | 10 | |
| Total Course Load for Semester 7 | | | | | | | | 20 |

Semester 8

| No | Course Code | Course | T | P | S | L | Total credits | |
|---|-------------|--------------------|-----|-----|-----|-----|---------------|-----------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | |
| 1 | 1125765614 | Final Project | | | | 6 | 6 | |
| 2 | 1125244613 | Practical Training | | | | 4 | 4 | |
| Total Course Load for Semester 8 | | | | | | | | 10 |

Recognition of Thematic Community Service:

| | | | | | | | |
|---|------------|--|--|--|--|---|---------------|
| 1 | 1125244613 | Community Service Programme – Problem Solving in the Community | | | | 4 | 4 |
| 2 | BB24121627 | Community Service Programme – Digital Literacy | | | | 2 | 2 |
| 3 | BB24121608 | Community Service Programme – Inclusive and Exclusive Leadership | | | | 2 | 2 |
| 4 | | Community Service Programme – Non-Formal Education | | | | 2 | 2 |
| Total Course Load for Semester 8 | | | | | | | 10 + 6 |

| | |
|--|-----|
| Total credits | 144 |
| Total compulsory credits plus Freeform credits | 160 |

Faculty : Education
 Study Programme : Primary School Teacher Education (PGSD)
 Level : Bachelor's Degree

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar-

L = Field-

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1225121601 | Islamic Religious Education | 2 | | | | 2 |
| | 1225121602 | Christian Religious Education | | | | | |
| | 1225121603 | Catholic Religious Education | | | | | |
| | 1225121604 | Hindu Religious Education | | | | | |
| | 1225121605 | Buddhist Religious Education | | | | | |
| | 1225121606 | Confucian Religious Education | | | | | |
| 2 | 1225221611 | PGRI Studies | 2 | | | | 2 |
| 3 | 1225331615 | Basic Concepts of Mathematics | 3 | | | | 3 |
| 4 | 1225331621 | Basic Concepts of Biology | 2 | 1 | | | 3 |
| 5 | 1225331629 | Basic Concepts of Indonesian Language and Literature | 3 | | | | 3 |
| 6 | 1225321646 | Professional Ethics in Education | 2 | | | | 2 |
| 7 | 1225331625 | Basic Concepts of Social Studies | 3 | | | | 3 |
| Total Course Load for Semester 1 | | | 17 | 1 | | | 18 |

Semester 2

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1225121608 | Pancasila Education | 2 | | | | 2 |
| 2 | 1225121609 | Indonesian | 2 | | | | 2 |
| 3 | 1225321616 | Arithmetic and Algebra | 2 | | | | 2 |
| 4 | 1225331620 | Basic Concepts of Physics | 2 | 1 | | | 3 |
| 5 | 1225331630 | Indonesian Language Skills in Primary School | 2 | | | | 2 |
| 6 | 1225321627 | Basic Concepts of Civic Education | 2 | | | | 2 |
| 7 | 1225321656 | Primary School Guidance and Counselling | 2 | | | | 2 |
| 8 | 1225321645 | Primary School Educational Innovation | 2 | | | | 2 |
| 9 | 1225321644 | Educational Foundations | 2 | | | | 2 |
| Total Course Load for Semester 2 | | | 19 | 1 | | | 19 |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1225121607 | Civics Education | 2 | | | | 2 | |
| 2 | 1225321617 | Geometry and Measurement (Primary School) | 2 | | | | 2 | |
| 3 | 1225331622 | Primary School Science | 3 | | | | 3 | Basic Concepts of Biology (I) + Basic Concepts of Physics (II) |
| 4 | 1225331631 | Appreciation of Children's Literature | 2 | 1 | | | 3 | |
| 5 | 1225331628 | Civics Education for Primary School | 3 | | | | 3 | Basic Concepts of Civic Education (II) |
| 6 | 1225322638 | Music Education | 1 | 1 | | | 2 | |
| 7 | 1225322639 | Physical Education in Primary Schools | 1 | 1 | | | 2 | |
| 8 | 1225321655 | Inclusive Education | 2 | | | | 2 | |
| 9 | 1225321657 | Regional Language Education | 2 | | | | 2 | |
| Total Course Load for Semester III | | | 18 | 3 | | | 21 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1225121609 | English | 2 | | | | 2 | |
| 2 | 1225321647 | Learning assessment | 2 | | | | 2 | |
| 3 | 1225321618 | Basic Statistics | 2 | | | | 2 | |
| 4 | 1225322653 | Exploratory Study | 2 | | | | 2 | |
| 5 | 1225331632 | Indonesian Language Learning in Primary Schools | 3 | | | | 3 | Basic Concepts of Indonesian Language and Literature (I), Indonesian Language Skills for Primary School (II), Appreciation of Children's Literature (III) |
| 6 | 1225322637 | Fine Arts Education | 2 | | | | 2 | |
| 7 | 1225331626 | Primary School Social Studies | 3 | | | | 3 | Basic Concepts of Social Studies (I) |
| 8 | 1225321640 | Foundations and Development of Primary School Curriculum | 2 | | | | 2 | Foundations of Education (II) |
| 9 | 1225322646 | ICT-Based Learning | 1 | 1 | | | 2 | |
| Total Course Load for Semester 4 | | | 19 | 1 | | | 20 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1225331618 | Primary School Mathematics | 2 | 1 | | | 3 | Arithmetic and Algebra (II), Geometry and Measurement (Primary School) (III), Basic Statistics (IV) |
| 2 | 1225331635 | Primary School Coding | 2 | | | | 2 | |
| 3 | 1225322647 | Videography teaching materials for primary education | 1 | 1 | | | 2 | |
| 4 | 1225322648 | Graphic Learning Materials for Primary Education | 1 | 1 | | | 2 | |
| 5 | 1225322649 | Animated Educational Media for Basic Education | 1 | 1 | | | 2 | |
| 6 | 1225321634 | English Language Learning in Primary School | 1 | 1 | | | 2 | |
| 7 | 1225331641 | Lesson Planning | 3 | | | | 3 | |
| 8 | 1225322636 | Dance and Drama Education | 1 | 1 | | | 2 | |
| 9 | 1225422662 | Arts and Culture Education | 1 | 1 | | | 2 | |
| Total Course Load for Semester 5 | | | 13 | 7 | | | 20 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|-----------------------------------|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1225221612 | Technology-based entrepreneurship | 2 | 2 | | | 4 | Videography Educational Media for Primary Education Graphic-based learning resources for primary education BK Animation Learning Media |
| 2 | 1225321651 | Research Methodology | 2 | | | | 2 | |
| 3 | 1225322652 | Research Statistics | 2 | | | | 2 | Basic Statistics (IV) |
| 4 | 1225322654 | Scientific Writing | 2 | | | | 2 | |
| 5 | 1225321623 | Environmental Education | 1 | 1 | | | 2 | |
| 6 | 1225321624 | Science and Technology | 1 | 1 | | | 2 | |
| 7 | 1225322658 | Microteaching | | 2 | | | 2 | Primary School Educational Innovation (II) + Foundations and Development of the Primary School Curriculum (IV) + |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--------|-----------|----------|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | | | | | | | | Social Studies Education (IV) + Primary School Mathematics Teaching (V) + Videography as a Teaching Medium in Primary Education (V) + Graphic Design as a Teaching Medium in Primary Education (V) + Lesson Planning (V). |
| Total Course Load for Semester 6 | | | 10 | 6 | | | 16 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|----------|----------|-----|-----------|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| Teaching Placement (for Education Programmes) | | | | | | | | |
| 1 | 1225342657 | PLP-Curriculum Analysis | | 1 | | 1 | 2 | Microteaching (VI) |
| 2 | 1225322671 | PLP – Development of Lesson Plans | | 1 | | 1 | 2 | |
| 3 | 1225322672 | PLP – Development of Educational Media | | 1 | | 1 | 2 | |
| 4 | 1225322673 | PLP-Teaching Practice | | 2 | | 2 | 4 | |
| | | Total credits | | 5 | | 5 | 10 | |
| CoE Art Director Elective Courses (10 credits) | | | | | | | | |
| 5 | 1225622661 | Stage Production Techniques | | | | 2 | 2 | Dance Education (III), Visual Arts Education (IV), Music Education (V), Cultural Arts Education (V), Indonesian Language Proficiency in Primary Schools (II) |
| 6 | 1225622663 | Performance Directing Techniques | | | | 2 | 2 | |
| 7 | 1225622663 | Stage Make-up | | | | 2 | 2 | |
| 8 | 1225622664 | Performance Arts Management | | | | 2 | 2 | |
| 9 | 1225622665 | Performance Costume Design | 2 | | | | 2 | |
| | | Total credits | 2 | | | 8 | 10 | |
| CoE Content Creator Elective Courses (10 credits) | | | | | | | | |
| 10 | 1225622666 | Content Management | | | | 2 | 2 | Basic Education Videography Learning Media, Basic Education Graphic Design Learning Media, Basic Education Guidance and Counselling Media (V) |
| 11 | 1225622667 | Digital Marketing | | | | 2 | 2 | |
| 12 | 1225622668 | Public Speaking | | | | 2 | 2 | |
| 13 | 1225622669 | Social Media Analysis | | | | 2 | 2 | |
| 14 | 1225422670 | Content Production | | | | 2 | 2 | |
| | | Total credits | | | | 10 | 10 | |
| Elective Courses taken within the Programme (if not admitted to CoE 1 and CoE 2) | | | | | | | | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|------------------------------------|----------|----------|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 15 | 1225421658 | Laboratory Management* | 1 | 1 | | | 2 | |
| 16 | 1225421659 | STEAM Education in Primary Schools | 1 | 1 | | | 2 | |
| 17 | 1225421660 | Digital Literacy and Humanity | 1 | 1 | | | 2 | |
| 18 | 1225622664 | Performing Arts Management | 1 | 1 | | | 2 | |
| 19 | 1225422670 | Content Production | 1 | 1 | | | 2 | |
| | | Total credits | 5 | 5 | | | 10 | |
| Total Course Load for Semester 7 | | | | | | | 20 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---------------|-----|-----|----------|----------|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1225722614 | Final Project | | | 2 | 4 | 6 |
| 2 | 1225242613 | KKN | | | | 4 | 4 |
| Total Course Load for Semester 8 | | | | | 2 | 8 | 10 |

| | |
|---------------|-----|
| Total credits | 144 |
|---------------|-----|

Faculty : Education
 Programme : Early Childhood Teacher Education (PG PAUD)
 Level : Bachelor's

Table Notes:

T = Theory/Face-to-face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---|-----------|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1525221601 | Islamic Religious Education | 2 | | | | 2 |
| | | Catholic Religious Education | | | | | |
| | | Christian Religious Education | | | | | |
| | | Hindu Religious Education | | | | | |
| | | Buddhist Religious Education | | | | | |
| Confucian Religious Education | | | | | | | |
| 2 | 1525221602 | PGRI Affairs | 2 | | | | 2 |
| 3 | 1525121604 | Civic Education | 2 | | | | 2 |
| 9 | 1525321617 | Learning and Teaching AUD | 2 | | | | 2 |
| 4 | 1525331629 | Basic concepts of early childhood education | 2 | | | | 2 |
| 5 | 1525321612 | Child Development | 2 | | | | 2 |
| 6 | 1525321638 | Childhood Education within the Family | 2 | | | | 2 |
| 7 | 1525331648 | Child Development | 3 | | | | 3 |
| 8 | 1525321611 | Foundations of Education | 2 | | | | 2 |
| Total Credit Load for Semester 1 | | | 19 | | | | 19 |

Semester 2

| No | Course Code | Course | T | P | S | L | Total credits |
|-----|-------------|--|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1525121602 | Indonesian | 2 | | | | 2 |
| 2 | 1525221605 | English | 2 | | | | 2 |
| 3 | 1525121603 | Pancasila Education | 2 | | | | 2 |
| 4 | 1525321610 | Professional Ethics in Education | 2 | | | | 2 |
| 5 | 1525332619 | Play & Games | 1 | 1 | | | 2 |
| 6 | 1525331635 | Innovative AUD Learning | 2 | 1 | | | 3 |
| 7 | 1525321622 | Parenting Communication | 1 | 1 | | | 2 |
| 8 | 1525321634 | Holistic and Integrative Early Childhood Education | 2 | 1 | | | 3 |
| 9 | 1525632631 | Digital Literacy | 2 | | | | 2 |

| | | | | | |
|---|-----------|----------|--|--|-----------|
| Total Course Load for Semester 2 | 16 | 4 | | | 20 |
|---|-----------|----------|--|--|-----------|

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1525331630 | Early Childhood Education Curriculum | 2 | 1 | | | 3 | |
| 2 | 1525332625 | Basic Concepts of Religious Morality | 1 | 1 | | | 2 | Child Development |
| 3 | 1525332623 | Basic Concepts of Language and Literacy for Children with Auditory Processing Disorder | 1 | 1 | | | 2 | Child Development |
| 4 | 1525332628 | Basic Concepts of Physical Motor Skills for Children with Auditory Processing Disorder | 1 | 1 | | | 2 | Child Development |
| 5 | 1525332627 | Basic Concepts of Social Studies AUD | 1 | 1 | | | 2 | Child Development |
| 6 | 1525331647 | Learning Strategies and Models in Early Childhood Education | 1 | 1 | | | 2 | Child Development |
| 7 | 1525321621 | Health and Nutrition | 1 | 1 | | | 2 | Child Development |
| 8 | 1525331637 | AUD Science Learning | 1 | 1 | | | 2 | Child Development |
| 9 | 1525321649 | Management of Early Childhood Education | 1 | 1 | | | 2 | |
| Total Course Load for Semester 3 | | | 10 | 9 | | | 19 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|--|-----|-----|-----|-----|-------------------|--------------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1525332624 | Basic Concepts of Mathematics AUD | 1 | 1 | | | 2 | Child Development |
| 2 | 1525331626 | Basic Emotional Concepts | 1 | 1 | | | 2 | Child Development |
| 3 | 1525321617 | AUD Learning Assessment | 1 | 1 | | | 2 | Child Development |
| 4 | 1525321641 | Lesson Planning | 1 | 1 | | | 2 | Early Childhood Education Curriculum |
| 5 | 1525622642 | Management of the Learning Environment | 1 | 1 | | | 2 | Play and Games |
| 6 | 1525322646 | Learning Resources and Educational Media | 1 | 1 | | | 2 | |
| 7 | 1525626251 | Kindergarten Management | 1 | 1 | | | 2 | Educational Foundations |
| 8 | 1525321620 | AUD Guidance | 1 | 1 | | | 2 | Growth and Development |
| 9 | 1525762645 | Exploratory Study | | | | 2 | 2 | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--------|----------|----------|-----|----------|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| Total Course Load for Semester 4 | | | 8 | 8 | | 2 | 18 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|-----------|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1525626252 | Video editing learning resources for primary education | 1 | 1 | | | 2 | Learning Resources and Educational Media |
| 2 | 1525626253 | AUD Graphic Teaching Materials | 1 | 1 | | | 2 | Learning Resources and Learning Materials |
| 3 | 1525626254 | BK AUD Media (animation) | 1 | 1 | | | 2 | Learning Resources and Educational Media |
| 4 | 1525332655 | Children's Music Education | 1 | 1 | | | 2 | |
| 5 | 1525332656 | Children's Dance and Drama Education | 1 | 1 | | | 2 | |
| 6 | 1525331657 | Children's Art Education | 1 | 1 | | | 2 | |
| 7 | 1525331658 | Interior Design | 1 | 1 | | | 2 | |
| 8 | 1525331659 | Costume Design for Performances | 1 | 1 | | | 2 | |
| 9 | 1525331660 | Hair and make-up for the performing arts | 1 | 1 | | | 2 | |
| 10 | 1525321644 | Statistics | 1 | 1 | | | 2 | |
| Total Course Load for Semester 5 | | | 10 | 10 | | | 20 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|--|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1525721632 | Research Method | 2 | | | | 2 | Statistics |
| 2 | 1525322633 | Microteaching | 1 | 1 | | | 2 | Lesson planning |
| 3 | 1525244628 | Technology-based entrepreneurship | 2 | 2 | | | 4 | Video editing learning resources for primary education AUD (Animation) graphic design learning materials AUD Guidance and Counselling Media (Animation) |
| 4 | 1525622650 | Management of Kindergartens and Playgroups | 1 | 1 | | | 2 | Management of Early Childhood Education |
| 5 | 1525321636 | Early Childhood English Language Learning | 2 | | | | 2 | |
| 6 | 1525331639 | Inclusive Education | 1 | 1 | | | 2 | Growth and development |
| 7 | 1525321640 | Professional | 1 | 1 | | | 2 | Professional Ethics for |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---------------------------|-----------|----------|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | | Development for Educators | | | | | | Educators |
| Total Course Load for Semester 6 | | | 10 | 6 | | | 16 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|----------|----------|-----|-----------|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| Teaching Placement (for Education Programmes) | | | | | | | | |
| 1 | 1525322613 | PLP-Curriculum Analysis | | | | 2 | 2 | |
| 2 | 1525322614 | PLP - Development of the Learning Plan | | | | 2 | 2 | Early Childhood Education Curriculum |
| 3 | 1525322615 | PLP – Development of Learning Materials | | | | 2 | 2 | Planning and Management of the Learning Environment |
| 4 | 1525344616 | PLP-Teaching Practice | | | | 4 | 4 | Media and Learning Resources |
| | | Total credits | | | | 10 | 10 | Microteaching |
| Elective Course (CoE in Performing Arts) | | | | | | | | |
| 1 | 1525321661 | Musical Instruments | 1 | 1 | | | 2 | |
| 2 | 1525321662 | Performance Art Studies | 1 | 1 | | | 2 | [1] Children’s Dance and Drama Education |
| 3 | 1525321663 | Performance Arts Management | 1 | 1 | | | 2 | [2] Children’s Visual Arts Education |
| 4 | 1525321664 | Performing Arts Property | 1 | 1 | | | 2 | [3] Set Design |
| 5 | 1525321665 | Spatial Design for the Performing Arts | 1 | 1 | | | 2 | [4] Costume Design |
| | | Total credits | 5 | 5 | | | 10 | [5] Hair and Make-up for the Performing Arts |
| CoE Elective Course: Multimedia Learning Materials | | | | | | | | |
| 1 | 152532166 | Development of Multimedia Learning | | | | 2 | 2 | |
| 2 | 525321667 | Research Methodology for Multimedia Learning | | | | 2 | 2 | |
| 3 | 1525321668 | Multimedia Project Management | | | | 2 | 2 | [1] Video editing learning resources for primary education |
| 4 | 1525321669 | Integrated Multimedia Production and Management | | | | 2 | 2 | [2] AUD Graphic Design Learning Media |
| 5 | 1525321670 | Applications and Implementation of Multimedia Components | | | | 2 | 2 | [3] Guidance and Counselling Media for AUD (animation) |
| | | Total credits | | | | | 10 | |
| 5 | 1525723643 | Proposal Seminar | 2 | | | | 2 | |
| | | Total credits | 2 | | | 10 | 10 | |
| Total Course Load for Semester 7 | | | | | | | 22 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Number | Course Name |
|----|-------------|--------|---|---|---|---|--------|-------------|
|----|-------------|--------|---|---|---|---|--------|-------------|

| | | | | | | | of credits | Prerequisites |
|---|------------|-------------------|------------|------------|------------|------------|-------------------|-------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1525765659 | Final Project | | | | 6 | 6 | Passed Proposal Seminar |
| 2 | 1525244607 | Community Service | | | | 4 | 4 | |
| Total Course Load for Semester 8 | | | | | | | 10 | |

Faculty : Social Sciences and Physical Education
 Programme : Civic Education
 Level : Bachelor's

| No | Course | Course Code | Credit | Credit load per semester (enter a number) | | | | | | | | Activity Type (enter 'v') | | | | MBKM Programme | | | |
|----------|---|-------------|--------|---|---|---|---|---|---|---|---|---------------------------|---|---|---|----------------|----------|--------|--|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | T | P | S | L | In PT | Other PT | Non-PT | |
| A | MK. Compulsory University | | | | | | | | | | | | | | | | | | |
| 1 | Buddhist Religious Education | 2122121601 | 2 | 2 | | | | | | | | | V | | | | | V | |
| 2 | Hindu Religious Education | 2122121602 | | | | | | | | | | | | | | | | | |
| 3 | Islamic Religious Education | 2122121603 | | | | | | | | | | | | | | | | | |
| 4 | Catholic Religious Education | 2122121604 | | | | | | | | | | | | | | | | | |
| 5 | Christian Religious Education | 2122121605 | | | | | | | | | | | | | | | | | |
| 6 | Confucian Religious Education | 2122121606 | | | | | | | | | | | | | | | | | |
| 7 | Pancasila Education | 2122121607 | 2 | 2 | | | | | | | | | V | | | | | | |
| 8 | English | 2122121608 | 2 | 2 | | | | | | | | | V | | | | | V | |
| 9 | Civics Education | 2122121609 | 2 | | 2 | | | | | | | | V | | | | | | |
| 10 | Indonesian | 2122121610 | 2 | | 2 | | | | | | | | V | | | | | V | |
| 11 | PGRI-related | 2122121611 | 2 | | 2 | | | | | | | | V | | | | | V | |
| 12 | Community Service Programme | 2122141612 | 4 | | | | | | | | | | 4 | V | | | | | |
| B | MK. Faculty | | | | | | | | | | | | | | | | | V | |
| 8 | PLP | 2122244613 | 4 | | | | | | 4 | | | | | | | | | V | |
| 9 | Educational Foundations | 2122221614 | 2 | 2 | | | | | | | | | | V | | | | | |
| 10 | Student Development | 2122221615 | 2 | | 2 | | | | | | | | | V | | | | V | |
| 11 | Ethics and the Teaching Profession | 2122221616 | 2 | | | 2 | | | | | | | | V | | | | V | |
| 12 | Education Management | 2122221617 | 2 | | | | 2 | | | | | | | V | | | | V | |
| 13 | Micro-teaching in Civic Education | 2122222618 | 2 | | | | | 2 | | | | | | | V | | | | |
| C | MK. Study Programme | | | | | | | | | | | | | | | | | | |
| 14 | PIH | 2122321619 | 2 | 2 | | | | | | | | | | V | | | | | |
| 15 | DKPM | 21223216120 | 2 | 2 | | | | | | | | | | V | | | | | |
| 16 | Political Science | 2122321621 | 2 | 2 | | | | | | | | | | V | | | | | |
| 17 | Selected Topics in Indonesian National History | 2122321622 | 2 | 2 | | | | | | | | | | V | | | | | |
| 18 | Cultural Anthropology | 2122321623 | 2 | 2 | | | | | | | | | | V | | | | | |
| 19 | Foundations of Social Sciences | 2122321624 | 2 | 2 | | | | | | | | | | V | | | | | |
| 20 | Indonesian Sociology | 2122321625 | 2 | | 2 | | | | | | | | | V | | | | | |
| 21 | Introduction to Indonesian Law | 2122321626 | 2 | | 2 | | | | | | | | | V | | | | | |
| 22 | The History of the State of the Republic of Indonesia | 2122321627 | 2 | | 2 | | | | | | | | | V | | | | | |
| 23 | Scouting | 2122321628 | 2 | | 2 | | | | | | | | | V | | | | | |
| 24 | Civic Education Curriculum | 2122321629 | 2 | | 2 | | | | | | | | | V | | | | | |

| No | Course | Course Code | Credit | Credit load per semester (enter a number) | | | | | | | | Activity Type (enter 'v') | | | | MBKM Programme | | | | | | | | |
|----|--|-------------|--------|---|---|---|---|---|---|---|---|---------------------------|---|---|---|----------------|----------|--------|--|--|--|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | T | P | S | L | In PT | Other PT | Non-PT | | | | | | |
| 25 | Social and Cultural Theory | 2122321630 | 2 | | 2 | | | | | | | | | | V | | | | | | | | | |
| 26 | Theory of Law and the Constitution | 2122321631 | 2 | | | 2 | | | | | | | | | V | | | | | | | | V | |
| 27 | Learning and Teaching of Civic Education | 2122321632 | 2 | | | 2 | | | | | | | | | V | | | | | | | V | | |
| 28 | Fundamentals of Political Science | 2122321633 | 2 | | | 2 | | | | | | | | | V | | | | | | | | V | |
| 29 | Legal Policy | 2122321634 | 2 | | | 2 | | | | | | | | | V | | | | | | | | V | |
| 30 | Civics | 2122321635 | 2 | | | 2 | | | | | | | | | V | | | | | | | | V | |
| 31 | Civics Textbook | 2122321636 | 2 | | | 2 | | | | | | | | | V | | | | | | | | | |
| 32 | Lesson Planning | 2122322637 | 2 | | | 2 | | | | | | | | | | V | | | | | | | | |
| 33 | Constitutional Law | 2122331638 | 3 | | | 3 | | | | | | | | | V | | | | | | | | V | |
| 34 | Learning Resources and Innovation in Educational Media | 2122322639 | 2 | | | 2 | | | | | | | | | | V | | | | | | | | |
| 35 | Civil Law | 2122321640 | 2 | | | | 2 | | | | | | | | V | | | | | | | V | | |
| 36 | Criminal Law | 2122321641 | 2 | | | | 2 | | | | | | | | V | | | | | | | V | | |
| 37 | Foundations of Citizenship Education | 2122331642 | 3 | | | | 3 | | | | | | | | V | | | | | | | | | |
| 38 | Ethics and Humanities | 2122321643 | 2 | | | | 2 | | | | | | | | V | | | | | | | | | |
| 39 | Fieldwork | 2122324644 | 2 | | | | 2 | | | | | | | | | | | | | | | V | | |
| 40 | SBM Civic Education | 2122321645 | 2 | | | | 2 | | | | | | | | V | | | | | | | | | |
| 41 | Political Sociology | 2122321646 | 2 | | | | 2 | | | | | | | | V | | | | | | | | V | |
| 42 | Administrative Law | 2122321647 | 2 | | | | 2 | | | | | | | | V | | | | | | | | | |
| 43 | Tax Law | 2122321648 | 2 | | | | 2 | | | | | | | | V | | | | | | | V | | |
| 44 | Statistics | 2122321649 | 2 | | | | | 2 | | | | | | | V | | | | | | | V | | |
| 45 | Education Evaluation | 2122331650 | 3 | | | | | 3 | | | | | | | V | | | | | | | | | |
| 46 | Logic | 2122321651 | 2 | | | | | 2 | | | | | | | V | | | | | | | | | |
| 47 | Research Methodology | 2122322652 | 2 | | | | | 2 | | | | | | | | V | | | | | | | | |
| 48 | Electoral Studies | 2122321653 | 2 | | | | | 2 | | | | | | | V | | | | | | | | | V |
| 49 | Civil and Criminal Procedure Law | 2122322654 | 3 | | | | | 3 | | | | | | | | V | | | | | | V | | |
| 50 | Cooperative Education | 2122321655 | 2 | | | | | | 2 | | | | | | V | | | | | | | V | | |
| 51 | Political Education | 2122321656 | 2 | | | | | | 2 | | | | | | V | | | | | | | | V | |
| 52 | PKLH | 2122321657 | 2 | | | | | | 2 | | | | | | V | | | | | | | | | |
| 53 | Philosophy of Science | 2122321658 | 2 | | | | | | 2 | | | | | | V | | | | | | | | | |
| 54 | Civics Seminar | 2122343659 | 4 | | | | | | 4 | | | | | | | | V | | | | | | | |
| 55 | Criminology | 2122321660 | 2 | | | | | | 2 | | | | | | V | | | | | | | V | | |
| 56 | Ideology Studies | 2122321661 | 2 | | | | | | | 2 | | | | | V | | | | | | | | | V |
| 57 | Bureaucratic Reform | 2122321662 | 2 | | | | | | | 2 | | | | | V | | | | | | | | | V |
| 58 | Customary Law | 2122321663 | 2 | | | | | | | 2 | | | | | V | | | | | | | | | |
| 59 | The Indonesian Political System | 2122321664 | 2 | | | | | | | 2 | | | | | V | | | | | | | | | |
| 60 | Public Policy and Education | 2122321665 | 2 | | | | | | | 2 | | | | | V | | | | | | | | | |
| 61 | The Philosophy of Pancasila | 2122331666 | 3 | | | | | | | | 3 | | | | V | | | | | | | | | |
| 62 | International Relations | 2122321667 | 2 | | | | | | | | 2 | | | | V | | | | | | | V | | |
| 63 | Thesis | 2122363668 | 6 | | | | | | | | | | 6 | | | | V | | | | | | | |
| C | MK. Entrepreneurship Concentration Elective | | | | | | | | | | | | | | | | | | | | | | | |

| No | Course | Course Code | Credit | Credit load per semester (enter a number) | | | | | | | | Activity Type (enter 'v') | | | | MBKM Programme | | | |
|----------------------|---|-------------|--------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------------------|---|---|---|----------------|----------|--------|--|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | T | P | S | L | In PT | Other PT | Non-PT | |
| 64 | Community Empowerment | 2122321669 | 2 | | | | | 2 | | | | | V | | | | | | |
| 65 | Creative Economy | 2122321670 | 2 | | | | | 2 | | | | | V | | | | V | | |
| 66 | Development Communication | 2122321671 | 2 | | | | | 2 | | | | | V | | | | | | |
| 67 | Business Feasibility Study/Business Planning | 2122321672 | 2 | | | | | | 2 | | | | V | | | | V | | |
| 68 | Entrepreneurship | 2122321673 | 2 | | | | | | 2 | | | | V | | | | V | | |
| D | MK. Community Empowerment Concentration Option | | | | | | | | | | | | | | | | | | |
| 64 | Community Empowerment | 2122321669 | 2 | | | | | 2 | | | | | V | | | | | | |
| 65 | Creative Economy | 2122321670 | 2 | | | | | 2 | | | | | V | | | | V | | |
| 66 | Development Communication | 2122321671 | 2 | | | | | 2 | | | | | V | | | | | | |
| 67 | CSR and Social Development | 2122321674 | 2 | | | | | | 2 | | | | V | | | | | | |
| 68 | Development Outreach | 2122321675 | 2 | | | | | | 2 | | | | V | | | | | | |
| Total credits | | | | 151 | 20 | 20 | 21 | 21 | 22 | 22 | 15 | 10 | | | | | | | |

Course Track (Educational Work Placement/PLP)

| No | Course | Code | Credit |
|--------------|-----------------------|------------|-----------|
| 1 | Cooperative Education | 2122321655 | 2 |
| 2 | Political Education | 2122321656 | 2 |
| 3 | PKLH | 2122321657 | 2 |
| 4 | Philosophy of Science | 2122321658 | 2 |
| 5 | Civics Seminar | 2122343659 | 4 |
| 6 | Criminology | 2122321660 | 2 |
| 7 | PLP | 2122244613 | 4 |
| Total | | | 18 |

Track Centre of Excellence (Early-Career Researchers)

| No | Course | Code | Credit |
|--------------|-----------------------------|------------|-----------|
| 1 | Statistics | 2122321649 | 2 |
| 2 | Research Methodology | 2122322652 | 2 |
| 3 | Electoral Studies | 2122321653 | 2 |
| 4 | Ideology Studies | 2122321661 | 2 |
| 5 | Bureaucratic Reform | 2122321662 | 2 |
| 6 | Public Policy and Education | 2122321665 | 2 |
| Total | | | 12 |

Track Centre of Excellence (Educational Media Developers)

| No | Course | Code | Credit |
|--------------|--|------------|-----------|
| 1 | Learning and Teaching of Civic Education | 2122321632 | 2 |
| 2 | Civics Textbook | 2122321636 | 2 |
| 3 | Learning Resources and Innovative Teaching Materials | 2122322639 | 2 |
| 4 | Ethics and Humanities | 2122321643 | 2 |
| 5 | SBM Civic Education | 2122321645 | 2 |
| Total | | | 10 |

Faculty : Social Sciences and Physical Education
 Department : Economics Education
 Level : Bachelor's Degree

| No | Course Code | Course | Credit hours per semester (enter number) | | | | | | | | Activity Type (enter (v)) | | | | MBKM Programme | | | |
|----|---|---|--|---|---|---|---|---|---|---|---------------------------|---|---|---|----------------|----------|--------|--|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | T | P | S | L | In PT | Other PT | Non-PT | |
| A | Courses by Programme and Faculty | | | | | | | | | | CoE | | | | | | | |
| | 2222321650 | Introduction to Business and Management | 2 | | | | | | | | | √ | | | | | √ | |
| | 2222321615 | Philosophy of Science | 2 | | | | | | | | | √ | | | | | √ | |
| | 2222321617 | Business Law | 2 | | | | | | | | | √ | | | | | √ | |
| | 2222332639 | Microeconomics | 3 | | | | | | | | | √ | | | | | √ | |
| | 2222322605 | Computer Applications | 2 | | | | | | | | | | √ | | | | | |
| | 2222342610 | Fundamentals of Accounting | 4 | | | | | | | | | | √ | | | | √ | |
| | 2222321630 | Marketing Management | | 2 | | | | | | | | √ | | | | | √ | |
| | | | | | | | | | | | | | | | | | | |
| | 2222331632 | Office Management and Business Services | | 3 | | | | | | | | | | | | | √ | |
| | 2222332655 | Taxation | | 3 | | | | | | | | | √ | | | | √ | |
| | 2222341622 | Business Communication | | 3 | | | | | | | | | √ | | | | √ | |
| | 2222342636 | Economic Mathematics | | 4 | | | | | | | | √ | | | | | √ | |
| | 2222322608 | Basic Speaking (MBKM PBI) | | 2 | | | | | | | | | √ | | | | √ | |
| | 2222332628 | Financial Management | | | 3 | | | | | | | | √ | | | | √ | |
| | 2222331626 | Macroeconomics | | | 3 | | | | | | | √ | | | | | √ | |
| | 2222342662 | Statistics | | | 4 | | | | | | | | √ | | | | √ | |
| | 2222321629 | Cooperative and SME Management | | | 2 | | | | | | | √ | | | | | √ | |

| No | Course Code | Course | Credit hours per semester (enter number) | | | | | | | | Activity Type (enter (v)) | | | | MBKM Programme | | | | |
|----|-------------|-----------------------------------|--|---|---|---|---|---|---|---|---------------------------|---|---|---|----------------|----------|--------|--|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | T | P | S | L | In PT | Other PT | Non-PT | | |
| | 2222322623 | English Correspondence (MBKM PBI) | | | 2 | | | | | | | | | √ | | | √ | | |
| | 2222322609 | Aquaculture (MBKM Biology) | | | 2 | | | | | | | | | √ | | | √ | | |
| | 2222321635 | Human Resource Management | | | | | | | | | | | √ | | | | √ | | |
| | 2222332604 | Financial Accounting | | | | 3 | | | | | | | | √ | | | √ | | |
| | 2222351637 | Research Methodology | | | | 5 | | | | | | | | √ | | | √ | | |
| | 2222322627 | Online Business Management | | | | 2 | | | | | | | | √ | | | √ | | |
| | 2222322640 | Outbound (MBKM PJKR) | | | | 2 | | | | | | | | √ | | | √ | | |
| | 2222212624 | Fieldwork | | | | 1 | | | | | | | | | | √ | √ | | |
| | 2222332603 | Cost Accounting | | | | | 2 | | | | | | | √ | | | √ | | |
| | 2222332657 | Financial Accounting Practice | | | | | 3 | | | | | | | √ | | | √ | | |
| | 2222322659 | Digital Simulation | | | | | 2 | | | | | | | √ | | | √ | | |
| | 2222332658 | Economics Education Seminar | | | | | 3 | | | | | | | | √ | | √ | | |
| | 2222321634 | Facilities Management | | | | | 2 | | | | | | √ | | | | √ | | |
| | 2222332616 | Horticulture (MBKM Biology) | | | | | 3 | | | | | | | √ | | | √ | | |
| | 2222142656 | PLP | | | | | | | 4 | | | | | | √ | | | | √ |
| | 2222352654 | Economics Lesson Planning | | | | | | | 5 | | | | | | √ | | | | √ |

| No | Course Code | Course | Credit hours per semester (enter number) | | | | | | | | Activity Type (enter (v)) | | | | MBKM Programme | | |
|----------|----------------------------------|--|--|---|---|---|---|---|---|---|---------------------------|---|---|---|----------------|----------|--------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | T | P | S | L | In PT | Other PT | Non-PT |
| | 2222352652 | Assessment of Economics Education | | | | | | 5 | | | | | | √ | | | √ |
| | 2222322638 | Microteaching | | | | | | 2 | | | | | | √ | | | √ |
| | 2222341651 | Professional Development | | | | | | 4 | | | | | | √ | | | √ |
| | 2222331620 | Entrepreneurship | | | | | | | | 3 | | | | √ | | | √ |
| | 2222332612 | Creative Economy | | | | | | | | 3 | | | | √ | | | √ |
| | 2222332611 | Digital Marketing | | | | | | | | 3 | | | | √ | | | √ |
| | 2222321601 | Human Resources Administration | | | | | | | | 2 | | | | √ | | | √ |
| | 2222342663 | Business Studies | | | | | | | | 4 | | | | √ | | | √ |
| | 2222322602 | Transaction Administration | | | | | | | | 2 | | | | √ | | | √ |
| | 2222332625 | Financial Statements for Cooperatives and SMEs | | | | | | | | 3 | | | | √ | | | √ |
| | 2222161661 | Final Project | | | | | | | | | 6 | | | √ | | √ | |
| B | MK. Compulsory University | | | | | | | | | | | | | | | | |
| | 2222121642 | Buddhist Religious Education | 2 | | | | | | | | | | | √ | | √ | |
| | 2222121643 | Hindu Religious Education | | | | | | | | | | | | √ | | √ | |
| | 2222121644 | Islamic Religious Education | | | | | | | | | | | | √ | | √ | |
| | 2222121645 | Catholic Religious Education | | | | | | | | | | | | √ | | √ | |
| | 2222121646 | Confucian Religious Education | | | | | | | | | | | | √ | | √ | |
| | 2222121647 | Christian Religious Education | | | | | | | | | | | | √ | | √ | |
| | 2222121649 | Pancasila Education | 2 | | | | | | | | | | | √ | | √ | |

| No | Course Code | Course | Credit hours per semester (enter number) | | | | | | | | Activity Type (enter (v)) | | | | MBKM Programme | | | |
|----------|-------------------------|---|--|---|---|---|---|---|---|---|---------------------------|---|---|---|----------------|----------|--------|--|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | T | P | S | L | In PT | Other PT | Non-PT | |
| | 2222121648 | Civics Education | | | | 2 | | | | | | | | √ | | √ | | |
| | 2222121606 | Indonesian | | | 2 | | | | | | | | | √ | | √ | | |
| | 2222121619 | PGRI-related | | 2 | | | | | | | | | | √ | | √ | | |
| | 2222121607 | English | 2 | | | | | | | | | | | √ | | √ | | |
| | 2222142621 | Community Service Programme | | | | | | | | 4 | | | | √ | | √ | | |
| C | ELECTIVE COURSES | | | | | | | | | | | | | | | | | |
| | 2222322664 | Make-up (MBKM PBSB - Elective) | | | 2 | | | | | | | | | √ | | √ | | |
| | 2222321633 | Retail Management (Elective) | | | 2 | | | | | | | √ | | | | √ | | |
| | 2222321618 | Public Relations and Protocol (MBKM - PBI Elective) | | | 2 | | | | | | | | √ | | | √ | | |
| | 2222321641 | Excellent Service (OPTION) | | | | 2 | | | | | | √ | | | | √ | | |
| | 2222321631 | Product Planning Management (OPTIONAL) | | | | 2 | | | | | | √ | | | | √ | | |
| | 2222321613 | Banks and Financial Institutions (OPTION) | | | | 2 | | | | | | √ | | | | √ | | |
| | 2222322660 | Management Information Systems (OPTION) | | | | | 2 | | | | | √ | | | | √ | | |
| | 2222321653 | The Indonesian Economy (SELECT) | | | | | 2 | | | | | √ | | | | √ | | |

| No | Course Code | Course | Credit hours per semester (enter number) | | | | | | | | Activity Type (enter (v)) | | | | MBKM Programme | | | |
|----------------------------|-------------|---|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------------------|---|---|---|----------------|----------|--------|--|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | T | P | S | L | In PT | Other PT | Non-PT | |
| | 2222322614 | English for Public Speaking (MBKM PBI-Elective) | | | | | 2 | | | | | √ | | | | √ | | |
| TOTAL CREDITS (152) | | | 21 | 22 | 23 | 21 | 21 | 20 | 20 | 10 | | | | | | | | |

Accounting Technician (Intermediate Level) Centre of Excellence

| No | Course Code | Course | Credit |
|----|-------------|--|-----------|
| | | Taxation | 3 |
| | | Financial Management | 3 |
| | | Fundamentals of Accounting | 4 |
| | | Financial Accounting | 3 |
| | | Cost Accounting | 2 |
| | | Financial Accounting Practice | 3 |
| | | Financial Statements for Cooperatives and SMEs | 3 |
| | | Transaction Administration | 2 |
| | | Total | 23 |

Track CoE Bispar

| No | Course Code | Course | Credit |
|----|-------------|----------------------------|-----------|
| | | Marketing Management | 2 |
| | | Human Resource Management | 2 |
| | | Business Communication | 3 |
| | | English Correspondence | 2 |
| | | Online Business Management | 2 |
| | | Entrepreneurship | 3 |
| | | Creative Economy | 3 |
| | | Digital Marketing | 3 |
| | | Total | 20 |

Faculty : Social Sciences and Physical Education
 Department : Physical Education and Sports
 Level : Bachelor's Degree

Table Notes:

T = Theory/Face-to-face

P = Practical

S = Simulation/Seminar-

L = Field-

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--|-----------|-----|----------|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 2325121607 | Pancasila Education | 2 | | | | 2 |
| 2 | 2325221610 | English | 2 | | | | 2 |
| 3 | 2325121609 | Indonesian | 2 | | | | 2 |
| 4 | 2325322616 | Basic Athletics Movements | | | 2 | | 2 |
| 5 | 2325322617 | Basic Gymnastics Movements | | | 2 | | 2 |
| 6 | 2325322618 | Basic Football Movements | | | 2 | | 2 |
| 7 | 2325321614 | Human anatomy | 2 | | | | 2 |
| 8 | 2325322620 | Physical Fitness | | | 2 | | 2 |
| 9 | 2325321619 | Principles and Paradigms of Physical Education | 2 | | | | 2 |
| Total Credit Points for Semester 1 | | | 10 | | 8 | | 18 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|----------------------------|-----------|-----|-----------|-----|-------------------|----------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 2325221611 | PGRI-related | 2 | | | | 2 | |
| 2 | 2325121601 | Religious Education | 2 | | | | 2 | |
| 3 | 2325121608 | Civics Education | 2 | | | | 2 | |
| 4 | 2325321633 | Theories of Motor Learning | 2 | | | | 2 | |
| 5 | 2325322621 | Athletics Methodology** | | | 2 | | 2 | Basic Athletics Movements |
| 6 | 2325322622 | Gymnastics Methodology** | | | 2 | | 2 | Basic Gymnastics Movements |
| 7 | 2325322623 | Football Methodology** | | | 2 | | 2 | Basic Football Movements |
| 8 | 2325321625 | Philosophy of Sport | 2 | | | | 2 | |
| 9 | 2325322658 | Badminton | | | 2 | | 2 | |
| 10 | 2325322638 | General Aerobic | | | 2 | | 2 | |
| Total Course Load for Semester 2 | | | 10 | | 10 | | 20 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--|-----------|-----|-----------|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 2325321627 | Physical Education Teaching Strategies | 3 | | | | 3 |
| 2 | 2325321626 | Physical Education Learning Media and Technology | 3 | | | | 3 |
| 3 | 2325322629 | Basic Volleyball Movements | | | 2 | | 2 |
| 4 | 2325322630 | Basic Basketball Movements | | | 2 | | 2 |
| 5 | 2325322631 | Basic Swimming Movements | | | 2 | | 2 |
| 6 | 2325321628 | Sports Nutrition | 2 | | | | 2 |
| 7 | 2325321641 | Sports Biomechanics | 2 | | | | 2 |
| 8 | 2325323615 | Sports Physiology and Laboratory Practicum | | | 3 | | 3 |
| 9 | 2325422665 | Handball* | | | 2 | | 2 |
| 10 | 2325422666 | Futsal* | | | | | |
| Total Course Load for Semester 3 | | | 10 | | 11 | | 21 |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|-----|-----|-------------------|----------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 2325321645 | Curriculum Research and Development for Physical Education | 2 | | | | 2 | |
| 2 | 2325321649 | Evaluation of Physical Education | 1 | 1 | | | 2 | |
| 3 | 2325321648 | Theory of Sports Coaching | 2 | | | | 2 | |
| 4 | 2325321635 | School Health Education | 2 | | | | 2 | |
| 5 | 2325241612 | Technology-Based Entrepreneurship | 4 | | | | 4 | |
| 6 | 2325322629 | Volleyball Methodology** | | 2 | | | 2 | Basic Volleyball Movements |
| 7 | 2325322639 | Basketball Methodology** | | 2 | | | 2 | Basic Basketball Movements |
| 8 | 2325322637 | Swimming Methodology** | | 2 | | | 2 | Basic Swimming Movements |
| 9 | 2325321634 | Research Methods | 3 | | | | 3 | |
| Total Course Load for Semester 4 | | | 14 | 7 | | | 21 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|---|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 2325321647 | Physical Education Tests and Measurements | | | 3 | | 3 | |
| 2 | 2325321632 | Adaptive Physical Education | 2 | | | | 2 | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|------------------------------------|-----------|----------|----------|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 3 | 2325321640 | Sociology of Sport | 2 | | | | 2 | |
| 4 | 2325321643 | Sports Management | 2 | | | | 2 | |
| 5 | 2325322644 | Pencak Silat | | | 2 | | 2 | |
| 6 | 2325321642 | Physical Education Lesson Planning | 2 | | | | 2 | |
| 7 | 2325321650 | Scientific Writing** | 2 | | | | 2 | Research Methods |
| 8 | 2325321654 | Statistics | 2 | | | | 2 | |
| 9 | 2325322657 | Sepak Takraw | | 2 | | | 2 | |
| 10 | 2325422669 | Softball* | | 2 | | | 2 | |
| 11 | 2325422670 | Petanque* | | | | | | |
| Total Course Load for Semester 5 | | | 12 | 4 | 5 | | 21 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-------------------------------------|-----------|----------|----------|----------|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 2325321651 | Sports Psychology | 2 | | | | 2 | |
| 2 | 2325321652 | Sports Research Seminar** | 2 | | | | 2 | Scientific Writing |
| 3 | 2325322653 | Exploratory Study | | | | 2 | 2 | |
| 4 | 2325321655 | English for Public Speaking | 2 | | | | 2 | |
| 5 | 2325321656 | Sports Journalism | 2 | | | | 2 | |
| 6 | 2325321636 | Sports Talent and Interest Guidance | 2 | | | | 2 | |
| 7 | 2325332646 | Physical Education Microteaching | | | 3 | | 3 | |
| 8 | 2325422667 | Taekwondo* | | 2 | | | 2 | |
| 9 | 2325422668 | Karate* | | | | | | |
| 10 | 2325422671 | Table Tennis* | | 2 | | | 2 | |
| 11 | 2325422672 | Tennis* | | | | | | |
| Total Course Load for Semester 6 | | | 10 | 4 | 3 | 2 | 19 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|--|-------------|---------------------------|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| Teaching Placement (for Education Programmes) | | | | | | | | |
| 1 | 2325324673 | PLP-Curriculum Analysis** | | 1 | | 1 | 2 | Motor Learning Theory, Physical Education Learning Assessment, Physical Education Curriculum |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|----------|----------|----------|----------|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 2 | 2325324674 | PLP-Development of Lesson Plans** | | 1 | | 1 | 2 | Review and Development, Physical Education Teaching Strategies, Physical Education Microteaching |
| 3 | 2325324675 | PLP-Development of Learning Media** | | 1 | | 1 | 2 | |
| 4 | 2325324664 | PLP-Teaching Practice** | | 2 | | 2 | 4 | |
| Total credits | | | | 5 | | 5 | 10 | |
| CoE Experiential Learning Elective Course | | | | | | | | |
| 5 | 2325321659 | Sport, Entertainment and Event Management | 2 | | | | 2 | |
| 6 | 2325322660 | Outdoor education and scouting | | | 2 | | 2 | |
| 7 | 2325322661 | Sports Massage | | 2 | | | 2 | |
| 8 | 2325321662 | Prevention and Treatment of Sports Injuries | | | 2 | | 2 | |
| 9 | 2325322663 | Traditional Games and Recreational Sports | | 2 | | | 2 | |
| Total credits | | | 2 | 4 | 4 | | 10 | |
| Elective Course: CoE Multimedia Learning Materials | | | | | | | | |
| 10 | 2325421179 | Interactive Multimedia in Physical Education | 2 | | | | 2 | Physical Education Teaching Media and Technology, Adaptive Physical Education |
| 11 | 2325421180 | ICT-Based Physical Education Learning Innovation | 2 | | | | 2 | |
| 12 | 2325421181 | Animation and Motion Simulation in Physical Education | | | 2 | | 2 | |
| 13 | 2325421182 | Mobile Apps for Physical Education | | | 2 | | 2 | |
| 14 | 2325421183 | Educational Games in Physical Education | | | 2 | | 2 | |
| Total credits | | | 4 | | 6 | | 10 | |
| Total Course Load for Semester 7 | | | | | | | 20 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Notes |
|---|-------------|--|----------|-----|-----|-----------|-------------------|----------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 1225722614 | Final Project | 6 | | | | 6 | |
| 2 | 1225242613 | Community Service Programme – Problem Solving in the Community | | | | 4 | 4 | |
| 3 | 1225222674 | Community Service Programme – Digital Literacy | | | | 2 | 2 | Freeform |
| 4 | 1225222675 | KKN – Inclusive and Exclusive Leadership | | | | 2 | 2 | Freeform |
| 5 | 1225222676 | Community Service Programme – Non-Formal Education | | | | 2 | 2 | Freeform |
| Total Course Load for Semester 8 | | | 6 | | | 10 | 10 | |

| No | Course Code | Course | T | P | S | L | Number of credits | Notes |
|--|-------------|--------|-----|-----|-----|-----|-------------------|-------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| Total Course Load for Semester 8 (Freeform) | | | | | | | 16 | |

Faculty : Mathematics Education, Natural Sciences and Information Technology
 Programme : Mathematics Education
 Level : Bachelor's

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar-

L = Field-

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---------------------------------------|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 3125121608 | Pancasila Education | 1 | 1 | | | 2 |
| 2 | 3125121610 | Indonesian | 1 | 1 | | | 2 |
| 3 | 3125321628 | Educational Psychology of Mathematics | 2 | | | | 2 |
| 4 | 3125321634 | Algebra and Trigonometry | 2 | | | | 2 |
| 5 | 3125321635 | Geometry | 2 | | | | 2 |
| 6 | 3125221611 | English | 2 | | | | 2 |
| 7 | 3125321615 | Educational Foundations | 2 | | | | 2 |
| 8 | 3125331632 | Calculus | 3 | | | | 3 |
| Total Course Load for Semester 1 | | | 17 | 2 | | | 17 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|-------------------------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3125121601 | Islamic Religious Education | 1 | 1 | | | 2 | |
| 2 | 3125121602 | Christian Religious Education | | | | | | |
| 3 | 3125121603 | Catholic Religious Education | | | | | | |
| 4 | 3125121604 | Hindu Religious Education | | | | | | |
| 5 | 3125121605 | Buddhist Religious Education | | | | | | |
| 6 | 3125121606 | Confucian Religious Education | | | | | | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----------|----------|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 7 | 3125321613 | Theories of Learning and Mathematics Teaching | 2 | | | | 2 | |
| 8 | 3125221607 | To PGRI | 2 | | | | 2 | |
| 9 | 3125121609 | Civic Education | 2 | | | | 2 | |
| 10 | 3125321633 | Elementary Linear Algebra | 2 | | | | 2 | Algebra |
| 11 | 3125321636 | Analytic Geometry | 2 | | | | 2 | Geometry |
| 12 | 3125431657 | Advanced Calculus | 3 | | | | 3 | Calculus |
| 13 | 3125331618 | Innovations in Mathematics Education | 2 | 1 | | | 3 | |
| Total Course Load for Semester 2 | | | 16 | 2 | | | 18 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|----------|-----|-------------------|--------------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3125321614 | Ethics and the Teaching Profession | 2 | | | | 2 | |
| 2 | 3125321617 | Analysis of the Mathematics Education Curriculum | 2 | | | | 2 | |
| 3 | 3125321621 | Mathematics Teaching Strategies | 2 | | | | 2 | |
| 4 | 3125331640 | Statistics | 2 | 1 | | | 3 | |
| 5 | 3125421658 | Geometric Transformations | 2 | | | | 2 | Algebra, Geometry, Analytic Geometry |
| 6 | 3125321637 | Probability Theory | 2 | | | | 2 | |
| 7 | 3125322652 | Graphic Design | | 2 | | | 2 | |
| 8 | 3125332651 | Educational Technology Applications | | | 3 | | 3 | |
| 9 | 3125321630 | Primary School Mathematics | 2 | | | | 2 | Algebra, geometry, calculus |
| Total Credit Points for Semester 3 | | | 14 | 3 | 3 | | 20 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|---------------------------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3125421655 | Linear Programming | 1 | 1 | | | 2 | |
| 2 | 3125321638 | Number Theory | 1 | 1 | | | 2 | |
| 3 | 3125324629 | Olympic Mathematics | | | | 2 | 2 | |
| 4 | 3125331620 | Mathematics Learning Assessment | 2 | 1 | | | 3 | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----------|----------|-----|----------|-------------------|-----------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 5 | 3125321631 | Secondary School Mathematics | 2 | | | | 2 | Algebra, geometry, calculus |
| 6 | 3125321645 | Mathematics for Economics | 2 | | | | 2 | |
| 7 | 3125322649 | Development of Digital Learning Media | | 2 | | | 2 | |
| 8 | 3125322627 | Development of Manipulative Teaching Aids | | 2 | | | 2 | |
| 9 | 3125421664 | Philosophy of Mathematics Education | 2 | | | | 2 | |
| Total Course Load for Semester 6 | | | 10 | 7 | | 2 | 19 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3125332616 | Mathematics Lesson Planning | | 3 | | | 3 | Innovations in Mathematics Education; Mathematics Teaching Strategies; Mathematics Learning Assessment; Development of Digital Learning Media; Development of Manipulative Teaching Aids |
| 2 | 3125331641 | Research Method | 3 | | | | 3 | Statistics |
| 3 | 3125322646 | Data Analytics | | 2 | | | 2 | Statistics; Programming Algorithms |
| 4 | 3125322647 | Programming Algorithms | | 2 | | | 2 | Algebra |
| 5 | 3125321650 | Development of Teaching Resources and Materials | | 2 | | | 2 | |
| 6 | 3125321673 | Introduction to Real Analysis | 2 | | | | 2 | Calculus Advanced Calculus |
| 7 | 3125321622 | English Mathematics | 2 | | | | 2 | |
| 8 | 3125321675 | Secondary School Mathematics | 2 | | | | 2 | Algebra, geometry, calculus |
| 9 | 3125421674 | Complex Analysis | 2 | | | | 2 | |
| Total Course Load for Semester 5 | | | 11 | 9 | | | 20 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|-----------|----------|----------|----------|-------------------|--------------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3125321648 | Business Intelligence | 2 | | | | 2 | |
| 2 | 3125322619 | Microteaching | | 2 | | | 2 | Mathematics Lesson Planning |
| 3 | 3125421663 | Mathematical Thinking | 3 | | | | 3 | |
| 4 | 3125431653 | Algebraic Structures | 3 | | | | 3 | Algebra Elementary Linear Algebra |
| 5 | 3125421660 | Discrete Mathematics | 2 | | | | 2 | Probability Theory |
| 6 | 3125323642 | Mathematics Education Seminar | | 1 | 1 | | 2 | |
| 7 | 3125242644 | Technology-based entrepreneurship | 1 | 2 | | 1 | 4 | Economic Mathematics |
| 8 | 3125321639 | Real Analysis | 2 | | | | 2 | Introduction to Real Analysis |
| Total Course Load for Semester 6 | | | 13 | 5 | 1 | 1 | 20 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|--|-------------|--|----------|----------|-----|-----------|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| Teaching Placement | | | | | | | | |
| 1 | 3125344623 | PLP - Teaching Practice | | | | 4 | 4 | |
| 2 | 3125324624 | PLP - Curriculum Analysis | | | | 2 | 2 | |
| 3 | 3125324625 | PLP - Development of the Learning Plan | | | | 2 | 2 | |
| 4 | 3125324626 | PLP - Development of Learning Media | | | | 2 | 2 | |
| | | Total | | | | 10 | 10 | |
| CoE Data Analytics Industry Placement | | | | | | | | |
| 1 | 3125432665 | Data Visualisation | | 3 | | | 3 | Programming Algorithms, Data Analytics |
| 2 | 3125432666 | Big Data | 2 | 1 | | | 3 | Programming Algorithms, Data Analytics |
| 3 | 3125422667 | Forecasting Methods | 1 | 1 | | | 2 | Programming Algorithms, Statistics |
| 4 | 3125422668 | Data Analytics Software | | 2 | | | 2 | Programming Algorithms, Data Analytics |
| | | Total | 3 | 7 | | | 10 | |
| CoE PMPM Industry Internship | | | | | | | | |
| 1 | 3125432669 | Hypermedia | | 3 | | | 3 | |
| 2 | 3125432670 | 3D Animation | | 3 | | | 3 | |
| 3 | 3125421671 | Evaluation of Learning | 2 | | | | 2 | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|--|-------------|-----------------------------|----------|----------|-----|-----|-------------------|-----------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | | Materials | | | | | | |
| 4 | 3125421672 | Media Production Management | 2 | | | | 2 | |
| | | Total | 4 | 6 | | | 10 | |
| Elective Courses (Non-Internship) | | | | | | | | |
| 1 | 3125421656 | Numerical Methods | 1 | 1 | | | 2 | |
| 2 | 3125421662 | Computational Thinking | 1 | 1 | | | 2 | |
| 3 | 3125421661 | Joyful Learning | 1 | 1 | | | 2 | |
| 4 | 3125421659 | Differential Equations | 2 | | | | 2 | Calculus, Advanced Calculus |
| 5 | 3125421654 | Mathematical Statistics | 2 | | | | 2 | Statistics |
| | | Total | 7 | 3 | | | 10 | |
| Total Course Load for Semester 7 | | | | | | | 20 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Total credits | | |
|---|-------------|---------------|-----|-----|-----|-----|---------------|----------|-----------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | | |
| 1 | 3125224612 | KKN | | | | 4 | 4 | | |
| 5 | 3125765643 | Final Project | | | 6 | | 6 | | |
| Total Course Load for Semester 8 | | | | | | | 6 | 4 | 10 |

Notes:

| | |
|--|----|
| Total credit hours for practical work for students not undertaking an industrial placement | 29 |
| Number of credit hours for practical training for students undertaking an industrial placement in Data Analytics | 33 |
| Number of practical credits for students undertaking industrial placements in PMPM | 32 |

Faculty : Mathematics Education, Natural Sciences
and Information Technology
Department : Biology Education
Level : Bachelor's Degree

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for Practical Work must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|--------------|--------------------------|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 322512 1 607 | Pancasila Education | 2 | | | | 2 |
| 2 | 322522 1 610 | English | 2 | | | | 2 |
| 3 | 322512 1 609 | Indonesian | 2 | | | | 2 |
| 4 | 322532 1 645 | Mathematics Biology | 2 | | | | 2 |
| 5 | 322533 1 641 | General Biology | 2 | 1 | | | 3 |
| 6 | 322532 1 643 | Basic Physics | 1 | 1 | | | 2 |
| 7 | 322532 1 644 | General Chemistry | 2 | | | | 2 |
| 8 | 322532 1 616 | Foundations of Education | 2 | | | | 2 |
| 9 | 322532 2 651 | Laboratory Techniques | 1 | 1 | | | 2 |
| Total Course Load for Semester 1 | | | 16 | 3 | | | 19 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|--------------|-----------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 322512 1 601 | Islam | 2 | | | | 2 | |
| 2 | 322512 1 602 | Catholicism | | | | | | |
| 3 | 322512 1 603 | Christian | | | | | | |
| 4 | 322512 1 604 | Hinduism | | | | | | |
| 5 | 322512 1 605 | Buddhism | | | | | | |
| 6 | 322512 1 606 | Confucianism | | | | | | |
| 7 | 322512 1 608 | Citizenship | 2 | | | | 2 | |
| 8 | 322522 1 611 | PGRI membership | 2 | | | | 2 | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|--------------|--|-----------|----------|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 9 | 322532 1 626 | Professional Ethics | 2 | | | | 2 | |
| 10 | 322532 1 617 | Educational Psychology | 2 | | | | 2 | |
| 11 | 322532 1 614 | Student development | 2 | | | | 2 | |
| 12 | 322532 1 615 | Class Management | 2 | | | | 2 | |
| 13 | 322533 2 627 | Plant and Fungal Developmental Structure | 2 | 1 | | | 3 | General Biology |
| 14 | 322533 2 630 | Animal Developmental Biology | 2 | 1 | | | 3 | General Biology |
| Total Credit Points for Semester 2 | | | 18 | 2 | | | 20 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|--------------|----------------------------------|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 322533 2 635 | Biochemistry | 2 | 1 | | | 3 | General Biology |
| 2 | 322533 2 632 | Animal Physiology | 2 | 1 | | | 3 | General Biology, SPH |
| 3 | 322533 2 629 | Plant Physiology | 2 | 1 | | | 3 | General Biology, SPTJ |
| 4 | 322532 1 619 | Biology Teaching Strategies | 2 | | | | 2 | Educational foundations, Learner development, Educational psychology |
| 5 | 322532 1 618 | Fundamentals of Biology Teaching | 2 | | | | 2 | Educational foundations, Learner development, Educational psychology |
| 6 | 322532 1 647 | English Biology | 2 | | | | 2 | English |
| Total Course Load for Semester 3 | | | 12 | 3 | | | 15 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|--------------|---|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 322533 1 621 | Biology Learning Assessment | 3 | | | | 3 | Student development, Educational psychology, Biology teaching strategies |
| 2 | 322532 1 638 | Genetics | 1 | 1 | | | 2 | General Biology, Biochemistry |
| 3 | 322533 2 631 | Animal Diversity | 1 | 1 | | | 2 | General Biology, SPH |
| 4 | 322533 2 628 | Plant Diversity | 1 | 1 | | | 2 | General Biology, SPTJ |
| 5 | 322533 2 633 | Human Anatomy, Physiology & Health | 2 | 1 | | | 3 | General Biology, SPH, Animal Physiology |
| 6 | 322533 2 620 | Development of Biology Learning Resources and Materials | 2 | 1 | | | 3 | Learner development, Educational psychology, Biology teaching strategies |
| 7 | 322524 2 613 | Technology-based entrepreneurship | 2 | 2 | | | 4 | SPT, SPH, Biochemistry, Fishew, Fistum, Kahew (joint), Katumb (joint), Anfismankes (joint), PSB3 (joint) |
| Total Course Load for Semester 4 | | | 12 | 7 | | | 19 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|--------------|--------------------------|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 322533 1 622 | Biology Lesson Planning | 3 | | | | 3 | Learner development, Educational psychology, Fundamentals of biology teaching, Biology teaching strategies, Biology assessment, PSB3 |
| 2 | 322532 1 640 | Cell & Molecular Biology | 1 | 1 | | | 2 | General Biology, |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|--------------|---------------------------------------|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | | | | | | | | Biochemistry, Genetics |
| 3 | 322532 1 639 | Evolution | 2 | | | | 2 | General Biology, Biochemistry, Genetics |
| 4 | 322533 2 636 | Microbiology | 2 | 1 | | | 3 | General Biology, Biochemistry, Genetics |
| 5 | 322533 1 634 | Ecology | 2 | 1 | | | 3 | General Biology, Animal Diversity, Plant Diversity |
| 6 | 322533 1 648 | Research Methodology | 3 | | | | 3 | |
| 7 | 322532 2 652 | Innovations in Digital Learning Media | | 2 | | | 2 | PSB3 |
| 8 | 322533 2 656 | Horticulture | | 2 | | | 2 | General Biology, SPTJ, Plant Physiology, Plant Diversity |
| Total Course Load for Semester 5 | | | 13 | 7 | | | 20 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|--------------|--|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 322533 1 625 | Curriculum Review | 3 | | | | 3 | Learner Development, Educational Psychology, Fundamentals of Biology Teaching, Biology Teaching Strategies, Biology Assessment, PSB3, Biology Lesson Planning |
| 2 | 322532 2 623 | Microteaching | | 2 | | | 2 | Learner Development, Educational Psychology, Fundamentals of Biology Teaching, Biology Teaching Strategies, Biology Assessment, PSB3, Biology Lesson Planning, Curriculum Analysis |
| 3 | 322532 1 646 | Biostatistics | 2 | | | | 2 | Research Methodology |
| 4 | 322533 1 637 | Biotechnology | 2 | | | | 2 | General Biology, Biochemistry, Genetics, Microbiology, Cell and Molecular Biology |
| 5 | 322533 1 642 | Environment | 2 | | | | 2 | General Biology, Ecology |
| 6 | 322533 2 653 | Entrepreneurial Product Development and Evaluation | | 3 | | | 3 | Technology-based Entrepreneurship |
| 7 | 322533 2 654 | Plant Tissue Culture | 1 | 2 | | | 3 | Biochemistry, SPTJ, Plant Physiology, Genetics, Cell and Molecular Biology |
| 8 | 322532 2 655 | Orchid Cultivation | 1 | 1 | | | 2 | SPTJ, Plant Physiology, Horticulture |
| Total Credit Points for Semester 6 | | | 11 | 8 | | | 19 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|--|--------------|-------------------------|-----|----------|----------|-----|-------------------|-------------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 322532 1 649 | Scientific Publications | | 1 | 1 | | 2 | Research Methodology, Biostatistics |
| Total credits | | | | 1 | 1 | | 2 | |
| Teaching Placement (for Education Programmes) | | | | | | | | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|--------------|--|----------|----------|----------|-----------|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 2 | 322542 4 657 | PLP-Curriculum Analysis | | | | 2 | 2 | Microteaching |
| 3 | 322542 4 658 | PLP – Development of Lesson Plans | | | | 2 | 2 | Microteaching |
| 4 | 322542 4 659 | PLP-Development of Learning Media | | | | 2 | 2 | Microteaching |
| 5 | 322534 4 624 | PLP-Teaching Practice | | | | 4 | 4 | Microteaching |
| Total credits | | | | 1 | 1 | 10 | 10 | |
| CoE Elective Course: Multimedia Learning Management (10 credits) | | | | | | | | |
| 6 | 322543 2 660 | Innovation in Digital Biology Learning Resources and Materials | 1 | 2 | | | 3 | Innovations in Digital Learning Media |
| 7 | 322542 2 661 | Research on Learning Media | 2 | | | | 2 | Digital Educational Media Innovation |
| 8 | 322542 2 662 | Web design | 1 | 1 | | | 2 | Innovation in Digital Learning Media |
| 9 | 322543 2 663 | Multimedia Technology | 1 | 2 | | | 3 | Innovations in Digital Learning Media |
| 10 | 322542 1 664 | Multimedia Project Management | 2 | | | | 2 | Innovation in Digital Learning Media |
| Total Credits | | | 7 | 5 | | | 12 | |
| CoE Elective Course: Orchid Cultivation (10 credits) | | | | | | | | |
| 11 | 322542 2 665 | Plant Propagation | 1 | 1 | | | 2 | Orchid Cultivation, Tissue Culture, Horticulture |
| 12 | 322542 1 666 | Plant Protection | 2 | | | | 2 | Orchid Cultivation, Tissue Culture, Horticulture |
| 13 | 322542 1 667 | Environmental Engineering in Crop Cultivation | 2 | | | | 2 | Orchid Cultivation, Tissue Culture, Horticulture |
| 14 | 322542 1 668 | Digital Agribusiness Entrepreneurship | 2 | | | | 2 | Technology-Based Entrepreneurship, Development and Evaluation of Entrepreneurial Products, Horticulture, Orchid Cultivation, Tissue Culture |
| 15 | 322542 2 669 | Post-Harvest Technology | 2 | | | | 2 | Orchid Cultivation, Horticulture |
| Total credits | | | 9 | 1 | | | 10 | |
| CoE Tissue Culture Elective Course (10 credits) | | | | | | | | |
| 16 | 322542 2 665 | Plant Propagation | 1 | 1 | | | 2 | Orchid Cultivation, Tissue Culture, Horticulture |
| 17 | 322542 1 666 | Plant Protection | 2 | | | | 2 | Orchid Cultivation, Tissue Culture, Horticulture |
| 18 | 322542 1 667 | Environmental Engineering in Crop Cultivation | 2 | | | | 2 | Orchid Cultivation, Tissue Culture, Horticulture, Environment |
| 19 | 322542 1 668 | Digital Agribusiness Entrepreneurship | 2 | | | | 2 | Technology-Based Entrepreneurship, Development and Evaluation of Entrepreneurial Products, Horticulture, Orchid Cultivation, Tissue Culture |
| 20 | 322542 1 670 | Soil Biology | 2 | | | | 2 | Plant Physiology, |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|--|--------------|--|----------|----------|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | | | | | | | | Horticulture, Tissue Culture, Environment |
| Total credits | | | 9 | 1 | | | 10 | |
| Elective courses taken within the programme (if CoE 1 and CoE 2 are not passed) | | | | | | | | |
| 21 | 322543 2 660 | Digital-based Innovation in Biology Learning Resources and Materials | 1 | 2 | | | 3 | Innovations in Digital Learning Media |
| 22 | 322543 2 663 | Multimedia Technology | 1 | 2 | | | 3 | Innovations in Digital Learning Media |
| 23 | 322542 1 668 | Digital Agribusiness Entrepreneurship | 2 | | | | 2 | Technology-Based Entrepreneurship, Development and Evaluation of Entrepreneurial Products, Horticulture, Orchid Cultivation, Tissue Culture |
| 24 | 322542 1 667 | Environmental Engineering in Crop Cultivation | 2 | | | | 2 | Orchid Cultivation, Tissue Culture, Horticulture |
| 25 | 322542 1 670 | Soil Biology | 2 | | | | 2 | Plant Physiology, Horticulture, Plant Tissue Culture |
| Total credits | | | 8 | 4 | | | 12 | |
| Total Course Load for Semester 7 | | | | | | | 22 | |

Semester 7 (with Learning Activities Outside the Programme within the University)

| No | Course Code | Course | T | S | S | L | Number of credits | Course Name Prerequisites |
|---|--------------|---|-----------|----------|----------|----------|-------------------|-------------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 322532 1 649 | Scientific Publications | | 1 | 1 | | 2 | Research Methodology, Biostatistics |
| 2 | 322534 4 624 | PLP-Teaching Practice | | | | 4 | 4 | Microteaching |
| 3 | 222532 1 650 | Introduction to Business and Management | 2 | | | | 2 | |
| 4 | 222533 1 633 | Cost Accounting | 3 | | | | 3 | |
| 5 | 222533 1 636 | Financial Management | 3 | | | | 3 | |
| 6 | 222533 1 645 | Macroeconomics | 3 | | | | 3 | |
| 7 | 222533 1 649 | Business Communication | 3 | | | | 3 | |
| 8 | 222533 1 640 | Digital Marketing | 3 | | | | 3 | |
| Total Course Load for Semester 7 | | | 17 | 1 | 1 | 4 | 23 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Notes |
|-----|--------------|--|-----|-----|-----|-----|-------------------|-------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 322576 5 650 | Final Project | | 6 | | | 6 | |
| 2 | 322524 4 612 | Community Service - Problem Solving in the Community | | | | 4 | 4 | |

| | | | | | | | | |
|---|--|--|--|--|--|---|-----------|----------|
| 3 | | Community Service Programme – Digital Literacy | | | | 2 | 2 | Freeform |
| 4 | | KKN – Inclusive and Exclusive Leadership | | | | 2 | 2 | Freeform |
| 5 | | Community Service Programme – Non-Formal Education | | | | 2 | 2 | Freeform |
| Total Course Load for Semester VIII (Curriculum Structure) | | | | | | | 10 | |
| Total Course Load for Semester VIII (Including Freeform) | | | | | | | 16 | |

| | | | |
|--|---------------------|-----|--|
| Internship Version | Total Credit Points | 144 | Curriculum Structure |
| | | 150 | Includes 6-credit Freeform Community Service (KKN) |
| Study Option: 1 semester outside the programme | Total Credits | 145 | Curriculum Structure |
| | | 151 | Includes 6-credit Freeform Community Service (KKN) |

Faculty : Mathematics Education, Natural Sciences and Information Technology
Study Programme : Physics Education
Level : Bachelor's Degree

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|-----|-------------|-------------------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 3325121601 | Islamic Religious Education | 1 | 1 | | | 2 |
| | 3325121602 | Christian Religious Education | | | | | |
| | 3325121603 | Catholic Religious Education | | | | | |
| | 3325121604 | Hindu Religious Education | | | | | |
| | 3325121605 | Buddhist Religious Education | | | | | |
| | 3325121606 | Confucian Religious Education | | | | | |
| 2 | 3325121608 | Citizenship Education | 1 | 1 | | | 2 |
| 3 | 3325221610 | PGRI-related | 1 | 1 | | | 2 |
| 4 | 3325321617 | Educational Foundations | 2 | | | | 2 |
| 5 | 3325321618 | Student Development | 2 | | | | 2 |
| 6 | 3325321619 | General Biology | 2 | | | | 2 |
| 7 | 3325321620 | General Chemistry | 2 | | | | 2 |
| 8 | 3325321621 | Calculus | 2 | | | | 2 |
| 9 | 3325341622 | Basic Physics: Thermodynamics | 3 | 1 | | | 4 |

| | | | | | |
|---|-----------|----------|--|--|-----------|
| Total Course Load for Semester 1 | 16 | 4 | | | 20 |
|---|-----------|----------|--|--|-----------|

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--------------------------------------|-----------|----------|-----|-----|-------------------|------------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3325121607 | Pancasila Education | 1 | 1 | | | 2 | |
| 2 | 3325121609 | Indonesian | 1 | 1 | | | 2 | |
| 3 | 3325221611 | English | 1 | 1 | | | 2 | |
| 4 | 3325341623 | Fundamentals of Electromagnetism | 3 | 1 | | | 4 | Basic Physics: Thermal Mechanics |
| 5 | 3325321624 | Thermodynamics | 2 | | | | 2 | Basic Physics of Thermal Mechanics |
| 6 | 3325321625 | Basic Electronics | 2 | | | | 2 | |
| 7 | 3325331626 | Introduction to Mathematical Physics | 3 | | | | 3 | Calculus |
| 8 | 3325322627 | Computer Programming | 2 | | | | 2 | |
| Total Course Load for Semester 2 | | | 15 | 4 | | | 19 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3325321628 | Classical Mechanics | 2 | | | | 2 | Basic Physics, Thermal Mechanics, Introduction to Mathematical Physics |
| 2 | 3325331629 | Learning and Teaching Physics | 3 | | | | 3 | Foundations of Education, Student Development |
| 3 | 3325321630 | Basic Statistics | 2 | | | | 2 | |
| 4 | 3325331631 | Mathematics and Physics | 3 | | | | 3 | Introduction to Mathematical Physics, Calculus |
| 5 | 3325331632 | Electricity and Magnetism | 3 | | | | 3 | Fundamentals of Electromagnetism |
| 6 | 3325322633 | Computational Physics | | 2 | | | 2 | Computer Programming |
| 7 | 3325312634 | Basic Electronics Practical | | 1 | | | 1 | Basic Electronics |
| 8 | 3325321635 | Secondary School Physics, Year 10 | 3 | | | | 3 | Basic Physics: Thermodynamics |
| 9 | 3325321636 | English for Physics Instruction | 2 | | | | 2 | English |
| Total Credit Load for Semester 3 | | | 18 | 3 | | | 21 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|-------------------------------|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3325331637 | Mechanics of Multiple Systems | 2 | | | | 2 | Fundamentals of Physics: Thermal Mechanics, Fundamentals of Physics: Electromagnetism |
| 2 | 3325321638 | Modern Physics | 2 | | | | 2 | Basic Physics: Thermal Mechanics, Basic Physics: |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|-----------|-----|-----|----------|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | | | | | | | | Electromagnetism |
| 3 | 3325331639 | Physics Curriculum Design | 3 | | | | 3 | Educational Foundations, Learner Development, Learning and Teaching |
| 4 | 3325331640 | Waves and Optics | 3 | | | | 3 | Fundamentals of Electromagnetism |
| 5 | 3325321641 | Digital Electronics | 2 | | | | 2 | Basic Electronics |
| 6 | 3325321642 | Secondary School Physics, Year 11 | 2 | | | | 2 | Basic Physics: Electromagnetism, Waves and Optics |
| 7 | 3325321643 | Statistical Physics | 2 | | | | 2 | Thermodynamics |
| 8 | 3325321644 | Applied Physics | | | | 2 | 2 | |
| 9 | 3325321645 | Philosophy of Science | 2 | | | | 2 | |
| Total Course Load for Semester 4 | | | 18 | | | 2 | 20 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3325341646 | Physics Teaching Materials and Resources | 3 | 1 | | | 4 | Physics Instructional Design |
| 2 | 3325331647 | Physics Teaching Strategies | 3 | | | | 3 | Learning and Teaching |
| 3 | 3325331648 | Research Methodology | 3 | | | | 3 | Basic Statistics |
| 4 | 3325312649 | Digital Electronics Practical | | 1 | | | 1 | Digital Electronics |
| 5 | 3325321650 | Nuclear Physics | 2 | | | | 2 | Modern Physics |
| 6 | 3325322651 | Physics Experiments | | 2 | | | 2 | Modern Physics, Nuclear Physics, Introduction to Quantum Mechanics |
| 7 | 3325321652 | Introduction to Quantum Mechanics | 2 | | | | 2 | Modern Physics |
| 8 | 3325321653 | Solid State Physics | 2 | | | | 2 | Modern Physics |
| Total Course Load for Semester 5 | | | 15 | 4 | | | 19 | |

Semester 6

| No | Course Code | Course Code | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|---|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3325321654 | Physics Education Laboratory | | 2 | | | 2 | Fundamentals of Physics: Thermal Mechanics, Fundamentals of Physics: Electromagnetism, Fundamentals of Electronics, Digital Electronics, Digital Electronics Laboratory |
| 2 | 3325332655 | Assessment of Learning Process and Outcomes | 3 | | | | 3 | Physics Instructional Design, Learning and Teaching |

| No | Course Code | Course Code | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|----------|----------|-----|----------|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 3 | 3325321656 | Scientific Publications in Physics Education | 2 | | | | 2 | Research Methodology, Final Project Proposal Seminar |
| 4 | 3325323657 | Final Project Proposal Seminar | 2 | | | | 2 | Research Methodology |
| 5 | 3325322658 | Microteaching | | 2 | | | 2 | Learning and Teaching, Instructional Design, Physics Teaching Strategies, Assessment of Learning Processes and Outcomes |
| 6 | 3325241612 | Technology-Based Entrepreneurship | 1 | 2 | | 1 | 4 | Computer Programming, Media and Physics Teaching Materials |
| Total Course Load for Semester 6 | | | 8 | 6 | | 1 | 15 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|----------------------|-------------|--|-----|-----------|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3325324659 | PLP-Curriculum Analysis | | | | 2 | 2 | Microteaching, Evaluation of Learning Processes and Outcomes, Learning and Teaching Physics, Physics Teaching Strategies, Physics Lesson Design |
| 2 | 3325324660 | PLP-Development of Lesson Plans | | | | 2 | 2 | Microteaching, Evaluation of Learning Processes and Outcomes, Physics Learning and Teaching, Physics Teaching Strategies, Physics Instructional Design |
| 3 | 3325324661 | PLP-Development of Learning Media | | | | 2 | 2 | Microteaching, Assessment of Learning Processes and Outcomes, Physics Learning and Teaching, Physics Teaching Strategies, Physics Instructional Design |
| 4 | 3325344662 | PLP-Teaching Practice (4 credits) | | | | 4 | 4 | Microteaching, Assessment of Learning Processes and Outcomes, Learning and Teaching of Physics, Physics Teaching Strategies, Physics Instructional Design |
| Total credits | | | | | | | 10 | |
| 5 | 3325532664 | Multimedia Research and Project Design | | 3 | | | 3 | Physics Teaching Materials and Media |
| 6 | 3325532666 | Digital Visual and Narrative Development | | 3 | | | 3 | Physics Teaching Materials and Media |
| 7 | 3325522668 | Multimedia Asset Design and Production | | 2 | | | 2 | Physics Teaching Materials and Resources |
| 8 | 3325522670 | Integration of Audio-Visual Elements in Multimedia | | 2 | | | 2 | Physics Teaching Materials and Resources |
| Total Credits | | | | 10 | | | 10 | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|------------------------------|-----|-----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 9 | 3325532663 | PCB | | 3 | | | 3 | Basic Electronics, Basic Electronics Practical, Digital Electronics, Digital Electronics Practical |
| 10 | 3325532665 | Embedded Systems Programming | | 3 | | | 3 | Computer Programming, Basic Electronics |
| 11 | 3325522667 | Interfacing | | 2 | | | 2 | Basic Electronics, Basic Electronics Practical, Digital Electronics, Digital Electronics Practical |
| 12 | 3325522669 | Robotics | | 2 | | | 2 | Digital Electronics, Digital Electronics Practical, Computer Programming |
| | | Total Credits | | 10 | | | 10 | |
| Total Course Load for Semester 7 | | | | | | | 20 | |

Faculty : Mathematics Education, Natural Sciences and Information Technology
 Programme : Information Technology Education
 Level : Bachelor's

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|-----|-------------|---|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 3425221611 | English | 2 | | | | 2 |
| 2 | 3425121607 | Pancasila Education | 2 | | | | 2 |
| 3 | 3425121609 | Indonesian | 2 | | | | 2 |
| 4 | 3425321622 | Educational Foundations | 2 | | | | 2 |
| 5 | 3425332629 | Algorithms and Programming Fundamentals | 2 | 1 | | | 3 |
| 6 | 3425331630 | Computational Mathematics | 3 | | | | 3 |
| 7 | 3425321631 | Digital Data Processing | 2 | | | | 2 |
| 8 | 3425332632 | Graphic Design | 2 | 1 | | | 3 |

| | | | |
|---|-----------|----------|-----------|
| Total Course Load for Semester 1 | 17 | 2 | 19 |
|---|-----------|----------|-----------|

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--------------------------------|-----------|----------|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3425121601 | Islamic Education | 2 | | | | 2 | |
| | 3425121602 | Protestant Christian Education | | | | | | |
| | 3425121603 | Catholic Christian Education | | | | | | |
| | 3425121604 | Hindu Religious Education | | | | | | |
| | 3425121605 | Buddhist Religious Education | | | | | | |
| | 3425121606 | Confucian Religious Education | | | | | | |
| | 3425121608 | Civics | 2 | | | | 2 | |
| 2 | 3425221610 | PGRI-related | 2 | | | | 2 | |
| 3 | 3425321624 | Student Development | 2 | | | | 2 | |
| 4 | 3425332633 | Videography Techniques | 2 | 1 | | | 3 | Graphic Design |
| 5 | 3425331634 | Data Structures | 3 | | | | 3 | Algorithms and Programming Fundamentals |
| 6 | 3425321635 | Data Communication | 2 | | | | 2 | Digital Data Processing |
| 7 | 3425332636 | Object-Oriented Programming | 2 | 1 | | | 3 | Algorithms and Programming Fundamentals |
| Total Course Load for Semester 2 | | | 17 | 2 | | | 19 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|----------------------------------|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3425321625 | Lesson Planning | 2 | | | | 2 | Student Development |
| 2 | 3425321623 | Professional Ethics in Education | 2 | | | | 2 | Foundations of Education |
| 3 | 3425332637 | Operating Systems | 2 | 1 | | | 3 | |
| 4 | 3425332639 | Database Systems | 2 | 1 | | | 3 | Data Structures |
| 5 | 3425332640 | User Interface Design | 2 | 1 | | | 3 | Object-Oriented Programming |
| 6 | 3425332641 | Computer Networks | 2 | 1 | | | 3 | Operating Systems |
| 7 | 3425331642 | English for IT | 2 | | | | 2 | English |
| 8 | 3425332643 | Animation Technology | 2 | | | | 2 | Graphic Design, Videography Techniques |
| Total Course Load for Semester 3 | | | 16 | 4 | | | 20 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|----------------------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3425321626 | Computer Science Education | 2 | | | | 2 | Curriculum Planning |

| | | | | | | | | |
|---|------------|-----------------------------|-----------|----------|--|----------|-----------|---|
| 2 | 3425332644 | Systems Analysis and Design | 3 | | | | 3 | Database Systems |
| 3 | 3425332645 | Game Programming | 2 | 1 | | | 3 | User Interface Design, Animation Technology |
| 4 | 3425334646 | Field Study | | | | 3 | 3 | |
| 5 | 3425321647 | Statistics | 2 | | | | 2 | |
| 6 | 3425332648 | Computer Network Management | 2 | 1 | | | 3 | Computer Networks |
| 7 | 3425422664 | Educational Media Project | 2 | 1 | | | 3 | |
| Total Course Load for Semester 4 | | | 13 | 3 | | 3 | 19 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3425331650 | Information Technology Research Methodology | 3 | | | | 3 | Indonesian, Statistics |
| 2 | 3425332651 | Mobile Application Programming | 2 | 1 | | | 3 | User Interface Design, Game Programming |
| 3 | 3425332652 | Server Operating Systems | 2 | 1 | | | 3 | Operating Systems, Computer Network Management |
| 4 | 3425332653 | Information Systems | 2 | 1 | | | 3 | System Analysis and Design |
| 5 | 3425321627 | Evaluation of Learning Processes and Outcomes | 2 | | | | 2 | Lesson Planning |
| 6 | 3425321628 | e-Learning | 2 | | | | 2 | Computer Science Education |
| 7 | 3425432659 | Software Testing | 2 | 1 | | | 3 | |
| Total Course Load for Semester 5 | | | 15 | 4 | | | 19 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----------|----------|----------|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3425322617 | Microteaching | 2 | | | | 2 | Computer Science Education, e-Learning |
| 2 | 3425332654 | IT Project Management | 2 | 1 | | | 3 | Technology-Based Entrepreneurship |
| 3 | 3425333655 | Information Technology Proposal Seminar | | | 3 | | 3 | Indonesian, Information Technology Research Methodology |
| 4 | 3425332656 | Cybersecurity | 2 | 1 | | | 3 | Computer Network Management |
| 5 | 3425332657 | Artificial Intelligence | 2 | 1 | | | 3 | Mobile App Programming |
| 6 | 3425241612 | Technology-Based Entrepreneurship | 4 | | | | 4 | |
| Total Course Load for Semester 6 | | | 12 | 3 | 3 | | 18 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|--------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|----------|----------|-----|-----------|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| PLP | | | | | | | | |
| 1 | 3425324618 | PLP-Curriculum Analysis | | | | 2 | 2 | Microteaching |
| 2 | 3425324619 | PLP – Development of Lesson Plans | | | | 2 | 2 | Microteaching |
| 3 | 3425324620 | PLP - Development of Learning Materials | | | | 2 | 2 | Microteaching |
| 4 | 3425344621 | PLP-Teaching Practice | | | | 4 | 4 | Microteaching |
| | | Total credits | | | | 10 | 10 | |
| CoE Young Programmers | | | | | | | | |
| 5 | 3425422658 | Big Data | | 2 | | | 2 | Object-Oriented Programming, IT Project Management |
| 6 | 3425332649 | Data Science | 2 | 1 | | | 3 | Object-Oriented Programming, IT Project Management |
| 7 | 3425434660 | Industrial Work Placement | | | | 3 | 3 | Field Study, IT Project Management |
| 8 | 3425422661 | Software Engineering | | 2 | | | 2 | Object-Oriented Programming, IT Project Management |
| | | Total Credits | 2 | 5 | | 3 | 10 | |
| CoE PMPM | | | | | | | | |
| 9 | 3425422662 | Interactive Multimedia | | 2 | | | 2 | Animation Technology, Game Programming, Mobile App Programming, IT Project Management |
| 10 | 3425432663 | 2D/3D Animation | 2 | 1 | | | 3 | Animation Technology, Game Programming, Mobile App Programming, IT Project Management |
| 11 | 3425422670 | Motion Tracking Technology | | 2 | | | 2 | Animation Technology, Game Programming, Mobile App Programming, IT Project Management |
| | 3425434660 | Industrial Work Placement | | | | 3 | 3 | Field Study, IT Project Management |
| | | Total credits | 2 | 5 | | 3 | 10 | |
| Non-CoE | | | | | | | | |
| 12 | 3425422665 | Decision Support System | | 2 | | | 2 | Artificial Intelligence, IT Project Management |
| 13 | 3425422666 | Digital Forensics | | 2 | | | 2 | Artificial Intelligence, IT Project Management |
| 14 | 3425432667 | AR Systems | 2 | 1 | | | 3 | Artificial Intelligence, IT Project Management |
| 15 | 3425432668 | Data Mining | 2 | 1 | | | 3 | Artificial Intelligence, IT Project Management |
| | | Total credits | 4 | 6 | | | 10 | |
| Total Course Load for Semester 7 | | | | | | | 20 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|----------|-----|-----|-----------|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 3425224613 | Community Service Programme – Digital Literacy | | | | 2 | 2 | |
| 2 | 3425244614 | Community Service Programme – Problem Solving in the Community | | | | 4 | 4 | |
| 3 | 3425224615 | Community Service Programme – Inclusive and Exclusive Leadership | | | | 2 | 2 | |
| 4 | 3425224616 | Community Service Programme – Non-Formal Education | | | | 2 | 2 | |
| 5 | 3425765614 | Final Project | 6 | | | | 6 | Indonesian, English for IT, Research Methodology, IT Proposal Seminar |
| Total Course Load for Semester 8 | | | 6 | | | 10 | 16 | |

Faculty : Language and Arts Education
 Department : Indonesian Language and Literature Education
 Level : Bachelor's Degree

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|-----|-------------|--------------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 4125121601 | Pancasila Education | 2 | | | | 2 |
| 2 | 4125121603 | Indonesian | 2 | | | | 2 |
| 3 | 4125221604 | English | 2 | | | | 2 |
| 4 | 4125321613 | Foundations of Education | 2 | | | | 2 |
| 5 | 4125321627 | General Linguistics | 2 | | | | 2 |
| 6 | 4125321628 | Phonology | 2 | | | | 2 |
| 7 | 4125321639 | Literary Theory | 2 | | | | 2 |
| 8 | 4125321641 | History of Literature | 2 | | | | 2 |
| 9 | 4125322655 | Reading | | 2 | | | 2 |
| 10 | 4125322657 | Listening | | 2 | | | 2 |

| | | | | | |
|---|-----------|----------|--|--|-----------|
| Total Course Load for Semester 1 | 16 | 4 | | | 20 |
|---|-----------|----------|--|--|-----------|

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|----------------------------------|-----------|----------|----------|-----|-------------------|--------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 4125121602 | Civics Education | 2 | | | | 2 | |
| 2 | 4125221605 | PGRI-related | 2 | | | | 2 | |
| 3 | 4125121607 | Islamic Religious Education | 2 | | | | 2 | |
| 4 | 4125121608 | Catholic Religious Education | | | | | | |
| 5 | 4125121609 | Christian Religious Education | | | | | | |
| 6 | 4125121610 | Hindu Religious Education | | | | | | |
| 7 | 4125121611 | Buddhist Religious Education | | | | | | |
| 8 | 4125121612 | Confucian Religious Education | | | | | | |
| 9 | 4125321615 | Student Development | 2 | | | | 2 | |
| 10 | 4125331629 | Morphology | 2 | | | | 2 | General Linguistics, Phonology |
| 11 | 4125321643 | Poetry | 1 | | 1 | | 2 | |
| 12 | 4125321653 | Professional Ethics in Education | 2 | | | | 2 | |
| 13 | 4125321614 | Learning and Teaching | 2 | | | | 2 | |
| 14 | 4125321640 | Folklore | 2 | | | | 2 | |
| 15 | 4125322654 | Speaking | | 2 | | | 2 | Reading, Listening |
| Total Course Load for Semester 2 | | | 17 | 2 | 1 | | 20 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|----------|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 4125321630 | Syntax | 2 | | | | 2 | Morphology |
| 2 | 4125322656 | Writing | | 2 | | | 2 | Reading, Listening |
| 3 | 4125321673 | BIPA Teaching Methodology | 1 | | 1 | | 2 | |
| 4 | 4125322674 | Development of BIPA Learning Resources | 1 | | 1 | | 2 | |
| 5 | 4125321617 | Learning Strategies | 1 | | 1 | | 2 | |
| 6 | 4125321642 | Fiction | 1 | | 1 | | 2 | |
| 7 | 4125332658 | Correspondence | 1 | | 1 | | 2 | |
| 8 | 4125321671 | Cross-Cultural Understanding in BIPA Classes | 2 | | | | 2 | |
| 9 | 4125321646 | Poetry Analysis | 1 | | 1 | | 2 | Poetry |
| 10 | 4125321616 | Education Curriculum | 2 | | | | 2 | |
| 11 | 4125321631 | Semantics | 2 | | | | 2 | Morphology |
| Total Credit Points for Semester 3 | | | 14 | 2 | 6 | | 22 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|----|-------------|--------|---|---|---|---|-------------------|---------------------------|
|----|-------------|--------|---|---|---|---|-------------------|---------------------------|

| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
|---|------------|-----------------------------------|-----------|-----|----------|----------|-----------|---|
| 1 | 4125321675 | English for Teaching BIPA | 1 | | 1 | | 2 | |
| 2 | 4125321618 | Learning Assessment | 1 | | 1 | | 2 | |
| 3 | 4125321645 | Study of Fiction Prose | 1 | | 1 | | 2 | Fiction Prose |
| 4 | 4125322662 | Field Work (KKL) | | | | 2 | 2 | |
| 5 | 4125321672 | BIPA Instructional Design | 1 | | 1 | | 2 | BIPA Teaching Methodology, Development of BIPA Learning Resources |
| 6 | 4125321620 | Textbook Analysis | 1 | | 1 | | 2 | |
| 7 | 4125321633 | Introduction to Sociolinguistics | 2 | | | | 2 | Course in Microlinguistics |
| 8 | 4125322647 | Drama Studies and Writing | 1 | | 1 | | 2 | |
| 9 | 4125321632 | Pragmatics | 2 | | | | 2 | Course: Microlinguistics |
| 10 | 4125242659 | Technology-Based Entrepreneurship | 1 | 3 | | | 4 | Writing, Poetry, Fiction |
| Total Course Load for Semester 4 | | | 11 | | 6 | 2 | 22 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-------------------------------|----------|----------|----------|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 4125331621 | Lesson Planning | 1 | | 1 | | 2 | Learning Strategies, Textbook Analysis, Learning Evaluation |
| 2 | 4125332651 | Research Methodology | 1 | | 1 | | 2 | |
| 3 | 4125322665 | Eminence | | 2 | | | 2 | Speaking |
| 4 | 4125322676 | BIPA Teaching Practice | | 2 | | | 2 | BIPA Instructional Design |
| 5 | 4125321619 | Writing of Teaching Materials | 1 | | 1 | | 2 | Textbook Analysis |
| 6 | 4125322644 | Drama | | 2 | | | 2 | Drama Studies and Writing |
| 7 | 4125322666 | Broadcasting | | 2 | | | 2 | Speaking; Public Speaking |
| 8 | 4125321677 | BIPA Management | 2 | | | | 2 | BIPA Instructional Design |
| Total Credit Load for Semester 5 | | | 5 | 8 | 3 | | 16 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|-------------------------------|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 4125322622 | Microteaching | | 2 | | | 2 | Lesson Planning |
| 2 | 4125321637 | Selected Topics in Language | 1 | | 1 | | 2 | Phonology, General Linguistics, Morphology, Syntax, Semantics, Pragmatics, Introduction to Sociolinguistics, Introduction to Psycholinguistics |
| 3 | 4125321638 | Selected Topics in Literature | 1 | | 1 | | 2 | Literary Theory, Folklore, Literary History, Fiction, Poetry, Drama, Fiction Studies, Poetry Studies, Drama Studies and Writing, Film Drama |

| | | | | | | | | |
|---|------------|-----------------------|----------|----------|----------|--|-----------|---|
| 4 | 4125322649 | Literary Criticism | 1 | | 1 | | 2 | Literary Theory, Folklore, Literary History, Fiction, Poetry, Drama, Fiction Studies, Poetry Studies, Drama Studies and Playwriting, Film Drama |
| 5 | 4125322660 | Academic Writing | 1 | | 1 | | 2 | Writing, Research Methodology |
| 6 | 4125322663 | Communication Studies | 2 | | | | 2 | |
| 7 | 4125321635 | Discourse Analysis | 1 | | 1 | | 2 | Phonology, General Linguistics, Morphology, Syntax, Semantics, Pragmatics, Introduction to Sociolinguistics, |
| Total Credit Points for Semester 6 | | | 7 | 2 | 5 | | 14 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----|-----|-----|-----------|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| Educational Internship Course | | | | | | | | |
| 1 | 4125324623 | PLP-Curriculum Analysis | | | | 2 | 2 | Learning and Teaching; Teaching Strategies; Development of Teaching Materials; Educational Curriculum; Assessment of Learning; Lesson Planning; Microteaching |
| 2 | 4125324624 | PLP-Development of Learning Plans | | | | 2 | 2 | |
| 3 | 4125324625 | PLP-Development of Learning Materials | | | | 2 | 2 | |
| 4 | 4125344626 | PLP-Teaching Practice | | | | 4 | 4 | |
| | | Total credits | | | | 10 | 10 | |
| Elective Course: CoE Broadcasting Industry Placement | | | | | | | | |
| 5 | 4125322661 | Media Studies* | | | | 2 | 2 | Speaking, Public Speaking, Communication Studies, Broadcasting |
| 6 | 4125422667 | Public Relations* | | | | 2 | 2 | |
| 7 | 4125422668 | Content Creator* | | | | 2 | 2 | |
| 8 | 4125422669 | Creative Writing* | | | | 2 | 2 | |
| 9 | 4125422670 | Manuscript Editing and Editorial Work* | | | | 2 | 2 | |
| | | Total credits | | | | 10 | 10 | |
| Elective Course: CoE Industrial Placement for BIPA Instructors | | | | | | | | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|----------|----------|----------|-----------|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 10 | 4125421681 | Archipelago Studies BIPA** | | | | 2 | 2 | Cross-cultural understanding in BIPA, BIPA curriculum design, BIPA teaching methodology, BIPA learning resource development, BIPA teaching practice, BIPA management, English for BIPA teachers |
| 11 | 4125421679 | BIPA Grammar** | | | | 2 | 2 | |
| 12 | 4125421680 | Psychology of BIPA Learning** | | | | 2 | 2 | |
| 13 | 4125421681 | Assessment of BIPA Learning** | | | | 2 | 2 | |
| 14 | 4125421682 | BIPA Research Design** | | | | 2 | 2 | |
| Total credits | | | | | | 10 | 10 | |
| Courses for Students Not Undertaking an Industrial Placement | | | | | | | | |
| 1 | 4125422648 | Cinema Drama | 1 | | 1 | | 2 | Drama Studies and Writing |
| 2 | 4125421634 | Introduction to Psycholinguistics | 2 | | | | 2 | Course in Microlinguistics |
| 3 | 4125421636 | Analysis of Language Errors | 1 | | 1 | | 2 | Writing |
| 4 | 4125422664 | Journalism | 1 | | 1 | | 2 | Writing |
| 5 | 4125423650 | Language and Literature Seminar | | 2 | | | 2 | Research Methodology |
| Total credits | | | 5 | 2 | 3 | | 10 | |
| Total Course Load for Semester 7 | | | | | | | 20 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Notes |
|--|-------------|--|-----|----------|-----|-----------|-------------------|----------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 4125265652 | Final Project | | 6 | | | 6 | |
| 2 | 4125244606 | Community Service - Problem Solving in the Community | | | | 4 | 4 | |
| 3 | BB24121627 | Community Service Programme – Digital Literacy | | | | 2 | 2 | Freeform |
| 4 | BB24121608 | KKN – Inclusive and Exclusive Leadership | | | | 2 | 2 | Freeform |
| 5 | | KKN – Non-Formal Education | | | | 2 | 2 | Freeform |
| Total Course Load for Semester 8 | | | | 6 | | 10 | 10 | |
| Total Course Load for Semester 8 (including Freeform) | | | | | | | 16 | |

Notes:

144 ECTS credits are compulsory courses

Courses marked with an asterisk (*) are freeform for the Broadcasting COE

Courses marked with two asterisks (**) are freeform for the COE in BIPA (Indonesian for Foreign Speakers)

Faculty : Language and Arts Education
 Study Programme : English Language Education
 Level : Bachelor's Degree

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|-------------------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 4225321623 | Vocabulary | | | | | 2 |
| 2 | 4225322624 | Basic Writing | | | | | 2 |
| 3 | 4225322625 | Basic Listening | | | | | 2 |
| 4 | 4225322626 | Basic Reading | | | | | 2 |
| 5 | 4225321627 | Basic Grammar | | | | | 2 |
| 6 | 4225322628 | Pronunciation Practice | | | | | 2 |
| 7 | 4225322629 | Basic Speaking | | | | | 2 |
| 8 | 4225221604 | PGRI-related | | | | | 2 |
| 9 | 4225121609 | Islamic Religious Education | | | | | 2 |
| | 4225121610 | Catholic Religious Education | | | | | |
| | 4225121611 | Christian Religious Education | | | | | |
| | 4225121612 | Hindu Religious Education | | | | | |
| | 4225121613 | Buddhist Religious Education | | | | | |
| | 4225121614 | Confucian Religious Education | | | | | |
| 10 | 4225321617 | Learning and Teaching | | | | | 2 |
| Total Course Load for Semester 1 | | | | | | | 20 |

Semester 2

| No | Course Code | Course | T | P | S | L | Total credits |
|-----|-------------|--------------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 4225322630 | Intermediate Listening | | | | | 2 |
| 2 | 4225322631 | Paragraph Writing | | | | | 2 |
| 3 | 4225321632 | Lexical Studies | | | | | 2 |
| 4 | 4225321616 | Foundations of Education | | | | | 2 |
| 5 | 4225321633 | Intermediate Grammar | | | | | 2 |
| 6 | 4225322634 | Intermediate Speaking | | | | | 2 |
| 7 | 4225322635 | Intermediate Reading | | | | | 2 |
| 8 | 4225121601 | Pancasila Education | | | | | 2 |
| 9 | 4225321637 | General Linguistics | | | | | 2 |

| | | | | | | | |
|---|------------|---------|--|--|--|--|-----------|
| 10 | 4225121615 | English | | | | | 2 |
| Total Course Load for Semester 2 | | | | | | | 20 |

Semester 3

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|-----------------------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 4225322636 | Professional Listening & Speaking | | | | | 2 |
| 2 | 4225321674 | Cross-Cultural Understanding | | | | | 2 |
| 3 | 4225321638 | Advanced Grammar | | | | | 2 |
| 4 | 4225322639 | Genre-based Writing | | | | | 2 |
| 5 | 4225322659 | English for Public Speaking | | | | | 2 |
| 6 | 4225121602 | Civics | | | | | 2 |
| 7 | 4225321640 | English Phonology | | | | | 2 |
| 8 | 4225321641 | Academic Reading | | | | | 2 |
| 9 | 4225321634 | Introduction to Literature | | | | | 2 |
| Total Course Load for Semester 3 | | | | | | | 18 |

Faculty : Language and Arts Education
 Programme : Regional Language and Literature Education
 Level : Bachelor's Degree

Table Notes:

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P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|-------------------------------|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 4325121601 | Islamic religious education | 2 | | | | 2 |
| | 4325121602 | Christian religious education | | | | | |
| | 4325121603 | Catholic religious education | | | | | |
| | 4325121604 | Hindu religious education | | | | | |
| | 4325121605 | Buddhist religious education | | | | | |
| | 4325121606 | Confucianism | | | | | |
| 2 | 4325121607 | Citizenship | 2 | | | | 2 |
| 3 | 4325321613 | Educational Foundations | 2 | | | | 2 |
| 4 | 4325321615 | Learning and Teaching | 2 | | | | 2 |
| 5 | 4325322655 | The Art of Macapat Song | | 2 | | | 2 |
| 6 | 4325321642 | History of Literature | 2 | | | | 2 |
| 7 | 4325321650 | Javanese Culture | 2 | | | | 2 |
| 8 | 4325321623 | Widya Swara | 2 | | | | 2 |
| 9 | 4325321651 | Character Education | 2 | | | | 2 |
| 10 | 4325421627 | Speech | | 2 | | | 2 |
| Total Course Load for Semester 1 | | | 16 | 4 | | | 20 |

Semester 2

| No | Course Code | Course | T | P | S | L | Total credits |
|-----|-------------|-------------------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 4325121608 | Pancasila Education | 2 | | | | 2 |
| 2 | 4325121609 | Indonesian | 2 | | | | 2 |
| 3 | 4325121610 | English (MKU) | 2 | | | | 2 |
| 4 | 4325321643 | Theory of Javanese Literature | 2 | | | | 2 |
| 5 | 4325321629 | Reading Javanese Script | 2 | | | | 2 |
| 6 | 4325321624 | Widya Tembung | 2 | | | | 2 |
| 7 | 4325322654 | Karawitan Performance Art | | 2 | | | 2 |
| 8 | 4325421628 | Reading Literary Texts | 2 | | | | 2 |
| 9 | 4325321617 | Curriculum Analysis | 2 | | | | 2 |

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|-------------------|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 10 | 4325321648 | Wayang Literature | | 2 | | | 2 |
| Total Course Load for Semester 2 | | | 16 | 4 | | | 20 |

Semester 3

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 4325221611 | PGRI-related | 2 | | | | 2 |
| 2 | 4325321619 | Learning Strategies | 2 | | | | 2 |
| 3 | 4325321625 | Widya Ukara | 2 | | | | 2 |
| 4 | 4325321630 | Writing Javanese Script | 2 | | | | 2 |
| 5 | 4325321618 | Development of Learning Media and Learning Resources | 2 | | | | 2 |
| 6 | 4325321644 | Literary Criticism | 2 | | | | 2 |
| 7 | 4325321631 | Creative Writing | 2 | | | | 2 |
| 8 | 4325322662 | Costume Design for Performing Arts | | 2 | | | 2 |
| 9 | 4325322663 | Hair and Make-up for the Performing Arts | | 2 | | | 2 |
| 10 | 4325322661 | Stage Design and Performance Arts | | 2 | | | 2 |
| Total Course Load for Semester 3 | | | 14 | 6 | | | 20 |

Semester 4

| No | Course Code | Course | T | P | S | L | Total credits |
|--|-------------|-----------------------------------|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 4325321626 | Widya Makna | 2 | | | | 2 |
| 2 | 4325321632 | Scientific Writing | 2 | | | | 2 |
| 3 | 4325321658 | Performance Arts Studies | 2 | | | | 2 |
| 4 | 4325321649 | Folklore | 2 | | | | 2 |
| 5 | 4325322647 | Javanese Drama | 1 | 2 | | | 3 |
| 6 | 4325321645 | Prose Analysis | 2 | | | | 2 |
| 7 | 4325321620 | Learning Assessment | 2 | | | | 2 |
| 8 | 4325321621 | Javanese Language Lesson Planning | 2 | | | | 2 |
| Total Course Load for Semester IV | | | 15 | 2 | | | 17 |

Semester 5

| No | Course Code | Course | T | P | S | L | Total credits |
|-----|-------------|---------------------------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 4325322652 | Dance (PGSD) | | 2 | | | 2 |
| 2 | 4325321659 | Research Methods (PBSI) | 2 | | | | 2 |
| 3 | 4325321634 | Journalism (PBSI) | 2 | | | | 2 |
| 4 | 4325322622 | Development of Digital Learning Media | | 2 | | | 2 |
| 5 | 4325321674 | English (PBI) | 2 | | | | 2 |
| 6 | 4325321614 | Professional Ethics (PBI) | 2 | | | | 2 |
| 7 | 4325321616 | Broadcasting (PBSI) | | 2 | | | 2 |

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---------------------------|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 8 | 4325321616 | Student Development (PBI) | 2 | | | | 2 |
| 9 | 4325321635 | Text Analysis | 2 | | | | 2 |
| 10 | 4325321646 | Poetry Analysis (PBSI) | 2 | | | | 2 |
| Total Course Load for Semester 5 | | | 14 | 6 | | | 20 |

Semester 6

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|-----------------------------------|----------|----------|----------|----------|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 4325322621 | Microteaching | | 2 | | | 2 |
| 2 | 4325321656 | Study of Javanese Songs | 2 | | | | 2 |
| 3 | 4325324653 | Cultural Orientation Lecture | | | | 2 | 2 |
| 4 | 4325421636 | Protocol | 1 | 2 | | | 3 |
| 5 | 4325242611 | Technology-based entrepreneurship | 2 | 2 | | | 4 |
| 6 | 4325321630 | Writing Javanese Text | 2 | | | | 2 |
| 7 | 4325323660 | Seminar Proposal | | | 2 | | 2 |
| Total Course Load for Semester 6 | | | 7 | 6 | 2 | 2 | 17 |

Semester 7

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---|-----|-----|-----|-----------|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| Teaching Placement (for Education Programmes) | | | | | | | |
| 1 | 4325324622 | PLP-Curriculum Analysis | | | | 2 | 2 |
| 2 | 4325324623 | PLP-Development of Lesson Plans | | | | 2 | 2 |
| 3 | 4325324624 | PLP-Development of Learning Materials | | | | 2 | 2 |
| 4 | 4325324625 | PLP-Teaching Practice | | | | 2 | 4 |
| Total credits | | | | | | 10 | 10 |
| CoE Elective Course in Multimedia Learning Materials Development (10 credits) | | | | | | | |
| 6 | 4325424669 | Multimedia Learning Development | | | | 2 | 2 |
| 7 | 4325424670 | Research Methodology for Multimedia Learning | | | | 2 | 2 |
| 8 | 4325424671 | Multimedia Project Management | | | | 2 | 2 |
| 9 | 4325424672 | Integrated Multimedia Production and Asset Management | | | | 2 | 2 |
| 10 | 4325424673 | Multimedia Component Applications and Implementation | | | | 2 | 2 |
| Total Credits | | | | | | 10 | 10 |
| Elective Courses in the Centre of Excellence for Artistic Design in Performing Arts (10 credits) | | | | | | | |
| 6 | 4325424664 | Performance Art Design | | | | 2 | 2 |
| 7 | 4325424665 | Performing Arts Management | | | | 2 | 2 |
| 8 | 4325424666 | Stage Artistic Design | | | | 2 | 2 |
| 9 | 4325424667 | Performance Art Props | | | | 2 | 2 |
| 10 | 4325424668 | Lighting and Sound Design for the Performing Arts | | | | 2 | 2 |
| Total Credits | | | | | | 10 | 10 |

| No | Course Code | Course | T | P | S | L | Total credits |
|--|-------------|----------------------|-----------|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| Elective courses taken within the programme (if CoE1 and CoE2 are not passed) | | | | | | | |
| 6 | 4325321657 | Study of Wayang Art | 2 | | | | 2 |
| 7 | 4325321638 | Translation | 2 | | | | 2 |
| 8 | 4325321639 | Semiotics | 2 | | | | 2 |
| 9 | 4325321640 | Editing | 2 | | | | 2 |
| 10 | 4325321641 | Pragmatics | 2 | | | | 2 |
| | | Total credits | 10 | | | | 10 |
| Total Course Load for Semester 7 | | | | | | | 20 |

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Notes |
|-----|-------------|--|-----|-----|-----|-----|-------------------|----------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 4327765612 | Final Project | | | | | 6 | |
| 2 | 4325244675 | Community Service - Problem Solving in the Community | | | | | 4 | |
| 3 | 4325244676 | Community Service Programme – Digital Literacy | | | | | 2 | Freeform |
| 4 | 4325244677 | Community Service Programme – Inclusive and Exclusive Leadership | | | | | 2 | Freeform |
| 5 | 4325244678 | KKN – Non-Formal Education | | | | | 2 | Freeform |
| | | Total Course Load for Semester 7 | | | | | 10 | |
| | | Total Course Load for Semester 8 (Freeform) | | | | | 16 | |

Faculty : Engineering and Informatics
 Programme : Architecture
 Level : Bachelor's

Table Notes:

T = Theory/Face-to-face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | TA | Total credits |
|---|-------------|--------------------------------------|-----|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6025352632 | Basic Architectural Design | 1 | 4 | | | | 5 |
| 2 | 6025332619 | Aesthetics of Form | 1 | 2 | | | | 3 |
| 3 | 6025322620 | Architectural Images | | 2 | | | | 2 |
| 4 | 6025332621 | Digital Image | 1 | 2 | | | | 3 |
| 5 | 6025321615 | Architecture and the Environment | 1 | 1 | | | | 2 |
| 6 | 6025321627 | Mathematics | 1 | 1 | | | | 2 |
| 7 | 6025331649 | Theory of Architecture and Behaviour | 2 | 1 | | | | 3 |
| Total Course Load for Semester 1 | | | | | | | | 20 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-------------------------------|-----|-----|-----|-----|-------------------|----------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (9) | (10) |
| 1 | 6025352633 | Single-Family House Design | 1 | 4 | | | 5 | Basic Architectural Design |
| 2 | 6025321647 | Simple Building Structures | 1 | 1 | | | 2 | |
| 3 | 6025321652 | Simple Building Utilities | 1 | 1 | | | 2 | |
| 4 | 6025321643 | History of World Architecture | 1 | 1 | | | 2 | |
| 5 | 6025321650 | Theory of Green Building | 1 | 1 | | | 2 | |
| 6 | 6025332640 | Architecture Presentation | 1 | 2 | | | 3 | |
| 7 | 6025121611 | English | 1 | 1 | | | 2 | |
| 8 | 6025121609 | Indonesian | 1 | 1 | | | 2 | |
| Total Course Load for Semester 2 | | | | | | | | 20 |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|--------------------------------|-----|-----|-----|-----|-------------------|-------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (9) | (10) |
| 1 | 6025352634 | Design of Wide-Span Structures | 1 | 4 | | | 5 | Single-Storey Building Design |
| 2 | 6025321648 | Wide-Span Building Structures | 1 | 1 | | | 2 | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--------------------------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (9) | (10) |
| 3 | 6025332625 | Landscape | 1 | 2 | | | 3 | |
| 4 | 6025321616 | Architektur Nusantara | 1 | 1 | | | 2 | |
| 5 | 6025331628 | Building Lighting | 2 | 1 | | | 3 | |
| 6 | 6025332618 | Building Information Modelling | 1 | 2 | | | 3 | |
| 7 | 6025121610 | To PGRI | 1 | 1 | | | 2 | |
| Total Course Load for Semester 3 | | | | | | | 20 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|-----|-----|-----|-----|-------------------|-------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6025352635 | Design of High-Rise Buildings | 1 | 4 | | | 5 | Design of Wide-Span Buildings |
| 2 | 6025321646 | High-Rise Building Structures | 1 | 1 | | | 2 | |
| 3 | 6025321651 | Complex Building Utilities | 1 | 1 | | | 2 | |
| 4 | 6025331630 | Building Ventilation | 2 | 1 | | | 3 | |
| 5 | 6025321623 | Architectural Conservation | 1 | 1 | | | 2 | |
| 6 | 6025331641 | Budget and Cost Plan (RAB) | 1 | 1 | | | 2 | |
| 7 | 6025141612 | Technology-Based Entrepreneurship | 1 | 2 | | 1 | 4 | Digital Images |
| Total Course Load for Semester 4 | | | | | | | 20 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-------------------------------|----------|----------|----------|----------|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6025352636 | Design of Mixed-Use Buildings | 1 | 4 | | | 5 | High-Rise Building Design |
| 2 | 6025333629 | Architectural Research | | | 3 | | 3 | |
| 3 | 6025321626 | Construction Management | 2 | | | | 2 | |
| 4 | 6025332639 | Urban Planning | 1 | 2 | | | 3 | |
| 5 | 6025334624 | Field Work | | | | 3 | 3 | |
| 6 | 6025321645 | Statics | 1 | 1 | | | 2 | |
| 7 | 6025321617 | English Architecture | 1 | 1 | | | 2 | |
| Total Credit Points for Semester 5 | | | 6 | 8 | 3 | 3 | 20 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|-----------------------|----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6025342637 | Green Building Design | 1 | 3 | | | 4 | Currently undertaking or having passed the High-Rise Building Design module |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-------------------------------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 2 | 6025332644 | Building Energy Simulation | 1 | 2 | | | 3 | |
| 3 | 6025332631 | Green Building Assessment | 1 | 2 | | | 3 | |
| 4 | 6025121607 | Pancasila Education | 1 | 1 | | | 2 | |
| 5 | 6025421661 | Project Management and Supervision* | 2 | | | | 6 | |
| | 6025421666 | Housing and Settlements* | 2 | | | | | |
| | 6025421668 | Real Estate* | 2 | | | | | |
| | 6025421653 | Building Acoustics* | 2 | | | | | |
| | 6025421665 | Product Design* | 1 | 1 | | | | |
| | 6025421664 | Construction Waste Management* | 2 | | | | | |
| | 6025421660 | Architectural criticism* | 1 | 1 | | | | |
| | 6025421656 | Parametric Architecture* | 1 | 1 | | | | |
| Total Course Load for Semester 6 | | | | | | | 18 | |

* indicates an Elective Course offered in semester 6, with a minimum of 6 credits

The total number of credits for Elective Courses taken is 10 credits, spread across semesters 6 and 7

If a student undertakes the LPP work placement programme, the 10 credits of Elective Courses are automatically fulfilled.

Semester 7

| No | Course Code | Course | T | P | S | L | Total credits |
|---|----------------------|--|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 6025332642 | Architectural Competition | | 3 | | | 3 |
| 2 | 6025321622 | Building Regulations and Professional Ethics | 2 | | | | 2 |
| 3 | 6025332638 | Interior Design | 1 | 2 | | | 3 |
| 4 | 6025121608 | Civic Education | 1 | 1 | | | 2 |
| 5 | 6025121601 | Islamic Religious Education | 1 | 1 | | | 2 |
| | 6025121602 | Catholic Religious Education | 1 | 1 | | | |
| | 6025121603 | Christian Religious Education | 1 | 1 | | | |
| | 6025121604 | Hindu Religious Education | 1 | 1 | | | |
| | 6025121605 | Buddhist Religious Education | 1 | 1 | | | |
| | 6025121606 | Confucian Religious Education | 1 | 1 | | | |
| 6 | 6025424658 | Work Placement | | | | 2 | 4 |
| | 6025422669 | City Park* | 1 | 1 | | | |
| | 6025421659 | Occupational Health and Safety (OHS)* | 2 | | | | |
| | 6025421667 | Architectural Psychology* | 1 | 1 | | | |
| | 6025421654 | Environmental Impact Assessment (EIA)* | 2 | | | | |
| | 6025421662 | Sustainable Materials* | 2 | | | | |
| | 6025422663 | Renovation* | 1 | | | 1 | |
| | 6025422657 | Universal Design* | 1 | 1 | | | |
| 6025421655 | Bamboo Architecture* | 1 | 1 | | | | |
| Total Course Load for Semester 7 | | | | | | | 16 |

* is an Elective Course offered in Semester 7, minimum 4 credits

Total credits for Elective Courses taken: 10 credits spread across semesters 6 and 7

If a student participates in the LPP work placement programme, the 10 credits of Elective Courses are automatically fulfilled.

Semester 8

| No | Course Code | Course (MK) | T | P | S | L | TA | Total credits |
|--|-------------|--|----------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6025244613 | KKN | | | | 4 | | 4 |
| | 6025421670 | Community Service Programme – Digital Literacy | | | | 2 | | |
| | 6025421671 | Community Service Programme – Inclusive and Exclusive Leadership | | | | 2 | | |
| | 6025421672 | Community Service Programme – Non-Formal Education | | | | 2 | | |
| 2 | 6025765614 | Final Project | | | | | 6 | 6 |
| Total Credit Load for Semester VIII | | | TOTAL CREDITS | | | | | 10 |

| | | | | | | | |
|------------------------------------|--|--|--|--|--|--|--|
| Notes: | | | | | | | |
| 144 credits are compulsory courses | | | | | | | |

Faculty : Engineering and Informatics
 Program : Civil Engineering
 Level : Bachelor's

Table Notes:

T = Theory/Face-to-face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--------------------------------|-----------|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 6425121601 | Islamic Religious Education* | 2 | | | | 2 |
| 2 | 6425121602 | Catholic Religious Education* | 2 | | | | |
| 3 | 6425121603 | Christian Religious Education* | 2 | | | | |
| 4 | 6425121604 | Hindu Religious Education* | 2 | | | | |
| 5 | 6425121605 | Buddhist Religious Education* | 2 | | | | |
| 6 | 6425121606 | Confucian Religious Education* | 2 | | | | |
| 7 | 6425121611 | To PGRI | 2 | | | | 2 |
| 8 | 6425331627 | Statistics and Probability | 3 | | | | 3 |
| 9 | 6425331619 | Mathematics 1 | 3 | | | | 3 |
| 10 | 6425321624 | Structural analysis 1 | 2 | | | | 2 |
| 11 | 6425322625 | Building Structure Diagram | 2 | | | | 2 |
| 12 | 6425331658 | Geology | 3 | | | | 3 |
| 13 | 6425331616 | Physics 1 | 3 | | | | 3 |
| Total Course Load for Semester 1 | | | 20 | | | | 20 |

*Compulsory module to be taken according to the student's religion

Semester 2

| No | Course Code | Course (MK) | T | P | S | L | Total credits |
|-----|-------------|-----------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 6425121607 | Pancasila Education | 2 | | | | 2 |
| 2 | 6425121609 | Indonesian | 2 | | | | 2 |
| 3 | 6425121610 | English | 2 | | | | 2 |
| 4 | 6425331620 | Mathematics 2 | 3 | | | | 3 |
| 5 | 6425331622 | Numerical Methods | 3 | | | | 3 |
| 6 | 6425331617 | Physics 2 | 3 | | | | 3 |
| 7 | 6425331661 | Chemistry | 3 | | | | 3 |
| 8 | 6425321632 | Structural Analysis 2 | 2 | | | | 2 |

| | | | | | | | | | |
|---|--|--|--|--|-----------|--|--|--|-----------|
| Total Course Load for Semester 2 | | | | | 20 | | | | 20 |
|---|--|--|--|--|-----------|--|--|--|-----------|

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|-----------|----------|-----|-----|-------------------|-----------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6425121608 | Civics Education | 2 | | | | 2 | |
| 2 | 6425331618 | Physics 3 | 3 | | | | 3 | Physics 1 and 2 |
| 3 | 6425321649 | Research Methods and Presentation | 2 | | | | 2 | |
| 4 | 6425331621 | Mathematics 3 | 3 | | | | 3 | Mathematics 1 and 2 |
| 5 | 6425331643 | Fluid Mechanics and Hydraulics | 1 | 1 | | | 2 | |
| 6 | 6425331626 | Construction Materials Technology | 1 | 1 | | | 2 | |
| 7 | 6425331633 | Structural Analysis 3 | 3 | | | | 3 | Structural Analysis 1 and 2 |
| 8 | 6425321644 | Hydrology | 2 | | | | 2 | |
| 9 | 6425321630 | Soil Mechanics 1 | 2 | | | | 2 | Geology |
| 10 | 6425321670 | Technical English | 2 | | | | 2 | |
| Total Course Load for Semester 3 | | | 21 | 2 | | | 23 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--------------------------------------|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6425321645 | Drainage and Flood Control | 2 | | | | 2 | Hydrology |
| 2 | 6425321647 | Environmental Impact and Engineering | 2 | | | | 2 | |
| 3 | 6425331629 | Surveying | 1 | 1 | | | 2 | |
| 4 | 6425321637 | Reinforced Concrete Structures 1 | 2 | | | | 2 | Construction Materials Technology and Structural Analysis 3 |
| 5 | 6425321634 | Foundation Engineering 1 | 2 | | | | 2 | Soil Mechanics 1 |
| 6 | 6425331646 | Irrigation Engineering | 2 | | | | 2 | Fluid Mechanics and Hydraulics |
| 7 | 6425331631 | Soil Mechanics 2 | 1 | 1 | | | 2 | Soil Mechanics 1 |
| 8 | 6425331628 | Materials Mechanics | 2 | | | | 2 | Construction Materials Technology |
| 9 | 6425321651 | Residential Area Planning | 2 | | | | 2 | |
| 10 | 6425321640 | Road Geometry | 2 | | | | 2 | |
| Total Course Load for Semester 4 | | | | | | | 20 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|----------------------------------|-----|-----|-----|-----|-------------------|----------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6425331638 | Reinforced Concrete Structures 2 | 2 | 1 | | | 3 | Reinforced Concrete Structures 1 |
| 2 | 6425321635 | Foundation Engineering 2 | 2 | | | | 2 | Foundation Engineering 1 |
| 3 | 6425331641 | Road Pavement | 1 | 1 | | | 2 | Road Geometry |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 4 | 6425331653 | Water Structures | 2 | | | | 2 | Hydrology |
| 5 | 6425321663 | Structural Dynamics | 2 | | | | 2 | |
| 6 | 6425321660 | Ports and Airports | 2 | | | | 2 | |
| 7 | 6425331636 | Steel Structures | 3 | | | | 3 | Structural Analysis III and Materials Mechanics |
| 8 | 6425321642 | Traffic Engineering | 2 | | | | 2 | |
| 9 | 6425321659 | Mechanical Earthworks and Heavy Equipment | 2 | | | | 2 | |
| 10 | 6425321662 | Disaster Mitigation | 2 | | | | 2 | |
| Total Course Load for Semester 5 | | | | | | | 22 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|-----------|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6425324614 | Field Work | 2 | | | | 2 | |
| 2 | 6425332623 | Computer Applications | 3 | | | | 3 | Reinforced Concrete Structures 2 and Steel Structures |
| 3 | 6425321657 | Railway Track | 2 | | | | 2 | |
| 4 | 6425321655 | Water Resource Management | 2 | | | | 2 | Hydrology |
| 5 | 6425321654 | Cost Estimate | 2 | | | | 2 | Building Structures and Mathematics 1 |
| 6 | 6425321613 | Technology-based entrepreneurship | 4 | | | | 4 | |
| 7 | 6425321648 | Construction Management | 2 | | | | 2 | |
| 8 | 6425321652 | Engineering Economics | 2 | | | | 2 | |
| 9 | 6425321647 | Construction Methods | 2 | | | | 2 | |
| Total Course Load for Semester 6 | | | 21 | | | | 21 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6425321615 | Work Placement | 2 | | | | 2 | Has completed 90 credits and passed the structural drawing course |
| 2 | 6425321656 | Professional Ethics* | 2 | | | | 2 | |
| | 6425321650 | Occupational Health and Safety / Labour Law* | 2 | | | | 2 | |
| 2 | 6425442665 | Building design** | 4 | | | | 4 | |
| 3 | 6425442666 | Waterworks Design** | 4 | | | | 4 | |
| 4 | 6425442667 | Road Design | 4 | | | | 4 | |
| 5 | 6425442668 | Bridge Design** | 4 | | | | 4 | |
| 6 | 6025321650 | Theory of Green Building** | 2 | | | | | |
| | | | | | | | 6 | |
| Total Course Load for Semester 7 | | | | | | | 10 | |

* Conversion Courses

** Elective courses (maximum 4 credits)

Semester 8

| No | Course Code | Course (MK) | T | P | S | L | Total credits |
|---|--------------------|-----------------------------|----------|----------|----------|----------|----------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 6425344664 | Final Project | 6 | | | | 6 |
| 2 | 6425365612 | Community Service Programme | 4 | | | | 4 |
| Total Course Load for Semester 8 | | | | | | | 10 |

Faculty : Engineering and Computer Science
 Department : Mechanical Engineering
 Level : Bachelor's

Table Notes:

T = Theory/Face-to-face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|-------------------------------|-----------|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 6525121608 | Civics Education | 2 | | | | 2 |
| 2 | 6525121601 | Islamic Religious Education | 2 | | | | 2 |
| 3 | 6525121602 | Catholic Religious Education | 3 | | | | |
| 4 | 6525121603 | Christian Religious Education | 3 | | | | |
| 5 | 6525121604 | Hindu Religious Education | 2 | | | | |
| 6 | 6525121605 | Buddhist Religious Education | 2 | | | | |
| 7 | 6525121606 | Confucian Religious Education | 2 | | | | |
| 8 | 6525221610 | PGRI Studies | 2 | | | | 2 |
| 9 | 6525131618 | Chemistry | 3 | | | | 3 |
| 10 | 6525131613 | Physics I | 3 | | | | 3 |
| 11 | 6525131622 | Mathematics I | 3 | | | | 3 |
| 12 | 6525121634 | Engineering Drawing I | 2 | | | | 2 |
| 13 | 6525121629 | Programming Algorithms | 2 | | | | 2 |
| Total Course Load for Semester 1 | | | 19 | | | | 19 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---------------------------|-----------|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6525221612 | English | 2 | | | | 2 | |
| 2 | 6525131615 | Biology | 3 | | | | 3 | |
| 3 | 6525121638 | Kinematics and Dynamics I | 2 | | | | 2 | |
| 4 | 6525141614 | Physics II | 2 | | | | 4 | Physics I |
| 5 | 6525131623 | Mathematics II | 2 | | | | 3 | Mathematics I |
| 6 | 6525121635 | Engineering Drawing II | 2 | | | | 2 | Machine Image I |
| 7 | 6525121631 | Engineering Materials I | 2 | | | | 2 | |
| 8 | 6525121636 | Mechanics of Materials I | 2 | | | | 2 | |
| Total Course Load for Semester 2 | | | 20 | | | | 20 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|----------------------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6525141624 | Mathematics III | | | | | 4 | Mathematics II |
| 2 | 6525121645 | Fluid Mechanics I | | | | | 2 | |
| 3 | 6525121647 | Heat and Mass Transfer I | | | | | 2 | |
| 4 | 6525121637 | Mechanics of Materials II | | | | | 2 | Strength of Materials I |
| 5 | 6525121628 | Statistics & Probability | | | | | 2 | |
| 6 | 6525121640 | Engineering Elements I | | | | | 2 | |
| 7 | 6525121649 | Thermodynamics I | | | | | 2 | |
| 8 | 6525121632 | Engineering Materials II | | | | | 2 | Engineering Materials I |
| 9 | 6525121639 | Kinematics and Dynamics II | | | | | 2 | Kinematics and Dynamics I |
| 10 | 6525221611 | Technical English | | | | | 2 | |
| Total Credit Points for Semester 3 | | | | | | | 22 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-------------------------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6525121609 | Indonesian | 2 | | | | 2 | |
| 2 | 6525141625 | Mathematics IV | | | | | 4 | Mathematics III |
| 3 | 6525131651 | Energy Conversion Machinery I | | | | | 3 | |
| 4 | 6525121650 | Thermodynamics II | | | | | 2 | Thermodynamics I |
| 5 | 6525131661 | Manufacturing Processes I | | | | | 3 | |
| 6 | 6525121641 | Machine Elements II | | | | | 2 | Engineering Elements I |
| 7 | 6525121646 | Fluid Mechanics II | | | | | 2 | Fluid Mechanics I |
| 8 | 6525121648 | Heat and Mass Transfer II | | | | | 2 | Heat and Mass Transfer I |
| 13 | 6525121607 | Pancasila Education | 2 | | | | 2 | |
| Total Course Load for Semester 4 | | | | | | | 22 | |

Semester 5

| 9 | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|--|-----|-----|-----|-----|-------------------|-------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6525131654 | Control System | | | | | 3 | Programming Algorithms |
| 2 | 6525131663 | CAD/CAM | | | | | 3 | Engineering Drawing II |
| 3 | 6525131656 | Electrical Engineering | | | | | 3 | |
| 4 | 6525121665 | Engineering Measurement | | | | | 2 | Manufacturing Processes I |
| 5 | 6525131651 | Energy Conversion Machinery II | | | | | 2 | Energy Conversion Machinery I |
| 6 | 6525121619 | Code of Ethics and Professional Ethics for Engineers | | | | | 2 | |

| 9 | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--------------------------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 7 | 6525131662 | Manufacturing Processes II | | | | | 3 | Manufacturing Processes I |
| 8 | 6525121616 | Occupational Health and Safety | | | | | 2 | |
| Total Course Load for Semester 5 | | | | | | | 20 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|------------------------------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6525141617 | Technology-Based Entrepreneurship | | | | | 4 | |
| 2 | 6525131657 | Sensors and Actuators | | | | | 3 | Programming Algorithms |
| 3 | 6525121626 | Technical Writing and Presentation | | | | | 2 | |
| 4 | 6525131655 | Mechatronics | | | | | 3 | |
| 5 | 6525131642 | Mechanical Vibrations | | | | | 3 | Engineering Elements II |
| 6 | 6525124620 | Field Work | | | | | 2 | |
| 7 | 6525131643 | Engineering Design | | | | | 3 | Engineering Drawing II |
| Total Course Load for Semester 6 | | | | | | | 20 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|------------------------------------|--|---|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6525121627 | Work Placement | | | | | 2 | |
| | Elective Courses Choose 3 courses from the following options: | | | | | | | |
| 2 | 6525431633 | Advanced Materials | | | | | 3 | Engineering Materials II |
| 3 | 6525431644 | Tribology | | | | | 3 | |
| 4 | 6525431658 | IoT (Internet of Things) | | | | | 3 | Programming Algorithms |
| 5 | 6525431660 | Computer Vision | | | | | 3 | Programming Algorithms |
| 6 | 6525431664 | Reverse Engineering | | | | | 3 | |
| 7 | 6525431659 | Computer-Based Control | | | | | 3 | Programming Algorithms |
| 8 | 6525431653 | Mechanical, Electrical, Plumbing, Building Construction | | | | | 3 | |
| | | Total Credits | | | | | | |
| Total Semester Study Load 7 | | | | | | | 11 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|--|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6525142612 | 2-month thematic practical training + freeform | | | | | 4 | |
| 2 | 6525362672 | Final Project | | | | | 6 | |

| | | | | | | |
|---|--|--|--|--|-----------|--|
| Total Course Load for Semester 8 | | | | | 10 | |
|---|--|--|--|--|-----------|--|

| | |
|---|--------------------|
| Total credit hours in the curriculum structure | 144 credits |
| including 6 credits of free-form Community Service (KKN) | 9 credits |

Faculty : Engineering
 Programme : Electrical Engineering
 Level : Bachelor's Degree

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

Semester I

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|------------------------------------|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 6625332615 | Physics I | 2 | 1 | | | 3 |
| 2 | 6625331620 | Calculus 1 | 3 | | | | 3 |
| 3 | 6625321637 | Electrical Engineering Materials | 2 | | | | 2 |
| 4 | 6625321608 | Fundamentals of Telecommunications | 2 | | | | 2 |
| 5 | 6625121659 | Information Technology | 2 | | | | 2 |
| 6 | 6625434654 | Basic Electrical Circuits | 2 | 1 | | | 3 |
| 7 | 6625322646 | Civics Education | 1 | 1 | | | 2 |
| 8 | 6625322640 | Buddhist Religious Education | 1 | 1 | | | 2 |
| 9 | 6625322641 | Hindu Religious Education | 1 | 1 | | | 2 |
| 10 | 6625322642 | Islamic Religious Education | 1 | 1 | | | 2 |
| 11 | 6625322643 | Catholic Religious Education | 1 | 1 | | | 2 |
| 12 | 6625322644 | Confucian Religious Education | 1 | 1 | | | 2 |
| 13 | 6625322645 | Christian Religious Education | 1 | 1 | | | 2 |
| Total Course Load for Semester I | | | 15 | 4 | | | 19 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6625332616 | Physics II | 2 | 1 | | | 3 | Physics I |
| 2 | 6625331621 | Calculus 2 | 3 | | | | 3 | Calculus 1 |
| 3 | 6625332619 | Computer Networks | 2 | 1 | | | 3 | Fundamentals of Telecommunications, Information Technology |
| 4 | 6625332609 | Analogue Electronics | 2 | 1 | | | 3 | Basic Electrical Circuits |
| 5 | 6625332655 | Advanced Electrical Circuits | 2 | 1 | | | 3 | Basic Electrical Circuits |
| 6 | 6625332607 | Fundamentals of Electrical Power Engineering | 2 | 1 | | | 3 | Basic Electrical Circuits |
| 7 | 6625121604 | Indonesian | 1 | 1 | | | 2 | |
| Total Course Load for Semester 2 | | | 14 | 6 | | | 20 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|----|-------------|--------|---|---|---|---|-------------------|---------------------------|
|----|-------------|--------|---|---|---|---|-------------------|---------------------------|

| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
|---|------------|----------------------------|-----------|----------|-----|-----|-----------|---------------------------|
| 1 | 6625331617 | Physics III | 3 | | | | 3 | Physics II |
| 2 | 6625331635 | Engineering Mathematics I | 3 | | | | 3 | Calculus 2 |
| 3 | 6625321601 | Numerical Analysis | 2 | | | | 2 | Calculus 2 |
| 4 | 6625431653 | Probability and Statistics | 3 | | | | 3 | Calculus 2 |
| 5 | 6625332611 | Digital Electronics | 2 | 1 | | | 3 | Basic Electrical Circuits |
| 6 | 6625332639 | Computer Programming | 2 | 1 | | | 3 | Information Technology |
| 7 | 6625332650 | Analogue System Design | 2 | 1 | | | 3 | Analogue Electronics |
| Total Course Load for Semester 3 | | | 17 | 3 | | | 20 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-------------------------------|-----------|----------|----------|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6625131657 | Instrumentation Systems | 2 | 1 | | | 3 | Physics III |
| 2 | 6625331636 | Engineering Mathematics II | 3 | | | | 3 | Engineering Mathematics I |
| 3 | 6625331618 | Signals and Systems | 2 | | 1 | | 3 | Engineering Mathematics II |
| 4 | 6625331634 | Discrete Mathematics | 3 | | | | 3 | Engineering Mathematics I |
| 5 | 6625232625 | Data Communications | 2 | 1 | | | 3 | Fundamentals of Telecommunications |
| 6 | 6625332610 | Power Electronics | 2 | 1 | | | 3 | Advanced Electrical Circuits |
| 7 | 6625131660 | Transmission and Distribution | 2 | 1 | | | 3 | Fundamentals of Electrical Power Engineering |
| Total Course Load for Semester 4 | | | 16 | 4 | 1 | | 21 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---------------------------------|-----------|----------|----------|----------|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6625331656 | Sensors and Transducers | 2 | 1 | | | 3 | Physics III |
| 2 | 6625332606 | Fundamentals of Control Systems | 2 | 1 | | | 3 | Signals and Systems |
| 3 | 6625331649 | Digital Signal Processing | 2 | | 1 | | 3 | Engineering Mathematics II |
| 4 | 6625332630 | Fuzzy Logic | 2 | 1 | | | 3 | Discrete Mathematics |
| 5 | 6625322626 | Wireless Communications | 2 | | | | 2 | Fundamentals of Telecommunications |
| 6 | 6625324628 | Field Work (KKL) | | | | 2 | 2 | |
| 7 | 6625331602 | Electrical Power Analysis | 2 | | 1 | | 3 | Fundamentals of Electrical Engineering |
| 8 | 6625221622 | PGRI Studies | 2 | | | | 2 | |
| Total Course Load for Semester 5 | | | 14 | 3 | 2 | 2 | 21 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|----------|----------|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6625332612 | Embedded Systems | 2 | 1 | | | 3 | Sensors and Transducers |
| 2 | 6625332651 | PLC | 1 | 2 | | | 3 | Sensors and Transducers |
| 3 | 6625332623 | Artificial Intelligence | 2 | | 1 | | 3 | Numerical Analysis |
| 4 | 6625321633 | Project Management and Health and Safety | 2 | | | | 2 | Fundamentals of Control Systems |
| 5 | 6625321614 | Professional Ethics | 2 | | | | 2 | |
| 6 | 6625221605 | English | 1 | 1 | | | 2 | |
| 7 | 6625241624 | Technology-based Entrepreneurship | 1 | 2 | | 1 | 4 | Electrical Power Analysis, Sensors and Transducers, Digital Signal Processing |
| 8 | 6625321647 | Pancasila Education | 1 | 1 | | | 2 | |
| Total Course Load for Semester 6 | | | 12 | 7 | 1 | 1 | 21 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|----------|-----|----------|----------|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6625321638 | Research Method | 2 | | | | 2 | |
| 2 | 6625422627 | Energy Conversion | 2 | | | | 2 | Electrical Power Analysis |
| 3 | 6625745652 | Work Placement (PKL) | | | | 4 | 4 | |
| | | Industrial Automation Specialisation | | | | | | |
| 4 | 6625121658 | Industrial Equipment Maintenance and Repair Engineering | | | | 2 | 2 | |
| 5 | 6625421632 | Industrial Management | | | | 2 | 2 | |
| | | Communication and Computer Studies | | | | | | |
| 7 | 6625322648 | Image Processing | 2 | | | | 2 | |
| 8 | 6625322626 | Wireless Communications | 2 | | 1 | | 2 | Numerical Analysis |
| | | Renewable Energy Specialisation | | | | | | |
| 9 | 6625421613 | Renewable Energy | 2 | | | | 2 | |
| 10 | 6625421631 | Energy Management and Hybrid Systems | 2 | | | | 2 | |
| Total Course Load for Semester 7 | | | 4 | | 1 | 4 | 12 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|-----|----------|----------|-----------|-------------------|----------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | | FreeForm Community Service | | | | 6 | 6 | |
| 2 | 6625244629 | Community Service Programme (KKN) | | | | 4 | 4 | Field Work Placement (PKL) |
| 3 | 6625765661 | Final Project | | 4 | | 2 | 6 | Research Method |
| Total Course Load for Semester 8 | | | | 4 | 0 | 12 | 16 | |

| | |
|---|--------------------|
| Total credit hours of the curriculum structure | 150 credits |
| including 6 credits of free-form Community Service | |

| | |
|---------------------------------------|--|
| (KKN) | |
| Semester 7: elective module 6 credits | |

Faculty : Engineering and Computer Science
Study Programme : Computer Science
Level : Bachelor's

Table Notes:

T = Theory/Face-to-face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRI SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 6725321632 | Differential Calculus | 2 | | | | 2 |
| 2 | 6725342619 | Algorithms and Programming Fundamentals | 2 | 2 | | | 4 |
| 3 | 6725321635 | Mathematical Logic | 2 | | | | 2 |
| 4 | 6725321628 | Computer Organisation and Architecture | 1 | 1 | | | 2 |
| 5 | 6725331623 | Introduction to Computer Science | 2 | 1 | | | 3 |
| 6 | 6725321634 | Statistics | 2 | | | | 2 |
| 7 | 6725121609 | Indonesian | 2 | | | | 2 |
| 8 | 6725221611 | English | 2 | | | | 2 |
| Total Course Load for Semester 1 | | | 15 | 4 | | | 19 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|--------------------------------------|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6725221610 | To PGRI | 2 | | | | 2 | |
| 2 | 6725321633 | Integral Calculus | 2 | | | | 2 | |
| 3 | 6725332618 | Data Structures | 2 | 1 | | | 3 | |
| 4 | 6725322625 | Computer Networks and Communications | 1 | 1 | | | 2 | Computer Organisation and Architecture |
| 5 | 6725332626 | Computer Programming | 2 | 1 | | | 3 | |
| 6 | 6725332647 | Computer Graphics | 2 | 1 | | | 3 | |
| 7 | 6725321636 | Human-Computer Interaction | 2 | | | | 2 | |
| 8 | 6725321637 | Operating System | 2 | | | | 2 | Computer Organisation and |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--------|-----|----------|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | | | | | | | | Architecture |
| Total Course Load for Semester 2 | | | | 4 | | | 19 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---------------------------------|-----------|----------|-----|-----|-------------------|----------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6725121607 | Pancasila Education | 2 | | | | 2 | |
| 2 | 6725321631 | Linear Algebra | 2 | | | | 2 | |
| 3 | 6725332638 | Database Systems | 2 | 1 | | | 3 | Data Structures |
| 4 | 6725321656 | Strategy and Algorithm Analysis | 2 | | | | 2 | |
| 5 | 6725331622 | Software Analysis and Design | 3 | | | | 3 | Introduction to Computer Science |
| 6 | 6725321624 | Intelligent Systems | 1 | 1 | | | 2 | Statistics |
| 7 | 6725332644 | Web Design | 2 | 1 | | | 3 | Computer Programming |
| 8 | 6725332657 | Animation Technology | 2 | 1 | | | 3 | Computer Graphics |
| Total Course Load for Semester 3 | | | 16 | 4 | | | 20 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|-----------|----------|----------|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6725121608 | Civics Education | 2 | | | | 2 | |
| 2 | 6725221612 | Technology-Based Entrepreneurship | 2 | 1 | 1 | | 4 | |
| 3 | 6725331621 | Software Engineering | 3 | | | | 3 | Software Analysis and Design |
| 4 | 6725431649 | Data Science | 2 | 1 | | | 3 | Intelligent Systems |
| 5 | 6725432640 | Internet of Things | 2 | 1 | | | 3 | |
| 6 | 6725321620 | Cybersecurity and Cryptography | 1 | 1 | | | 2 | Communications and Computer Networks |
| 7 | 6725332654 | Web Programming | 2 | 1 | | | 3 | Algorithms and Fundamentals of Programming and Software Design |
| Total Course Load for Semester 4 | | | 14 | 5 | 1 | | 20 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|----|-------------|--------|---|---|---|---|-------------------|---------------------------|
|----|-------------|--------|---|---|---|---|-------------------|---------------------------|

| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
|---|------------|---------------------------------|-----|----------|-----|-----|-----------|---|
| 1 | 6725322615 | Industrial Excursion | | | | 2 | 2 | |
| 2 | 6725321653 | Numerical Methods | 3 | | | | 2 | |
| 3 | 6725332643 | Mobile Programming | 2 | 1 | | | 3 | Software Engineering |
| 4 | 6725321650 | Theory of Language and Automata | 3 | | | | 2 | |
| 5 | 6725332642 | Geographic Information Systems | 2 | 1 | | | 3 | Software Engineering |
| | | Web Developer | | | | | | |
| 6 | 6725332658 | Server Administration Systems | 2 | 1 | | | 6 | Web Programming, Cybersecurity and Cryptography |
| 7 | 6725332659 | Cloud computing | 2 | 1 | | | | Web Programming, Parallel and Distributed Computing |
| | | AI Engineer | | | | | | |
| 8 | 6725332662 | Computer Vision | 2 | 1 | | | | Data Science |
| 9 | 6725332665 | Machine Learning | 2 | 1 | | | | Data Science |
| Total Course Load for Semester 5 | | | | 4 | | | 18 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|---------------------------------|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6725121601 | Islamic Religious Education | 2 | | | | 2 | |
| 2 | 6725121602 | Catholic Religious Education | | | | | | |
| 3 | 6725121603 | Christian Religious Education | | | | | | |
| 4 | 6725121604 | Hindu Religious Education | | | | | | |
| 5 | 6725121605 | Buddhist Religious Education | | | | | | |
| 6 | 6725121606 | Confucian Religious Education | | | | | | |
| 7 | 6725321655 | Decision Support System | 2 | | | | 2 | |
| 8 | 6725321641 | Research Methodology | 2 | | | | 2 | Indonesian, English |
| 9 | 6725321627 | English for Informatics | 2 | | | | 2 | English |
| 10 | 6725444639 | Work Placement | | 2 | | 2 | 4 | Web Programming, Software Engineering, Data Science |
| 11 | 6725421616 | Professional Ethics | 2 | | | | 2 | |
| 12 | 6725421652 | Social Informatics | 2 | | | | 2 | |
| 13 | 6725423651 | Information Technology Workshop | 2 | | | | 2 | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--------|-----------|----------|-----|----------|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| Total Course Load for Semester 6 | | | 14 | 2 | | 2 | 18 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|------------------------------------|-----|----------|-----|-----|-------------------|---------------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | | Web Developer | | | | | 4 | |
| 1 | 6725322661 | Web Service Technology | 2 | | | | | Web Programming, Software Engineering |
| 2 | 6725422660 | Framework-Based Programming | 2 | | | | | Web Programming, Software Engineering |
| | | AI Engineer | | | | | | |
| 3 | 6725322663 | Natural Language Processing | 2 | | | | | Data Science |
| 4 | 6725422664 | Business Intelligence | 2 | | | | | Data Science |
| 5 | 6725331629 | Parallel and Distributed Computing | 2 | 1 | | | 3 | Computer Networks and Communications |
| 6 | 6725331630 | Discrete Mathematics | 2 | | | | 3 | Numerical Methods |
| 7 | 6725421645 | Quality Assurance | 2 | | | | 2 | - |
| 8 | 6725431617 | Software Project | 2 | 1 | | | 3 | Software Engineering |
| 9 | 6725432646 | Interactive Multimedia Systems | 2 | 1 | | | 3 | Web Design, Animation Technology |
| 10 | 6725422648 | Wireless Networking | 1 | 1 | | | 2 | Computer Communication and Networking |
| Total Course Load for Semester 7 | | | | 4 | | | 20 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------|----------|----------|----------|----------|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6725765614 | Final Project | 2 | 2 | 1 | 1 | 6 | Research Methodology |
| 2 | 6725244413 | Community Service Programme | | | | 4 | 4 | |
| Total Course Load for Semester 8 | | | 2 | 2 | 1 | 5 | 10 | |

Faculty : Engineering and Computer Science

Department : Food Technology
 Level : Bachelor's

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS's SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The total number of credits for semesters 1 and 2 in the Bachelor's programme is a maximum of 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---------------------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 6925121601 | Pancasila Education | 2 | | | | 2 |
| 2 | 6925121602 | Indonesian | 2 | | | | 2 |
| 3 | 6925221603 | English I | 2 | | | | 2 |
| 4 | 6925321616 | Introduction to Food Technology | 2 | | | | 2 |
| 5 | 6925321617 | Basic Physics | 2 | | | | 2 |
| 6 | 6925321618 | Basic Mathematics I | 2 | | | | 2 |
| 7 | 6925321619 | General Chemistry I | 2 | | | | 2 |
| 8 | 6925332620 | General Biology | 2 | 1 | | | 3 |
| 9 | 6925332621 | Computing | 2 | 1 | | | 3 |
| Total Course Load for Semester 1 | | | | | | | 20 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6925121604 | Islamic Religious Education | 2 | | | | 2 | |
| | 6925121605 | Catholic Religious Education | 2 | | | | | |
| | 6925121606 | Christian Religious Education | 2 | | | | | |
| | 6925121607 | Hindu Religious Education | 2 | | | | | |
| | 6925121608 | Buddhist Religious Education | 2 | | | | | |
| | 6925121609 | Confucian Religious Education | 2 | | | | | |
| 2 | 6925121610 | Civics Education | 2 | | | | 2 | |
| 3 | 6925221611 | English II | 2 | | | | 2 | English I |
| 4 | 6925221612 | PGRI Studies | 2 | | | | 2 | |
| 5 | 6925321622 | Basic Mathematics II | 2 | | | | 2 | |
| 6 | 6925321623 | Post-Harvest Physiology and Technology | 2 | | | | 2 | |
| 7 | 6925331624 | Nutrition | 3 | | | | 3 | |
| 8 | 6925332625 | General Chemistry II | 2 | 1 | | | 3 | |
| 9 | 6925332626 | General Microbiology | 2 | 1 | | | 3 | Basic Biology |
| Total Credit Points for Semester 2 | | | | | | | 21 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6925321627 | Fundamentals of Economics and Management | 2 | | | | 2 | |
| 2 | 6925321628 | Professional Ethics | 2 | | | | 2 | |
| 3 | 6925331629 | Statistics | 3 | | | | 3 | |
| 4 | 6925321630 | Food Additives | 2 | | | | 2 | |
| 5 | 6925321631 | Food Chemistry and Physics | 2 | | | | 2 | |
| 6 | 6925321632 | Materials Science | 2 | | | | 2 | |
| 7 | 6925332633 | Food Biochemistry | 2 | 1 | | | 3 | |
| 8 | 6925332634 | Operations Unit I | 2 | 1 | | | 3 | |
| 9 | 6925332635 | Food Microbiology | 2 | 1 | | | 3 | General Microbiology |
| Total Credit Load for Semester 3 | | | 19 | 3 | | | 22 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6925224613 | Technology-Based Entrepreneurship | 2 | | | 2 | 4 | Fundamentals of Economics and Management |
| 2 | 6925321636 | Research Methodology and Experimental Design | 2 | | | | 2 | |
| 3 | 6925321637 | Functional and Emergency Foods | 2 | | | | 2 | |
| 4 | 6925321638 | Operations Unit II | 2 | | | | 2 | Operations Unit I |
| 5 | 6925321639 | Plant Design | 2 | | | | 2 | Unit Operation I |
| 6 | 6925332640 | Food Chemistry | 2 | 1 | | | 3 | Food Biochemistry |
| 7 | 6925332641 | Food Processing Technology | 2 | 1 | | | 3 | Materials Science |
| 8 | 6925332642 | Packaging and Shelf Life | 2 | 1 | | | 3 | |
| Total Course Load for Semester 4 | | | 16 | 3 | | | 21 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|--|-----|-----|-----|-----|-------------------|-----------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6925321643 | Toxicology and Food Safety | 2 | | | | 2 | |
| 2 | 6925321644 | Food Quality Assurance | 2 | | | | 2 | |
| 3 | 6925321645 | Food Regulations | 2 | | | | 2 | |
| 4 | 6925321646 | Food Biotechnology | 2 | | | | 2 | Food Microbiology |
| 5 | 6925321647 | Waste Management | 2 | | | | 2 | |
| 6 | 6925332648 | Sensory Testing | 2 | 1 | | | 3 | |
| 7 | 6925332649 | Nutritional Assessment of Food Processing | 2 | 1 | | | 3 | Food Processing Technology |
| 8 | 6925332650 | Food Analysis | 2 | 1 | | | 3 | Food Chemistry, Food Biochemistry |
| 9 | 6925421659 | Elective Course 1 (Meat Technology) | 2 | | | | 2 | |
| 10 | 6925421660 | Elective Course 2 (Fat and Oil Technology) | | | | | | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 11 | 6925421661 | Elective Course 3 (Plantation Products Technology) | | | | | | |
| Total Course Load for Semester 5 | | | | | | | 21 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6925344651 | Work Placement | | | | 4 | 4 | |
| 2 | 6925322652 | Field Work Course | | | | 2 | 2 | |
| 3 | 6925313653 | Research Proposal Seminar | | | 1 | | 1 | Research Methodology and Experimental Design |
| 4 | 6925321654 | Scientific Writing and Communication | 2 | | | | 2 | |
| 5 | 6925321655 | Fermentation Technology | 2 | | | | 2 | |
| 6 | 6925321656 | Bread and Pastry Technology | 2 | | | | 2 | |
| 7 | 6925332657 | Product Development | 2 | 1 | | | 3 | |
| 8 | 6925421662 | Elective Module 4 (Dairy Technology) | 2 | | | | 2 | |
| 9 | 6925421663 | Elective Course 5 (Fisheries Products Technology) | | | | | | |
| 10 | 6925421664 | Elective Course 6 (Legume, Cereal and Tuber Technology) | | | | | | |
| 11 | 6925421665 | Elective Course 7 (Sanitation, Health, and Occupational Safety) | 2 | | | | 2 | |
| 12 | 6925421666 | Elective Module 8 (Integrated Laboratory Techniques) | 2 | | | | 2 | |
| Total Course Load for Semester 6 | | | | | | | 22 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 6925313658 | Research Results Seminar | | 1 | | | 1 | Research Proposal Seminar |
| 2 | 6925421667 | Elective Course 9 (Horticultural Technology) | 2 | | | | 2 | |
| 3 | 6925421668 | Elective Course 10 (Food Planning and Formulation) | | | | | | |
| 4 | 6925421669 | Elective Course 11 (Food Anthropology) | 2 | | | | 2 | |
| 5 | 6925421670 | Elective Course 12 (Food Service Industry) | | | | | | |
| 6 | 6925421671 | Elective Course 13 (Food SME Management) | 2 | | | | 2 | |
| 7 | 6925421672 | Elective Course 14 (Food Security) | | | | | | |
| Total Course Load for Semester 7 | | | | | | | 7 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|----|-------------|--------|---|---|---|---|-------------------|---------------------------|
|----|-------------|--------|---|---|---|---|-------------------|---------------------------|

| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
|---|------------|--------------------|-----|-----|-----|-----|-----------|--------------------------|
| 1 | 6925244614 | Practical Training | | | | 4 | 4 | |
| 2 | 6925762615 | Final Project | | 3 | | 3 | 6 | Research Results Seminar |
| Total Course Load for Semester 8 | | | | | | | 10 | |

| | |
|--------------------------------|-------------|
| Minimum total credits required | 144 credits |
|--------------------------------|-------------|

List of Elective Courses

| NO | ELECTIVE COURSE | Credit | Semester |
|----|--|--------|----------|
| 1 | Meat Technology | 2 | 5 |
| 2 | Fat and Oil Technology | 2 | 5 |
| 3 | Plantation Products Technology | 2 | 5 |
| 4 | Dairy Technology | 2 | 6 |
| 5 | Fisheries Technology | 2 | 6 |
| 6 | Legume, Cereal and Tuber Technology | 2 | 6 |
| 7 | Sanitation, Health and Occupational Safety | 2 | 6 |
| 8 | Integrated Laboratory Technology | 2 | 6 |
| 9 | Horticultural Technology | 2 | 7 |
| 10 | Food Planning and Formulation | 2 | 7 |
| 11 | Food Anthropology | 2 | 7 |
| 12 | Catering Industry | 2 | 7 |
| 13 | Food SME Management | 2 | 7 |
| 14 | Food Security | 2 | 7 |

Faculty : Law
 Department : Law
 Level : Bachelor's

Table Notes:

T = Theory/Face-to-face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--------------------------------|-----------|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 7125121607 | Pancasila Education | 2 | | | | 2 |
| 2 | 7125121608 | Indonesian | 2 | | | | 2 |
| 3 | 7125121609 | English | 2 | | | | 2 |
| 4 | 7125121610 | Technology and Information | 2 | | | | 2 |
| 5 | 7125121611 | Political Science | 3 | | | | 3 |
| 6 | 7125221613 | Introduction to Law | 4 | | | | 4 |
| 7 | 7125331614 | Introduction to Indonesian Law | 4 | | | | 4 |
| Total Course Load for Semester 1 | | | 19 | | | | 19 |

Semester 2

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|-------------------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 7125121601 | Religious Education | 2 | | | | 2 |
| 2 | 7125121602 | Catholic Religious Education | | | | | |
| 3 | 7125121603 | Christian Religious Education | | | | | |
| 4 | 7125121604 | Hindu Religious Education | | | | | |
| 5 | 7125121605 | Buddhist Religious Education | | | | | |
| 6 | 7125121606 | Confucian Religious Education | | | | | |
| 7 | 7125341615 | PGRI Affairs | 2 | | | | 2 |
| 8 | 7125341616 | Constitutional Law | 4 | | | | 4 |
| 9 | 7125341617 | Criminal Law | 4 | | | | 4 |
| 10 | 7125341618 | Public Administration Law | 4 | | | | 4 |
| 11 | 7125341619 | Civil Law | 4 | | | | 4 |
| Total Course Load for Semester 2 | | | | | | | 20 |

Semester 3

| No | Course Code | Course | T | P | S | L | Total credits |
|-----|-------------|--------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | | |
|---|------------|--|-----------|--|--|--|--|-----------|
| 1 | 7125341620 | Civics Education | 2 | | | | | 2 |
| 2 | 7125331621 | Islamic Law | 2 | | | | | 2 |
| 3 | 7125341622 | Positive Criminal Law in the Criminal Code | 3 | | | | | 3 |
| 4 | 7125331623 | Law on Regional and Village Autonomy | 2 | | | | | 2 |
| 5 | 7125331624 | Labour Law | 2 | | | | | 2 |
| 6 | 7125321625 | Agrarian Law | 3 | | | | | 3 |
| 7 | 7125321626 | Business Law | 3 | | | | | 3 |
| 8 | 7125321627 | International Law | 3 | | | | | 3 |
| Total Course Load for Semester 3 | | | 20 | | | | | 20 |

Semester 4

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|----------------------------|-----------|-----|-----|----------|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 7125321628 | Environmental Law | 2 | | | | 2 |
| 2 | 7125321629 | Intellectual Property Law | 2 | | | | 2 |
| 3 | 7125341630 | Law and Human Rights | 2 | | | | 2 |
| 4 | 7125341631 | Customary Law | 2 | | | | 2 |
| 5 | 7125321632 | Special Criminal Law | 2 | | | | 2 |
| 6 | 7125321633 | Tax Law | 2 | | | | 2 |
| 7 | 7125321634 | Field Work (KKL) | | | | 2 | 2 |
| 8 | 7125321635 | International Maritime Law | 2 | | | | 2 |
| 9 | 7125321636 | Criminology | 2 | | | | 2 |
| 10 | 7125321637 | Security Law | 2 | | | | 2 |
| Total Course Load for Semester 4 | | | 18 | | | 2 | 20 |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|----------------------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 7125321638 | Contract Law | | 2 | | | 3 | PIH, PHI, I.NEG |
| 2 | 7125321639 | Legal Drafting | | 3 | | | 3 | PIH, PHI, I.NEG |
| 3 | 7125321640 | International Criminal Law | 2 | | | | 2 | |
| 4 | 7125321641 | Law and Society | 2 | | | | 2 | |
| 5 | 7125121642 | International Business Law | 2 | | | | 2 | |
| 6 | 7125321643 | Criminal Procedure Law | | 3 | | | 4 | PIH, PHI, I.NEG, H. PID |
| 7 | 7125331644 | Civil Procedure Law | | 4 | | | 4 | PIH, PHI, I.NEG, H. PER |
| Total Course Load for Semester 5 | | | | | | | 20 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|--|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 7125321645 | Technology-based Entrepreneurship | | | | 4 | 4 | - |
| 2 | 7125321646 | Professional Ethics and Responsibility | | 2 | | | 2 | - |
| 3 | 7125321647 | Juvenile Criminal Law | 2 | | | | 2 | - |

| | | | | | | | | | |
|---|------------|------------------------------|---|---|---|--|--|-----------|-----------------|
| 4 | 7125324648 | Litigation Skills | | | 2 | | | 2 | - |
| 5 | 7125321649 | Inheritance Law | 2 | | | | | 2 | - |
| 6 | 7125321650 | Philosophy of Law | 2 | | | | | 2 | - |
| 7 | 7125321651 | Legal Research Methodology | 3 | | | | | 3 | - |
| 8 | 7125321652 | Administrative Procedure Law | | 3 | | | | 3 | PIH, PHI, I.NEG |
| Total Course Load for Semester 6 | | | | | | | | 20 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|----------|----------|----------|----------|-------------------|---------------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 7125321653 | Work Placement | | | | 6 | 6 | (110 credits) |
| 2 | 7125321654 | Non-Litigation Skills | | | 3 | | 3 | H.ACR.PID, H.ACR.PER, H.ACR.TUN |
| 3 | 7125321655 | Legal Practice | | 3 | | | 3 | H.ACR.PID, H.ACR.PER, H.ACR.TUN |
| Elective Courses (4 credits): | | | | | | | | |
| 4 | 7125321656 | Selected Topics in Business Law (Civil Law Option) | 2 | | | | 2 | |
| 5 | 7125321657 | Tort Law (Civil Law Elective) | 2 | | | | 2 | |
| 6 | 7125321658 | Selected Topics in Criminal Law (Criminal Law Elective) | 2 | | | | | |
| 7 | 7125321659 | Victimology (Criminal Law Elective) | 2 | | | | | |
| 8 | 7125321660 | Selected Topics in Administrative Law (Constitutional Law) | 2 | | | | | |
| 9 | 7125321661 | Law and Politics (Constitutional Law) | 2 | | | | | |
| Total Course Load for Semester 7 | | | 4 | 3 | 3 | 6 | 16 | |

Note:

1. Elective Courses: Only 2 courses per concentration are required
2. Conversion of Community Service/Internship into Elective Courses (Shortfall to be made up with Freeform)

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|-----|-----|-----|-----------|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 7125321662 | Community Service Programme (KKN) | | | | 4 | 4 | All Courses |
| 2 | 7125321663 | Final Project | | | | 6 | 6 | |
| Total Course Load for Semester 8 | | | | | | 10 | 10 | |

Total credits = 145 credits

Faculty : Economics and Business
 Programme : Management
 Level : Bachelor's

Table Notes:

T = Theory/Face-to-face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|----------------------------|-----------|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 8125121607 | Pancasila Education | 2 | | | | 2 |
| 2 | 8125331615 | Introduction to Economics | 3 | | | | 3 |
| 3 | 8125331616 | Introduction to Management | 3 | | | | 3 |
| 4 | 8125331617 | Introduction to Business | 3 | | | | 3 |
| 5 | 8125321619 | Basic Accounting | 2 | | | | 2 |
| 6 | 8125322620 | Computer Applications | 2 | | | | 2 |
| 7 | 8125221611 | English | 2 | | | | 2 |
| 8 | 8125331618 | Mathematics for Business | 3 | | | | 3 |
| Total Course Load for Semester 1 | | | 20 | | | | 20 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|-------------------------------|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 8125121601 | Islamic Religious Education | 2 | | | | 2 | |
| 2 | 8125121602 | Catholic Religious Education | 2 | | | | | |
| 3 | 8125121603 | Christian Religious Education | 2 | | | | | |
| 4 | 8125121604 | Hindu Religious Education | 2 | | | | | |
| 5 | 8125121605 | Buddhist Religious Education | 2 | | | | | |
| 6 | 8125121606 | Confucian Religious Education | 2 | | | | | |
| 7 | 8125121608 | Civics Education | 2 | | | | 2 | |
| 8 | 8125221610 | To PGRI | 2 | | | | 2 | |
| 9 | 8125331621 | Marketing Management | 3 | | | | 3 | Introduction to Management, Introduction to Business |
| 10 | 8125331622 | Financial Management | 3 | | | | 3 | Introduction to Management, Introduction to Business |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 11 | 8125331623 | Human Resource Management | 3 | | | | 3 | Introduction to Management, Introduction to Business |
| 12 | 8125331624 | Macroeconomics and Microeconomics | 3 | | | | 3 | Introduction to Economics |
| 13 | 8125321649 | The Indonesian Economy | 2 | | | | 2 | Introduction to Economics |
| Total Course Load for Semester 2 | | | | | | | 20 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| Human Resource Management | | | | | | | 6 | |
| 1 | 8125531657 | Strategic Human Resource Management | 3 | | | | | Human Resource Management |
| 2 | 8125531658 | Performance and Compensation Management | 3 | | | | | Human Resource Management |
| | | Marketing Concentration | | | | | | |
| 4 | 8125531661 | Service Marketing | 3 | | | | | Marketing Management |
| 5 | 8125531662 | Consumer Behaviour | 3 | | | | | Marketing Management |
| | | Finance Concentration | | | | | | |
| 6 | 8125531665 | International Financial Management | 3 | | | | | Financial Management |
| 7 | 8125531666 | Financial Statement Analysis | 3 | | | | | Financial Management |
| | | Hospitality Management Concentration | | | | | | |
| 8 | 8125531669 | Hospitality Accounting | 3 | | | | | Basic Accounting |
| 9 | 8125531670 | Food Production Management | 3 | | | | | Operations and Innovation Management |
| Concentration in Village Administration and Management | | | | | | | | |
| 10 | 8125531673 | Cooperative Management | 3 | | | | | Introduction to Management, Microeconomics |
| 11 | 8125531674 | Management of Village-Owned Enterprises | 3 | | | | | Introduction to Management, Indonesian Economy |
| 12 | 8125331651 | Statistics | 1.5 | 1.5 | | | 3 | Computer Applications |
| 13 | 8125331652 | Operations Management and Innovation | 2 | 1 | | | 3 | Introduction to Management, Introduction to Business |
| 14 | 8125331655 | Managerial Economics | 3 | | | | 3 | Introduction to Economics, Macroeconomics and Microeconomics |
| 15 | 8125121609 | Indonesian | 2 | | | | 2 | |
| 16 | 8125331626 | Organisational Theory | 3 | | | | 3 | Introduction to Management |
| 17 | 8125332644 | English for Business | 3 | | | | 3 | English |
| Total Course Load for Semester 3 | | | | | | | 23 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|----|-------------|--------|---|---|---|---|-------------------|---------------------------|
|----|-------------|--------|---|---|---|---|-------------------|---------------------------|

| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
|--|---|--|-----|-----|-----|-----|-----------|--|
| | Human Resource Management | | | | | | 6 | |
| 1 | 8125531659 | Industrial and Organisational Psychology | 3 | | | | | Human Resource Management |
| 2 | 8125531660 | Electronic-Based Human Resource Management | 3 | | | | | Human Resource Management |
| | Marketing Concentration | | | | | | | |
| 4 | 8125531663 | International Marketing Management | 3 | | | | | Marketing Management |
| 5 | 8125531664 | Strategic Marketing Management | 3 | | | | | Marketing Management, Consumer Behaviour |
| | Finance Concentration | | | | | | | |
| 6 | 8125531667 | Financial Technology | 3 | | | | | Financial Management |
| 7 | 8125531668 | Investment and Portfolio Management | 3 | | | | | Financial Management |
| | Hospitality Management Concentration | | | | | | | |
| 8 | 8125531671 | Front Office Management | 3 | | | | | Introduction to Management |
| 9 | 8125531672 | Event Management | 3 | | | | | Operations and Innovation Management |
| | Concentration in Village Administration and Management | | | | | | | |
| 10 | 8125531675 | Regional Asset Management | 3 | | | | | Basic Accounting |
| 11 | 8125531676 | Electronic Governance Management | 3 | | | | | Introduction to Management, Introduction to Business |
| 12 | 8125331648 | Management of Financial Institutions and Capital Markets | 2 | 1 | | | 3 | Financial Management |
| 13 | 8125321650 | Business Ethics | 2 | | | | 2 | Introduction to Business |
| 14 | 8125241612 | Technology-Based Entrepreneurship | 1 | 3 | | | 4 | |
| 15 | 8125331629 | Organisational Behaviour | 3 | | | | 3 | Organisational Theory |
| 16 | 8125331457 | Small and Medium Enterprise Management | 3 | | | | 3 | Introduction to Management, Introduction to Business |
| 17 | 8125321625 | Cost Accounting | 2 | | | | 2 | Basic Accounting |
| Total Tuition Fees for Semester 4 | | | | | | | 23 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|---|-----------------------------------|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | Human Resource Management | | | | | | 3 | |
| 1 | 8125332630 | Human Resource Management Seminar | 1 | 2 | | | | All Courses in the Human Resources Concentration |
| | Marketing Concentration | | | | | | | |
| 2 | 8125332631 | Marketing Management Seminar | 1 | 2 | | | | All Courses in the Marketing Concentration |
| | Finance Concentration | | | | | | | |
| 3 | 8125332632 | Financial Management Seminar | 1 | 2 | | | | All Courses in the Finance Concentration |
| | Hospitality Management Concentration | | | | | | | |
| | | Hospitality | 1 | 2 | | | | All Courses in the Hospitality |

| | | | | | | | | |
|---|--|---|---|---|--|---|-----------|--|
| | | Management Seminar | | | | | | Management Concentration |
| | Village Administration and Management Concentration | | | | | | | |
| | | Village Administration and Management Seminar | 1 | 2 | | | | All Courses in the Rural Administration and Management Concentration |
| 4 | 8125331628 | Management Information Systems | 3 | | | | 3 | Introduction to Business, Operations Management and Innovation |
| 5 | 8125321641 | Taxation | 2 | | | | 2 | Basic Accounting, Cost Accounting |
| 6 | 8125331633 | Risk Management | 3 | | | | 3 | Financial Management, Mathematics for Business |
| 7 | 8125314656 | Fieldwork | | | | 1 | 1 | Marketing Management, Operations Management and Innovation, Human Resource Management, Business Ethics |
| 8 | 8125331642 | Research Methodology | 2 | 1 | | | 3 | Statistics, concentration courses other than seminars |
| 9 | 8125321639 | Critical thinking | 2 | | | | 2 | Introduction to Management |
| 10 | 8125331654 | Strategic Management | 3 | | | | 3 | Operations Management and Innovation |
| 11 | 8125331653 | Management Accounting | 3 | | | | 3 | Financial Management |
| Total Course Load for Semester 5 | | | | | | | 23 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|--|-------------|----------------------------|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 8125331634 | Business Feasibility Study | 2 | 1 | | | 3 | Technology-Based Entrepreneurship, Strategic Management |
| 2 | 8125331635 | Creative Economy | 2 | 1 | | | 3 | Macro and Microeconomics, Management of Micro, Small and Medium Enterprises, Operations Management and Innovation |
| 3 | 8125321638 | Tourism Management | 2 | | | | 2 | Marketing Management, Operations Management and Innovation, Human Resource Management, Business Ethics |
| 4 | 8125331646 | Digital Marketing | 3 | | | | 3 | Marketing Management |
| 5 | 8125321637 | Business Communication | 2 | | | | 2 | English for Business |
| 6 | 8125321640 | Data analytics | 2 | | | | 2 | Statistics, Management Information Systems |
| 7 | 8125421647 | Corporate Budgeting | 2 | | | | 2 | Management Accounting |
| Total Tuition Fees for Semester 6 | | | | | | | 17 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-------------------------|-------------|--------------------|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| Elective Courses | | | | | | | | |
| 1 | 8125421627 | Quality Management | 2 | | | | 2 | Introduction to Management, Introduction to Business, Operations Management |
| 2 | 8125421645 | Conflict | 2 | | | | 2 | Organisational Behaviour, Business |

| | | | | | | | | |
|---|------------|---|----------|----------|--|----------|-----------|--|
| | | Management | | | | | | Communication |
| 3 | 8125421636 | Talent Management | 2 | | | | 2 | Human Resource Management, Industrial Psychology |
| | | Total Credits | 6 | | | | 6 | |
| CoE Digital Marketing Elective Course | | | | | | | | |
| 4 | 8125331646 | Digital Marketing | 3 | | | | 3 | Marketing Management |
| 5 | 8125331634 | Business Feasibility Study | 3 | | | | 3 | Marketing Management, Consumer Behaviour |
| 6 | 8125331635 | Creative Economy | 3 | | | | 3 | Introduction to Business |
| | | Total Credits | 9 | | | | 9 | |
| CoE Elective Course HRD Staff | | | | | | | | |
| 7 | 8125531657 | Strategic Human Resource Management | 3 | | | | 3 | Human Resource Management |
| 8 | 8125531660 | Electronic Human Resource Management | 3 | | | | 3 | Human Resource Management, Management Information Systems |
| 9 | 8125531658 | Performance Management and Compensation | 3 | | | | 3 | Human Resource Management, Strategic Human Resource Management |
| | | Total credits | 9 | | | | 9 | |
| CoE Finance Elective Courses | | | | | | | | |
| 10 | 8125331653 | Management Accounting | 3 | | | | 3 | Financial Management |
| 11 | 8125531667 | Financial Technology | 3 | | | | 3 | Financial Management |
| 12 | 8125531666 | Financial Statement Analysis | 2 | 1 | | | 3 | Financial Management |
| | | Total Credits | 8 | 1 | | | 9 | |
| Courses that can be taken if not admitted to the CoE | | | | | | | | |
| 13 | 8125344644 | Work Placement/Internship | | | | 4 | 4 | Minimum of 110 credits |
| 14 | 8125331680 | Brand Management | 3 | | | | 3 | Business Communication, Strategic Management, Risk Management |
| 15 | 8125331688 | Business Research and Development | 2 | 1 | | | 3 | Business Ethics, Strategic Management |
| | | Total credits | 5 | 1 | | 4 | 10 | |
| Total Course Load for Semester 7 | | | | | | | 16 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-------------------|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 8125765614 | Final Project | | 3 | | 3 | 6 | Research Methodology, Statistics, 120 credits |
| 2 | 8125244413 | Community Service | | | | 4 | 4 | Must complete a minimum of 110 credits |
| Total Course Load for Semester 8 | | | | | | | 10 | |

Total credits | 152 | Curriculum structure

Faculty : Economics and Business
 Study Programme : Digital Business
 Level : Bachelor's

Table Notes:

T = Theory/Face-to-face
 P = Practical
 S = Simulation/Seminar
 L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|----------------------------------|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 8225121607 | Pancasila Education | 2 | | | | 2 |
| 2 | 8225331610 | Introduction to Economics | 3 | | | | 3 |
| 3 | 8225331611 | Introduction to Digital Business | 3 | | | | 3 |
| 4 | 8225331612 | Introduction to Management | 3 | | | | 3 |
| 5 | 8225332620 | Accounting for Business | 1 | 2 | | | 3 |
| 6 | 8225331626 | Business Mathematics | 3 | | | | 3 |
| 7 | 8225332627 | Algorithms and Basic Programming | 1 | 2 | | | 3 |
| Total Course Load for Semester 1 | | | 16 | 4 | | | 20 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|----------------------|-----------|----------|-----|----------|-------------------|----------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 8225121601 | Religious Education | 2 | | | | 2 | |
| 2 | 8225331613 | HR and Organisation | 2 | 1 | | | 3 | Introduction to Digital Business |
| 3 | 8225331618 | Financial Management | 2 | 1 | | | 3 | Accounting for Business |
| 4 | 8225331622 | Creative Economy | 2 | | | 1 | 3 | Introduction to Economics |
| 5 | 8225332629 | UI/UX Design | 1 | 2 | | | 3 | |
| 6 | 8225332632 | Database System | 1 | 2 | | | 3 | |
| 7 | 8225331642 | Marketing Management | 3 | | | | 3 | Introduction to Management |
| Total Credit Points for Semester 2 | | | 13 | 6 | | 1 | 20 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Total credits | Course Name Prerequisites |
|----|-------------|--------|---|---|---|---|---------------|---------------------------|
|----|-------------|--------|---|---|---|---|---------------|---------------------------|

| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
|---|------------|--|----------|-----------|-----|-----|-----------|--------------------------------|
| 1 | 8225221646 | B. English | 2 | | | | 2 | |
| 2 | 8225332636 | Economic and Business Statistics | 1 | 2 | | | 3 | Business Mathematics |
| 3 | 8225331617 | Design Thinking and Innovation | 1 | 2 | | | 3 | UI/UX Design |
| 4 | 8225332633 | Web Programming | | 3 | | | 3 | UI/UX Design, Database Systems |
| 5 | 8225332635 | Information System Design and Analysis | 1 | 2 | | | 3 | Database Systems |
| 6 | 8225331619 | Financial Technology | 3 | | | | 3 | |
| 7 | 8225332625 | Digital Content Creation | | 3 | | | 3 | Marketing Management |
| 8 | 8225331654 | Decision Making | 1 | 1 | | | 2 | |
| Total Course Load for Semester 3 | | | 9 | 13 | | | 22 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|-----------------------------------|-----------|----------|-----|----------|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 8225121608 | Civics Education | 2 | | | | 2 | |
| 2 | 8225342615 | Technology-based entrepreneurship | 1 | 2 | | 1 | 4 | Design Thinking and Innovation, Creative Economy, Brand Management |
| 3 | 8225331637 | Brand Management | 2 | 1 | | | 3 | Marketing Management |
| 4 | 8225331628 | Digital Transformation | 3 | | | | 3 | HR and Organisation |
| 5 | 8225331621 | Business English | 1 | 1 | | | 2 | B. English |
| 6 | 8225332643 | Social Media Management | 1 | 2 | | | 3 | Digital Content Creation |
| 7 | 8225332644 | Digital Marketing | 1 | 2 | | | 3 | Marketing Management, Digital Content Creation |
| 8 | 8225331655 | Problem Solving | 1 | 1 | | | 2 | |
| Total Course Load for Semester 4 | | | 12 | 9 | | 1 | 22 | |

Semester 5

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---------------------|----------|-----------|-----|----------|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 8225121645 | B. Indonesia | 2 | | | | 2 | |
| 2 | 8225332616 | Business Model | 1 | 1 | | 1 | 3 | Technology-based entrepreneurship |
| 3 | 8225332623 | Product Development | 1 | 2 | | | 3 | Technology-based entrepreneurship |
| 4 | 8225332624 | Start-up | 1 | 2 | | | 3 | Technology-based entrepreneurship, Financial Technology |
| 5 | 8225332633 | Data Analytics | 1 | 2 | | | 3 | Algorithms and Basic Programming |
| 6 | 8225332638 | Market Research | 1 | 1 | | 1 | 3 | Marketing Management |
| 7 | 8225331657 | Consumer Behaviour | 1 | 1 | | 1 | 3 | Marketing Management, Introduction to Economics |
| 8 | 8225331656 | Leadership | 1 | 1 | | | 2 | |
| Total Course Load for Semester 5 | | | 9 | 10 | | 3 | 22 | |

Semester 6

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|------------------------|-----------|-----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 8225221609 | PGRI-related | 2 | | | | 2 | |
| 2 | 8225332641 | Hospitality | 1 | 2 | | | 3 | |
| 3 | 8225331659 | Business Budgeting | 2 | 1 | | | 3 | |
| 4 | 8225332631 | Internet of Things | 1 | 2 | | | 3 | Algorithms and Basic Programming, Product Development |
| 5 | 8225332634 | Business Intelligence | 1 | 2 | | | 3 | Data Analytics |
| 6 | 8225332651 | Research Method | 1 | 2 | | | 3 | Economic and Business Statistics, Market Research, Business Intelligence |
| 7 | 8225331639 | Business Communication | 2 | 1 | | | 3 | English, Indonesian |
| Total Course Load for Semester 6 | | | 10 | 10 | | | 20 | |

Semester 7

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|---|--------------------------------------|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 8225331617 | Business Strategy | 2 | 1 | | | 3 | Marketing Management, HR and Organisation, Financial Management, Business Model |
| 2 | 8225344653 | Internship | | 1 | 1 | 2 | 4 | Decision Making, Problem Solving, Leadership |
| 3 | 8225331640 | Business Law | 3 | | | | 3 | Technology-based entrepreneurship |
| 4 | 8225314652 | Study Excursion | | | | 1 | 1 | |
| 5 | 8225321659 | Event Management | 2 | 1 | | | 3 | |
| | Elective Course: | | | | | | | Courses that can be used for the conversion of off-campus activities or work placements |
| 6 | 8225331660 | Cloud Computing | 1 | 2 | | | 3 | |
| 7 | 8225331662 | Growth Hacking and Scaling Start-ups | 2 | 1 | | | 3 | |
| 8 | 8225331661 | Ergonomics and Technology | 2 | 1 | | | 3 | |
| | Research and Community Service Conversion Course | | | | | | | |
| 9 | 8225331654 | Decision Making | 1 | 1 | | | 2 | |
| 10 | 8225331655 | Problem Solving | 1 | 1 | | | 2 | |
| 11 | 8225331656 | Leadership | 1 | 1 | | | 2 | |
| Total Course Load for Semester 7 | | | | | | | 14 | |

Semester 8

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|--------------------|-----|-----|-----|-----|-------------------|---------------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 8225765658 | Final Project | 1 | 2 | 1 | 2 | 6 | Research Methods, Product Development |
| 2 | 8225344648 | Practical Training | 0 | 2 | 0 | 2 | 4 | |

| | | | | | | |
|---|--|--|--|--|----|--|
| Total Course Load for Semester 8 | | | | | 10 | |
|---|--|--|--|--|----|--|

Notes:

1. Total Courses in the Curriculum Structure = 150 credits
 2. Elective Courses = 6 credits
- TOTAL CREDITS = 156 credits**

3. If students choose elective courses in accordance with the following internship arrangements:

| Course | Type of Internship |
|--------------------------------------|--|
| Event Management | Event Organiser/Corporate Event Planner Marketing Project Coordinator Marketing Communications Officer Campaign or Activation Specialist Public Relations Officer Project Manager (Event-Based) Internal Communications Specialist |
| Business Budgeting | Budget Analyst Financial Planner Finance Officer Cost Control Analyst Business Controller |
| Cloud Computing | Cloud Engineer DevOps Engineer System Administrator IT Infrastructure Specialist Data Engineer |
| Growth Hacking and Scaling Start-ups | Growth Hacker Product Manager Digital Marketing Strategist Start-up Consultant Business Development Executive Job activities: |
| Ergonomics and Technology | UX Designer / Human Factors Specialist Product Designer Occupational Health & Safety Officer Ergonomics Analyst Workplace Design Consultant |

Programme : Postgraduate
 Programme : Educational Management
 Level : Master's

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for Practical Work must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5125131801 | Statistics | 2 | 1 | | | 3 | Research Methodology in Educational Management (B = joint) |
| 2 | 5125131802 | Research Methodology in Educational Management | 2 | 1 | | | 3 | Statistics (B=joint) |
| 3 | 5125121803 | Educational Organisation Behaviour | 2 | | | | 2 | |
| 4 | 5125221814 | Foundations of Education | 2 | | | | 2 | |
| 5 | 5125221815 | Philosophy of Educational Management | 2 | | | | 2 | |
| 6 | 5125221816 | English for Management | 2 | | | | 2 | |
| 7 | 5125321820 | PGRI-related | 2 | | | | 2 | |
| Total Course Load for Semester 1 | | | 14 | 2 | | | 16 | |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|---------------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5125131804 | Education SIM | 2 | 1 | | | 3 | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--------------------------------|-----------|----------|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 2 | 5125121805 | Educational Supervision | 2 | | | | 2 | |
| 3 | 5125121806 | Education Funding | 2 | | | | 2 | |
| 4 | 5125123807 | Final Project Proposal Seminar | 0 | 2 | | | 2 | Statistics and Research Methodology in Educational Management (L=Pass) |
| 5 | 5125122808 | Principal Development | 2 | | | | 2 | |
| 6 | 5125132809 | Educational Leadership | 2 | 1 | | | 3 | |
| 7 | 5125221817 | National Education Management | 2 | | | | 2 | |
| Total Course Load for Semester 2 | | | 12 | 4 | | | 16 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--|----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 5125132810 | Decision-Making and Educational Policy | 2 | 1 | | | 3 |
| 2 | 5125132811 | Human Resource Management in Education | 2 | 1 | | | 3 |
| 3 | 5125121812 | Quality Management in Education | 1 | 1 | | | 2 |
| 4 | 5125231818 | Strategic Planning in Education | 2 | 1 | | | 3 |
| 5 | 5125221819 | Curriculum Development Management | 2 | | | | 2 |
| Total Course Load for Semester 3 | | | 9 | 4 | | | 13 |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|------------------------------------|-----|----------|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5125765821 | Final Project | | 6 | | | 6 | Final Project Proposal Seminar (L=Pass) |
| 2 | 5125135813 | Publication of Scientific Articles | | 3 | | | 3 | Final Project (B = joint) |
| Total Course Load for Semester 4 | | | | 9 | | | 9 | |

Programme : Postgraduate
 Study Programme : Indonesian Language Education
 Level : Master's

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---|-----------|----------|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 5225221801 | To PGRI | 2 | | | | 2 |
| 2 | 5225331802 | Issues in Indonesian Language and Literature Education | 2 | 1 | | | 3 |
| 3 | 5225331803 | Applied Linguistics | 1 | 2 | | | 3 |
| 4 | 5225321804 | Current Studies in Indonesian Literature | 1 | 1 | | | 2 |
| 5 | 5225321805 | Literary sociology for learning | 1 | 1 | | | 2 |
| 6 | 5225332806 | Research methodology in language and literature education | 1 | 2 | | | 3 |
| 7 | 5225331807 | Discourse analysis of Indonesian language and literature education | 1 | 1 | | | 2 |
| 8 | 5225331808 | Curriculum Development for Indonesian Language and Literature Education | 2 | 1 | | | 3 |
| Total Course Load for Semester 1 | | | 11 | 9 | | | 20 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|--|-----|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5225332809 | Comprehensive Review of Research on Indonesian Language and Literature Education | 1 | 2 | | | 3 | |
| 2 | 5225725810 | Final Project Proposal Seminar | | | 2 | | 2 | Research Methodology in Language and Literature Education |
| 3 | 5225334811 | Folklore for learning | 1 | 2 | | | 3 | |
| 4 | 5225321812 | Practical Sociolinguistics | 1 | 1 | | | 2 | Applied Linguistics |
| 5 | 5225331813 | Cross-Cultural Literary Studies | 1 | 2 | | | 3 | Contemporary Studies in Indonesian Literature |
| 6 | 5225421814 | Gender Perspectives in Education and Learning* | 1 | 1 | | | 2 | |
| 7 | 5225421815 | Semantics for the Study of Indonesian Literature* | 1 | 1 | | | 2 | |
| 8 | 5225422816 | Literary text production* | | 2 | | | 2 | |
| 9 | 5225422817 | Production of non-literary texts* | | 2 | | | 2 | |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--------|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| Total Course Load for Semester 2 | | | | | | | 17 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|----------|----------|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5225321818 | Management of Indonesian Language and Literature Education | 1 | 1 | | | 2 | |
| 2 | 5225321819 | Development of Educational Evaluation | 1 | 1 | | | 2 | |
| 3 | 5225332820 | Writing and Publication of Scientific Works | 1 | 2 | | | 3 | |
| 4 | 5225422821 | Development of the Medium of Instruction in Indonesian Language and Literature Education* | 1 | 1 | | | 2 | |
| 5 | 5225422822 | Multimedia in Indonesian Language and Literature* | | 2 | | | 2 | |
| 6 | 5225421823 | Clinical Pragmatics* | 1 | 1 | | | 2 | Applied Linguistics |
| 7 | 5225422824 | Children's Literature for Education* | 2 | | | | 2 | |
| Total Course Load for Semester 3 | | | 7 | 8 | | | 11 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---------------|-----|-----|-----|-----|-------------------|--------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5225785825 | Final Project | | 6 | | | 6 | Final Project Proposal Seminar |
| Total Course Load for Semester 4 | | | | | | | 6 | |

Programme : Postgraduate
 Programme : English Language Education
 Level : Master's

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 5425332801 | Academic Writing | 1 | 2 | | | 3 |
| 2 | 5425322802 | Language Acquisition in English Education | 1 | 1 | | | 2 |
| 3 | 5425332803 | Research methodology in English education | 1 | 2 | | | 3 |
| 4 | 5425322804 | Advanced Language Teaching Strategies | 1 | 1 | | | 2 |
| 5 | 5425332805 | Culturally Responsive Teaching | 1 | 1 | | | 2 |
| 6 | 5425221806 | KePGRiAn | 1 | 1 | | | 2 |
| 7 | 5425422821 | Critical Literacy in English Education* | 1 | 1 | | | 2 |
| 8 | 5425422822 | Classroom and School Management* | 1 | 1 | | | 2 |
| 9 | 5425421823 | Philosophy of Education and Professional Ethics* | 1 | 1 | | | 2 |
| Total Course Load for Semester 1 | | | | | | | 16 |

Semester 2

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--------------------------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 5425332807 | Language Assessment and Evaluation | 1 | 2 | | | 3 |
| 2 | 5425322808 | Proposal Writing and Presentation | 1 | 1 | | | 2 |
| 3 | 5425322809 | Statistics for Educational Research | 1 | 1 | | | 2 |
| 4 | 5425332810 | Article Writing for Publication | 1 | 2 | | | 3 |
| 5 | 5425322811 | Research Trends in English Education | 1 | 1 | | | 2 |
| 6 | 5425332812 | Teacher Professional Development | 1 | 1 | | | 2 |
| 7 | 5425332813 | Technology-Assisted Data Analysis | 1 | 2 | | | 3 |
| Total Course Load for Semester 2 | | | | | | | 17 |

Semester 3

| No | Course Code | Course | T | P | S | L | Total credits |
|-----|-------------|-------------------------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 5425322814 | Educational Technology | 1 | 1 | | | 2 |
| 2 | 5425322815 | World Englishes in Education | 1 | 1 | | | 2 |
| 3 | 5425332816 | Teaching Material Development | 1 | 2 | | | 3 |

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 4 | 5425332817 | Curriculum Design in English Education | 1 | 2 | | | 3 |
| 5 | 5425332818 | Analysis of English Education Policy | 1 | 2 | | | 3 |
| 6 | 5425725819 | Seminar on Thesis Proposals | 1 | 1 | | | 2 |
| Total Course Load for Semester 3 | | | | | | | 15 |

Semester 4

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---------------|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 5425765820 | Final Project | 6 | | | | 6 |
| Total Course Load for Semester 4 | | | | | | | 6 |

| | | |
|----------------------------|-----------|-----------------------------|
| Total Credit Points | 54 | Curriculum structure |
|----------------------------|-----------|-----------------------------|

Programme : Postgraduate
 Study Programme : Science Education
 Level : Master's

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---|-----------|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 5525221801 | To PGRI | 2 | | | | 2 |
| 2 | 5525321810 | Philosophy of Science Education | 2 | | | | 2 |
| 3 | 5525331821 | Issues in Science Education / Field Study | 3 | | | | 3 |
| 4 | 5525331822 | Applied Statistics | 3 | | | | 3 |
| 5 | 5525331817 | Basic Concepts of ESD | 3 | | | | 3 |
| 6 | 5525331820 | Scientific Publications | 3 | | | | 3 |
| Total Course Load for Semester 1 | | | 16 | | | | 16 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----------|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5525331819 | Research Methods in Science Education | 3 | | | | 3 | Issues in Science Education / Field Study |
| 2 | 5525331814 | Assessment and Evaluation in Science Education | 3 | | | | 3 | Issues in Science Education / Field Study |
| 3 | 5525331811 | Innovations in Science Education | 3 | | | | 3 | Philosophy of Science Education |
| 4 | 5525331823 | Analysis of International Studies in Science Education | 3 | | | | 3 | Issues in Science Education / Field Study |
| 5 | 5525531802 | Selected Topics in Science Education (Science Education - 1)* | 3 | | | | 3 | |
| 6 | 5525531804 | Environmental Physics (Physics Programme-1)* | 3 | | | | 3 | |
| 7 | 5525531808 | Environmental Biology (Biology Programme-1)* | 3 | | | | 3 | |
| 8 | 5525531806 | Environmental Chemistry (Chemistry Programme-1)* | 3 | | | | 3 | |
| 9 | 5525323824 | Final Project Proposal Seminar | 2 | | | | 2 | Research Methods in Science Education |
| Total Course Load for Semester 2 | | | 17 | | | | 17 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----------|-----|-----|-----|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5525331813 | Development of Science Practical Work | 3 | | | | 3 | Innovation in Science Teaching |
| 2 | 5525331812 | Development of Science Teaching Materials and Resources | 3 | | | | 3 | Innovation in Science Teaching |
| 3 | 5525531803 | Analysis of social issues in science with an ESD focus (Science Class 2)* | 3 | | | | 3 | Selected Topics in Science Education (Science Major - 1)* |
| 4 | 5525531805 | Applied Physics (Physics Programme-2)* | 3 | | | | 3 | Environmental Physics (Physics Programme-1)* |
| 5 | 5525531809 | Conservation Biology (Biology Conservation-2)* | 3 | | | | 3 | Environmental Biology (Biology-1)* |
| 6 | 5525531807 | Organic Chemistry (Chemistry Programme-2)* | 3 | | | | 3 | Environmental Chemistry (Chemistry Programme-1)* |
| 7 | 5525431815 | Trends and Issues in Sustainable Science Education (Elective Course)** | 3 | | | | 3 | |
| 8 | 5525431816 | Developments in the Science Education Curriculum (Elective Module)** | 3 | | | | 3 | |
| 9 | 5525432818 | Project on the Implementation of ESD in Science Education | 3 | | | | 3 | Basic Concepts of ESD |
| Total Credit Points for Semester 3 | | | 15 | | | | 15 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---------------|----------|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5525765825 | Final Project | 6 | | | | 6 | Issues in Science Education/Field Study; Research Methods in Science Education; Assessment and Evaluation in Science Education; Innovation in Science Learning; Final Project Proposal Seminar |
| Total Course Load for Semester 4 | | | 6 | | | | 6 | |

| | | |
|----------------------------|-----------|-----------------------------|
| Total Credit Points | 54 | Curriculum structure |
|----------------------------|-----------|-----------------------------|

Programme : Postgraduate
 Study Programme : Primary Education
 Level : Master's

Table Notes:

T = Theory/Face-to-face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 5625221801 | PGRI-related | 2 | | | | 2 |
| 2 | 5625321802 | Philosophy of Education Studies | 2 | | | | 2 |
| 3 | 5625321803 | Characteristics of Primary School Pupils | 2 | | | | 2 |
| 4 | 5625331804 | Curriculum Development in Primary Education | 3 | | | | 3 |
| 5 | 5625331805 | Assessment and Supervision | 3 | | | | 3 |
| 6 | 5625321807 | Learning and Educational Innovation | 2 | | | | 2 |
| | | Early Childhood Education Concentration | | | | | |
| 7 | 5625331808 | Development and Social Aspects of Play in Early Childhood Education | 3 | | | | 3 |
| | | Class Teacher Concentration | | | | | |
| 8 | 5625331813 | Indonesian Language Development in Primary Schools | 3 | | | | 3 |
| Total Course Load for Semester 1 | | | | | | | 17 |

Semester 2

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 5625331806 | Educational Research Methodology | 3 | | | | 3 |
| 2 | 5625421821 | Literature Review* | 2 | | | | 2 |
| 3 | 5625322822 | Development of Educational Research Instruments | | 2 | | | 2 |
| 4 | 5625222819 | Digital Skills | | 2 | | | 2 |
| | | Early Childhood Education Concentration | | | | | |
| 5 | 5625331810 | Early Childhood Science Development | 3 | | | | 3 |
| 6 | 5625321811 | AUD Mathematical Skills | 2 | | | | 2 |
| 7 | 5625321812 | AUD Cognitive Development Area | 2 | | | | 2 |
| | | Classroom Teacher Specialisation | | | | | |
| 8 | 5625331815 | Primary School Social Studies Development | 3 | | | | 3 |
| 9 | 5625321816 | Primary School Mathematics Development | 2 | | | | 2 |
| 10 | 5625321817 | Primary School Civic Education Development | 2 | | | | 2 |
| Total Course Load for Semester 2 | | | | | | | 16 |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5625222818 | Hypermedia Learning | | 2 | | | 2 | |
| 2 | 5625232820 | Digital Pedagogy and Technology-Based Instructional Design | | 3 | | | 3 | Learning and Learning Innovation, Characteristics of Primary School Pupils |
| 3 | 5625322823 | Analysis of Research Data | | 2 | | | 2 | |
| 4 | 5625325824 | Publication of Scientific Articles | | 3 | | | 3 | Literature Review*, Educational Research Methodology |
| 5 | 5625325825 | Final Project Proposal Seminar | | 2 | | | 2 | Literature Review*, Educational Research Methodology |
| | | Early Childhood Education Concentration | | | | | | |
| 6 | 5625331809 | Language Acquisition Development in Early Childhood Education | 3 | | | | 3 | |
| | | Classroom Teacher Specialisation | | | | | | |
| 7 | 5625331814 | Primary School Science Development | 3 | | | | 3 | |
| Total Course Load for Semester 3 | | | | | | | 15 | |

Semester 4

| No | Course Code | Course (MK) | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---------------|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5625265826 | Final Project | | 6 | | | 6 | Literature Review, Educational Research Methodology, Development of Educational Research Instruments, Analysis of Research Data, Final Project Proposal Seminar, |
| Total Course Load for Semester 4 | | | | | | | 6 | |

| No | Course Code | Other Elective Courses *) | T | P | S | L | Total Credits |
|----|-------------|--|---|---|---|---|---------------|
| 1 | 5625421827 | English* | | 2 | | | 2 |
| 2 | 5625421830 | Inclusive Education and Children with Special Needs* | | 2 | | | 2 |
| 3 | 5625421832 | Management and Leadership in Primary Education* | | 2 | | | 2 |

Programme : Postgraduate
 Study Programme : Mathematics Education
 Level : Master's

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|---|-----|-----|-----|-----|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 5725331301 | Graph Theory and Its Applications | 3 | | | | 3 |
| 2 | 5725321306 | Philosophy of education | 2 | | | | 2 |
| 3 | 5725331307 | Mathematics Instructional Design | 2 | 1 | | | 3 |
| 4 | 5725331313 | Design thinking and its application in education | 2 | | | 1 | 3 |
| 5 | 5725331314 | Curriculum Analysis and Issues in Mathematics Education | 2 | 1 | | | 3 |
| 6 | 5725221321 | PGRI-related | 1 | 1 | | | 2 |
| Total Course Load for Semester 1 | | | | | | | 16 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5725332309 | Mathematics Learning Assessment | 2 | 1 | | | 3 | Mathematics Instructional Design |
| 2 | 5725332310 | Hypermedia in Learning | 1 | 2 | | | 3 | Design thinking and its application in education |
| 3 | 5725332311 | Development of Mathematics Teaching Materials | 1 | 2 | | | 3 | Design thinking and its application in education |
| 4 | 5725331315 | School Mathematics | 2 | 1 | | | 3 | |
| 5 | 5725331317 | Research Methodology in Mathematics Education | 3 | | | | 3 | |
| 6 | 5725723318 | Thesis Proposal Seminar | | | 2 | | 2 | |
| Total Course Load for Semester 2 | | | | | | | 17 | |

Semester 3

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|-----|-------------|------------------------------------|-----|-----|-----|-----|-------------------|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5725331304 | Advanced Algebra | 3 | | | | 3 | |
| 2 | 5725331305 | Applications of Applied Statistics | 3 | | | | 3 | Educational Research Methods |
| 3 | 5725333319 | Scientific Article Publications | | 3 | | | 3 | Educational Research Methods, Proposal |

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|-----|-----|-----|-----|-------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | | | | | | | | Seminar |
| 4 | 5725332312 | Mathematics learning applications | 1 | 2 | | | 3 | |
| 5 | 5725431302 | Fuzzy Algebra (Elective Course) | 3 | | | | 3 | |
| 6 | 5725431303 | Real Analysis (Elective Course) | 3 | | | | | |
| 7 | 5725431308 | International Standard Mathematics Education (Elective Course) | 1 | 2 | | | | |
| 8 | 5725431316 | Higher-order mathematical thinking (Elective Module) | 3 | | | | | |
| Total Course Load for Semester 3 | | | | | | | 15 | |

Semester 4

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|---------------|-----|-----|-----|-----|-------------------|---------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5725765320 | Final Project | | | | 6 | 6 | Scientific Article Publications |
| Total Course Load for Semester 4 | | | | | | | 6 | |

| | | |
|----------------------------|-----------|-----------------------------|
| Total Credit Points | 54 | Curriculum Structure |
|----------------------------|-----------|-----------------------------|

Programme : Postgraduate
 Study Programme : Pre-service Teacher Training Programme
 Level : Professional Programme

Table Notes:

T = Theory/Face-to-Face

P = Practical

S = Simulation/Seminar

L = Fieldwork

In accordance with UPGRIS SPMI, the credit weight for practicals must be at least 20% of the total credit weight

The maximum number of credits for semesters 1 and 2 in the Bachelor's programme is 20 credits

The maximum number of credits for semesters 3–8 is 24

Semester 1

| No | Course Code | Course | T | P | S | L | Total credits |
|---|-------------|--|----------|----------|----------|----------|---------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 5325321201 | The Philosophy of Education in Indonesia | 2 | | | | 2 |
| 2 | 5325331202 | Understanding of Learners and Their Learning | 1 | 1 | 1 | | 3 |
| 3 | 5325331203 | Principles of Teaching and Assessment I | 1 | 1 | 1 | | 3 |
| 4 | 5325364208 | Field Experience Placement (PPL) I | | | | 6 | 6 |
| 5 | 5325321210 | New Technologies in Teaching and Learning* | 1* | 1* | | | 2* |
| 6 | 5325321211 | Curriculum Design and Development* | 1* | 1* | | | 2* |
| 7 | 5325221214 | PGRI-related | 1 | 1 | | | 2 |
| Total Course Load for Semester 1 | | | 6 | 4 | 2 | 6 | 18 |

Semester 2

| No | Course Code | Course | T | P | S | L | Number of credits | Course Name Prerequisites |
|---|-------------|--|----------|----------|----------|----------|-------------------|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1 | 5325331206 | Social and Emotional Learning | 2 | | 1 | | 3 | |
| 2 | 5325331204 | Principles of Teaching and Assessment II | 1 | 1 | 1 | | 3 | Principles of Teaching and Assessment I |
| 3 | 5325422213 | Computational Thinking (optional)* | 2* | | | | 2* | |
| 4 | 5325422212 | Differentiated Learning (optional)* | 2 | | | | 2* | |
| 5 | 5325324207 | Leadership Project | | | 1 | 1 | 2 | |
| 6 | 5325333205 | Teacher Professional Development Seminar | 2 | | | | 2 | All courses in Semesters 1 and 2 |
| 7 | 5325364209 | Field Experience Placement (PPL) II | | | | 8 | 8 | Field Experience Practice (PPL) I |
| Total Course Load for Semester 2 | | | 7 | 1 | 3 | 9 | 20 | |

SAMPLE SYLLABUS

COURSE: RESEARCH METHODS

This example of a Syllabus Development Plan consists of the following stages:

1. Formulation of CPLs assigned to the Research Methodology course, resulting in CPMKs and Sub-CPMKs
2. Conducting a Learning Analysis
3. Drafting the Course Outline
4. A brief syllabus and assignment plan
5. Example of an assessment rubric based on Sub-CPMK indicators

LEARNING ANALYSIS

CPLs assigned to the Research Methods course:

- CPL 2** : Able to design and conduct research using appropriate methodology, and to analyse and interpret data accurately
- CPL 4** : Able to identify, formulate and solve engineering problems in the field of Engineering
- CPL 8** : Possesses a sense of responsibility and professional ethics, and
- CPL 9** : Able to communicate effectively

Sub CPMK 9.1.1: Able to present a research proposal (week 16) (10%)

SubCPMK 8.1.1: Demonstrates professional responsibility and ethics in designing research in the form of a research proposal and presenting it (weeks 11–16) (5%)


SubCPMK 2.1.2: Able to design a research proposal (weeks 11–15) (40%)

SubCPMK 4.1.1: Able to formulate research problems and research hypotheses using high-quality, measurable and valid sources (weeks 5, 6) (15%)

SubCPMK 2.1.1: Able to explain the basic principles of research methodology (weeks 1–4, 7–10) (30%)

Data processing and statistical analysis

SEMESTER LEARNING PLAN (SLP)

|  | UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG (UPGRIS) NAME OF FACULTY NAME OF STUDY PROGRAMME | | | | | DOCUMENT CODE: | |
|---|--|--|--------------------|---------|-------------------|-----------------------|------------------------|
| | | | | | | Revision No.: | |
| SEMESTER CURRICULUM | | | | | | | |
| COURSE (MK) | CODE | COU RSE GRO UP | CREDITS (SKS) | | SEMESTER | STATUS | DATE OF COMPILATION |
| Research Method | TF 181703 | Research | T = ... | P = ... | 6 | Compulsory | 05-09-2025 |
| AUTHORISATI ON/APPROVAL | RPS Development Lecturer | | RMK Coordinator | | Head of Programme | | |
| | | | Date: | | Date: | | |
| | Signed | | Signed | | Signed | | |
| Learning Outcomes | CPL-PRODI assigned to the course | | | | | | |
| | CPL 2 | Able to design and conduct research using appropriate methodology, and to analyse and interpret data accurately | | | | | |
| | CPL 4 | Able to identify, formulate and solve engineering problems in the field of Engineering Physics | | | | | |
| | CPL 8 | Possesses a sense of responsibility and professional ethics | | | | | |
| | CPL 9 | Able to communicate effectively | | | | | |
| | Course Learning Outcomes (CLO) | | | | | | |
| | CLO-2.1 | Able to design research using appropriate methodology | | | | | |
| | CLO-4.1 | Able to identify and formulate engineering problems in the field of Engineering Physics | | | | | |
| | CLO-8.1 | Possess a sense of responsibility and professional ethics | | | | | |
| | CPMK-9.1 | Able to communicate effectively | | | | | |
| | Final learning outcomes for each stage of the module (SubCPMK) | | | | | | |
| | SubCPMK 2.1.1 | Able to explain the basic principles of research methodology | | | | | |
| | SubCPMK 2.1.2 | Able to design research and draft a research proposal | | | | | |
| | SubCPMK 4.1.1 | Able to formulate research problems and research hypotheses using high-quality, measurable and valid sources | | | | | |
| | SubCPMK 8.1.1 | Demonstrates professional responsibility and ethics in designing research in the form of a research proposal and presenting it | | | | | |
| | SubCPMK 9.1.1 | Able to present research proposals | | | | | |
| | Correlation of CPL with Sub-CPMK | | | | | | |
| | | CPL 2 | CPL 4 | CPL 8 | CPL 9 | | |
| | Sub-CPMK 2.1.1 | V | | | | | |

| | SubCPMK 2.1.2 | V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------------|--------------|--------|----------------------|--------|-----|------|---------|------------|--------|--------------------|--------|-------|----------|----------------|--------------|---|----------------------|-----|--------------|---|------------------|-----|--------|---|------------|-----|--------|---|------|-----|------------|----|---------------|----|
| | SubCPMK 4.1.1 | | V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SubCPMK 8.1.1 | | | V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SubCPMK 9.1.1 | | | | V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Description | This Research Methodology course provides students with the fundamental knowledge and skills required to plan and conduct research in the field of Engineering Physics using both quantitative and qualitative approaches. Students will study the philosophy underpinning these approaches, the general design of qualitative and quantitative research, and the stages of research from selecting the research type, formulating the research problem, formulating hypotheses or research questions, designing the research in accordance with the chosen method, collecting and processing measurement data, and drafting a research proposal. During the course, students will examine examples of proposals and reports or articles from international journals, as well as participate in practical exercises to understand the key concepts taught. The course is structured as a workshop, with the lecturer providing brief explanations and examples, followed by exercises carried out by the students. As a final assignment, students will draft a research proposal reflecting their understanding and present it to the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Content: Course Content | Research & Experimental Methods: <ol style="list-style-type: none"> 1. Knowledge, science and philosophy: the concepts of knowledge, science, scientific and non-scientific approaches, and plagiarism in research. 2. Problem formulation and literature review: problem identification, literature review, problem formulation. 3. Research Methods: historical research, descriptive research, developmental research, case and field research, correlational research, comparative causal research, true experimental research, quasi-experimental research, action research. 4. Theoretical Framework and Hypothesis Formulation: theoretical basis, variables, hypotheses. 5. Sample Selection: commonly used terminology, reasons for sample selection, sample characteristics, sampling methods, sample design. 6. Development of data collection instruments: instrument specifications, instrument testing, analysis of test results, instrument validity and reliability, finalisation of the instrument. 7. Simple experimental design: structure of a research proposal and its format. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main <ol style="list-style-type: none"> 1. Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.). Boston: PEARSON. 2. Sugiyono. (2013). Mixed Methods Research. Bandung: Alfabeta. 3. Tuckman, B. W., & Harper, B. E. (9 February 2012). Conducting Educational Research (6th ed.). Maryland, USA: Rowman & Littlefield Publishers. 4. Thiel, D. V. (2014). Research Methods for Engineers. Cambridge, United Kingdom: Cambridge University Press. 5. Sugiyono. (2012). Statistics for Research. Bandung: Alfabeta. 6. Soetriono, & Rita. (2007). Philosophy of Science and Research Methodology. Yogyakarta: Andi Offset. 7. Add research results or PKM from the supervising lecturer (teaching team) Support <ol style="list-style-type: none"> 1. Katz, M. (2006). From Research to Manuscript: A Guide to Scientific Writing. London: Springer. 2. Kothari, C. R. (2004). Research Methodology: Methods and Techniques (Second Revised ed.). New Delhi: New Age International (P) Limited. 3. Singh, Y. (2006). Fundamentals of Research Methodology and Statistics. New York: New Age International. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lecturers | <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D 5. E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Prerequisites | Statistics and Stochastics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment | <table border="1"> <thead> <tr> <th>CPL</th> <th>CPMK</th> <th>SubCPMK</th> <th>Assessment</th> <th>Weight</th> <th>Assessment Summary</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td rowspan="5">CPL 2</td> <td rowspan="5">CPMK 2.1</td> <td rowspan="5">Sub-CPMK 2.1.1</td> <td>Assignment 1</td> <td>5</td> <td>Active Participation</td> <td>10%</td> </tr> <tr> <td>Assignment 2</td> <td>5</td> <td>Project Outcomes</td> <td>45%</td> </tr> <tr> <td>Quiz 1</td> <td>5</td> <td>Assignment</td> <td>10%</td> </tr> <tr> <td>Quiz 2</td> <td>5</td> <td>Quiz</td> <td>10%</td> </tr> <tr> <td>Case Study</td> <td>10</td> <td>Mid-term exam</td> <td>15</td> </tr> </tbody> </table> | | | | | | CPL | CPMK | SubCPMK | Assessment | Weight | Assessment Summary | Weight | CPL 2 | CPMK 2.1 | Sub-CPMK 2.1.1 | Assignment 1 | 5 | Active Participation | 10% | Assignment 2 | 5 | Project Outcomes | 45% | Quiz 1 | 5 | Assignment | 10% | Quiz 2 | 5 | Quiz | 10% | Case Study | 10 | Mid-term exam | 15 |
| CPL | CPMK | SubCPMK | Assessment | Weight | Assessment Summary | Weight | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPL 2 | CPMK 2.1 | Sub-CPMK 2.1.1 | Assignment 1 | 5 | Active Participation | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Assignment 2 | 5 | Project Outcomes | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Quiz 1 | 5 | Assignment | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Quiz 2 | 5 | Quiz | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Case Study | 10 | Mid-term exam | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | |
|--------------|----------|-------------------|---------------------------|-------------|--------------|-------------|
| | | Sub-CPMK 2.1.2 | Project | 30 | Final Exam | 10% |
| | | | Final Exam | 10 | Total | 100% |
| CPL 4 | CPMK 4.1 | Sub-CPMK 4.1.1 | Mid-term: Assignment 3 | 15 | | |
| CPL 8 | CPMK 8.1 | Sub-CPMK 8.1.1 | Assignment 5: Project | 5 | | |
| CPL 9 | CPMK 9.1 | Sub-CPMK 9.1.1 | Assignment 5: Project | 10 | | |
| Total | | | | 100% | | |

Appendix 1

COPY

Guidelines on Student Activity Points

CHAPTER I GENERAL PROVISIONS

Article 1 Definitions

In this decree, the following terms shall have the following meanings:

- (1) Student Activity Points Guidelines refers to the guidelines regarding student activity points applicable at UPGRIS.
- (2) Student Activity Points are a form of recognition for student involvement in all activities as stipulated in these provisions.
- (3) The Reasoning Activity Cluster is a group of student activity fields related to the development of academic disciplines, including the cultivation of scientific attitudes and professionalism, creativity and innovation, as well as the ability to conduct research and write academic papers.
- (4) The Interest and Talent Activity Cluster comprises activity areas including sport, the arts, journalism and entrepreneurship.
- (5) The Community Service Activity Cluster comprises a group of activities that represent students' social awareness and foster a love for the environment, as well as an awareness of life within society, the nation, and the state.
- (6) The Personality Development Activity Cluster is a group of student activities that develop leadership, nationalism, and the instilling of the Adaptive, Enthusiastic and Integrity (ADAB) character.
- (7) The Support Activities Cluster comprises student activities not included in the Reasoning, Interests and Talents, Community Service, or Personal Development Activity Clusters.
- (8) Activity scale refers to the level at which activities are organised, ranging from campus-level activities (study programmes, faculties and universities) to regional, national or international scales.
- (9) Points are the scores used to determine student engagement.
- (10) Total points are the aggregate score accumulated by a student throughout their time as a student.
- (11) The minimum cluster points are the lowest score a student must achieve in each cluster.
- (12) Minimum total points is the lowest score a student must achieve before taking their dissertation examination.
- (13) The student activity transcript is a summary containing the total points earned by the student along with the details.
- (14) The student activity points award is a recognition given to students who, through their achievements, have actively participated in various activities as stipulated in these regulations.

CHAPTER II PURPOSE, OBJECTIVES, AND UTILITY

Article 2 Purpose

The purpose of the student activity points scheme is:

- (1) To enhance student motivation and participation in various student activities.
- (2) To recognise the active role of students in various student activities.
- (3) To help students equip themselves with adequate soft skills.
- (4) To shape students' character in accordance with the graduate profile of UPGRIS.

Article 3 Objectives

The target of these provisions regarding student activity points is UPGRIS undergraduate students who are required to meet a minimum number of points.

Article 4 Purpose

These student activity points are used for:

- (1) Meeting the requirements for applying for or being selected for internal and external scholarships at UPGRIS.
- (2) Meeting the selection criteria for high-achieving students in each study programme, faculty and university.
- (3) To meet the graduation requirements for students prior to their thesis examination in each study programme or faculty.
- (4) Support for the Certificate of Academic Achievement (SKPI).

CHAPTER III ACTIVITY CLUSTER

Article 5 Cluster

The student activity cluster comprises:

- (1) Active Participation in Reasoning
- (2) Field of Activity: Interests and Talents
- (3) Community Service Activity Cluster
- (4) Cluster of Activities in Personal Development
- (5) Support Activities Cluster

CHAPTER IV SCALE OF ACTIVITIES

Article 6 Scale of Activities and Organisers

- (1) Activities within the campus are organised by the Study Programme, Faculty and University.
- (2) Activities within the regional scope are organised by institutions at the regional level.
- (3) Activities at the national level are organised by institutions at the national level.
- (4) Activities at the international level are organised by institutions at the international level.
- (5) Activities at the regional, national and international levels include competitions, scientific forums and the management of organisations under the Association of Similar Student Organisations (IOMS).

CHAPTER V STUDENT ACTIVITY POINTS

Article 7

- (1) Student Activity Points are awarded to students who are active in the categories of student activity points as referred to in Article 5.
- (2) The calculation of student activity points is set out in the Student Activity Points Table.
- (3) The Student Activity Points Table referred to in paragraph (2) is set out in an annex which forms an integral part of these regulations.
- (4) Undergraduate students must achieve a minimum of 300 student activity points across the five categories.

- (5) The total points referred to in paragraph (3) must meet the minimum point requirements for each category.

Article 8

Minimum Point Requirements for Transfer Students

- (1) For transfer students from outside UPGRIS, the number of points required is calculated proportionally based on the duration of study required to complete their degree.
- (2) For students transferring between study programmes within UPGRIS, points already earned shall still be counted.

Article 9

Minimum Requirements for Each Cluster

The minimum points for each cluster for Bachelor's degree students are formulated as follows:

| | | |
|----|---------------------------------------|--------------------|
| 1. | Reasoning Activity Cluster | minimum 100 points |
| 2. | Interest and Talent Activity Cluster | minimum 75 points |
| 3. | Community Service Activity Cluster | minimum 30 points |
| 4. | Personal Development Activity Cluster | minimum 60 points |
| 5. | Supporting Activities Cluster | minimum 35 points |

CHAPTER VI

TRANSCRIPT OF STUDENT ACTIVITIES AND GRADE

Article 10

- (1) A student activity transcript shall be issued to students who have met the minimum point requirement as referred to in Article 6(3) by providing evidence of student activity in each activity cluster.
- (2) Evidence of student activity is obtained through the mechanism stipulated in the rector's regulations.

Article 11

- (1) A grade based on the points earned for student activity is awarded to students who have met the requirements as referred to in Article 7(3) and Article 9.
- (2) The awarding of the rating is based on the total points successfully accumulated by the student.
- (3) The awarding of the rating as stipulated in paragraph (2) is formulated as follows:

| Rating | Total Points |
|---------------|---------------------|
| Very Active | Over 400 |
| Active | 351–400 |
| Fairly Active | 300–350 |

CHAPTER VII

CONCLUSION

Article 12

This Rector's Decree shall come into force on the date of its issuance.

Issued in Semarang
On 4 August 2016

Signed

Rector

Table I

STUDENT ACTIVITY POINTS

A. Reasoning Activity Cluster

| No. | ACTIVITY TYPE | Organisational Scope / Nature | | | | | | EVIDENCE |
|----------------|---|-------------------------------|---------|------------|----------|----------|---------------|--|
| | | Study Program me | Faculty | University | Regional | National | International | |
| 1 | Achievement in Scientific Writing / Environment / Lifestyle / Creativity / Popular Work / Entrepreneurship / Business Plan Competition | | | | | | | Certificate / Award |
| | a. 1st Winner | 15 | 30 | 50 | 75 | 100 | 150 | |
| | b. 2nd Winner | 12 | 28 | 45 | 70 | 90 | 140 | |
| | c. 3rd Winner | 10 | 25 | 40 | 65 | 80 | 130 | |
| | d. Finalist | 8 | 20 | 30 | 50 | 75 | 100 | |
| | e. Participant | 5 | 15 | 20 | 40 | 60 | 75 | |
| 2 | Participation in Scientific Activities or Academic Forums (Seminar, Colloquium, Workshop, Training, Exhibition) | | | | | | | Certificate / Award |
| | a. Speaker | 15 | 25 | 35 | 50 | 75 | 100 | |
| | b. Moderator | 10 | 15 | 20 | 25 | 35 | 50 | |
| | c. Participant | 5 | 10 | 15 | 15 | 20 | 30 | |
| 3 | Producing an Innovative Finding (IPR) | 225 | | | | | | Patent Right |
| 4 | Scientific Publication | | | | | | | Physical Proof of Publication in Journal / Newspaper / Magazine |
| | a. Accredited Scientific Journal | | | | | | | |
| | 1) Main Author | - | - | - | - | 225 | 250 | |
| | 2) Co-author | - | - | - | - | 175 | 200 | |
| | b. Non-accredited Scientific Journal | | | | | | | |
| | 1) Main Author | 25 | 50 | 75 | 100 | 150 | 200 | |
| | 2) Co-author | 15 | 30 | 50 | 75 | 100 | 150 | |
| | c. ISBN Book | | | | | | | |
| 1) Main Author | - | - | - | - | 50 | 100 | | |

| No. | ACTIVITY TYPE | Organisational Scope / Nature | | | | | | EVIDENCE |
|-----|---|-------------------------------|---------|------------|----------|----------|---------------|---|
| | | Study Programme | Faculty | University | Regional | National | International | |
| | 2) Supporting Author | - | - | - | - | 25 | 50 | |
| | d. Article in Newspaper, Magazine, Bulletin, etc. | | | | | | | |
| | 1) Main Author | 25 | 50 | 75 | 100 | 150 | 200 | |
| | 2) Supporting Author | 15 | 30 | 50 | 75 | 100 | 150 | |
| 5 | Student Research Programme | | | | | | | Research Proposal |
| | a. PKM Grant | | | | | | | |
| | 1) Proposal | | | | | | | |
| | a) Chairperson | - | - | 25 | 35 | 45 | 55 | Research Proposal |
| | b) Member | - | - | 15 | 25 | 35 | 45 | |
| | 2) Implementation and Reporting | | | | | | | |
| | a) Chairperson | - | - | 50 | 75 | 100 | 150 | Research Report |
| | b) Member | - | - | 40 | 50 | 60 | 70 | |
| | b. Non-PKM | | | | | | | |
| | 1) Proposal | | | | | | | |
| | a) Chairperson | - | - | 25 | 35 | 45 | 55 | Research Proposal |
| | b) Member | - | - | 15 | 25 | 35 | 45 | |
| | 2) Implementation and Reporting | | | | | | | |
| | a) Chairperson | - | - | 50 | 75 | 100 | 150 | Research Report |
| | b) Member | - | - | 40 | 50 | 60 | 70 | |
| 6 | Practical Class Assistant | 30 | | | | | | Assignment Letter / Statement Letter |
| 7 | Attending a Guest Lecture | 10 | | | | | | Attendance Record |
| 8 | Involvement in External Research | 10 | | | | | | Assignment Letter / Statement Letter |

| No. | ACTIVITY TYPE | Organisational Scope / Nature | | | | | | EVIDENCE |
|-----|---|-------------------------------|---------|------------|----------|----------|---------------|----------------------------|
| | | Study Programme | Faculty | University | Regional | National | International | |
| 9 | Outstanding Student Award (MAWAPRES) | | | | | | | Certificate / Award |
| | a. 1st Winner | - | 100 | 150 | 200 | 250 | 300 | |
| | b. 2nd Winner | - | 80 | 120 | 160 | 200 | 240 | |
| | c. 3rd Winner | - | 60 | 100 | 140 | 180 | 220 | |
| | d. Finalist | - | 40 | 80 | 120 | 160 | 200 | |
| | e. Participant | - | 20 | 40 | 60 | 80 | 100 | |

B. Interest and Talent Activity Cluster

| No. | ACTIVITY TYPE | Organisational Scope / Nature | | | | | | EVIDENCE |
|------------------------|---|-------------------------------|---------|------------|----------|----------|-------------------|---|
| | | Study Programme | Faculty | University | Regional | National | International | |
| 1. | Sports and Arts | | | | | | | Certificate, Assignment Letter |
| | a. Achievement | | | | | | | |
| | 1) 1st Winner | - | 50 | 75 | 100 | 150 | 200 | |
| | 2) 2nd Winner | - | 45 | 70 | 90 | 140 | 190 | |
| | 3) 3rd Winner | - | 40 | 65 | 80 | 130 | 180 | |
| | 4) Finalist | - | 35 | 60 | 70 | 120 | 170 | |
| | 5) Participant | - | 20 | 30 | 40 | 60 | 160 | |
| | b. Participation in Sports and Arts Activities | | | | | | | Assignment Letter / Statement Letter |
| | 1) Delegation | 10 | 10 | 35 | 50 | 75 | 100 | |
| 2) Invited Participant | 7 | 7 | 20 | 25 | 35 | 50 | Invitation | |

| No. | ACTIVITY TYPE | Organisational Scope / Nature | | | | | | EVIDENCE |
|---|--|-------------------------------|---------|------------|----------|----------|---------------|---------------------|
| | | Study Program me | Faculty | University | Regional | National | International | |
| | 3) Regular Participant | 5 | 5 | 15 | 15 | 20 | 30 | Statement Letter |
| | c. Producing Artwork (Concert, Exhibition, Poetry, Photography and Theatre) | | | | | | | |
| | 1) Individual | 50 | | | | | | Proof of Work |
| | 2) Group | 25 | | | | | | |
| 2. | Leadership and Organisation | | | | | | | |
| | a. Organisation Executive | | | | | | | Decree |
| | 1) Chairperson | 30 | 50 | 50 | 75 | 100 | 100 | Decree |
| | 2) Vice Chairperson | 25 | 45 | 45 | 65 | 80 | 80 | |
| | 3) Secretary | 20 | 45 | 45 | 65 | 80 | 80 | |
| | 4) Daily Executive | 20 | 30 | 30 | 50 | 70 | 70 | |
| | 5) Executive Member | 15 | 25 | 25 | 40 | 60 | 60 | |
| | 6) Organisation Member | 5 | 15 | 20 | 25 | 30 | 30 | |
| | 7) Level Executive | 5 | - | - | - | - | - | |
| | b. Leadership Training | | | | | | | Certificate / Award |
| 1) Advanced | - | - | - | 60 | 100 | 100 | | |
| 2) Intermediate | - | 35 | 40 | - | - | - | | |
| 3) Basic | 15 | 20 | 25 | 35 | - | - | | |
| | 4) Pre-basic | 10 | - | - | - | - | - | |
| c. Committee in a Student Activity | | | | | | | Decree | |
| 1) Steering Committee (Collective) | 25 | 35 | 40 | 45 | 50 | 50 | | |
| 2) Core Committee | 25 | 35 | 40 | 45 | 50 | 50 | | |
| 3) Committee Member | 10 | 20 | 25 | 30 | 35 | 35 | | |
| | 4) Task Force / Working Body / Ad Hoc | 10 | 20 | 25 | 30 | 35 | 35 | |

| No. | ACTIVITY TYPE | Organisational Scope / Nature | | | | | | EVIDENCE |
|-----|------------------------|-------------------------------|---------|------------|----------|----------|---------------|----------|
| | | Study Program me | Faculty | University | Regional | National | International | |
| | Committee (Collective) | | | | | | | |

C. Community Service Activity Cluster

| No. | ACTIVITY TYPE | Organisational Scope / Nature | | | | | | EVIDENCE |
|-----|--|-------------------------------|---------|------------|----------|----------|---------------|--------------------------------------|
| | | Study Program me | Faculty | University | Regional | National | International | |
| 1 | Participation in Social Service Implementation | 5 | 10 | 15 | 20 | 25 | 30 | Assignment Letter / Statement Letter |
| 2 | Disaster Response | 25 | | | | | | |
| 3 | Other Social Activities | 10 | | | | | | |

D. Personality Development Activity Cluster

| No. | ACTIVITY TYPE | Organisational Scope / Nature | | | | | | EVIDENCE |
|-----|----------------|-------------------------------|---------|------------|----------|----------|---------------|--|
| | | Study Program me | Faculty | University | Regional | National | International | |
| 1 | PIESQ | | | | | | | Certificate / Award |
| | 1) Facilitator | 30 | | | | | | |
| | 2) Participant | 20 | | | | | | |
| 2 | Nationalism | | | | | | | Statement Letter / Faculty Assignment Letter |

Appendix 2
COPY

REGULATIONS OF THE RECTOR OF UPGRIS
NUMBER: 004/PR/UPGRIS/I/2015

Regarding
THE CODE OF ETHICS FOR STUDENTS OF UPGRIS

THE RECTOR OF UPGRIS:

- Considering : a. that students are enrolled learners studying at the University of PGRI Semarang;
- b. that in view of the above, it is necessary to establish the Code of Ethics for Students of the University of PGRI Semarang by means of a Rector's Regulation.
- Whereas : 1. Law No. 20 of 2003 on the National Education System;
2. Law No. 12 of 2012 on Higher Education;
3. Government Regulation of the Republic of Indonesia No. 60 of 1999 on Higher Education;
4. Government Regulation of the Republic of Indonesia No. 66 of 2010 amending Government Regulation No. 17 of 2010 on the Management and Organisation of Higher Education;
5. The Articles of Association and By-laws of PGRI;
6. The Articles of Association and By-laws of YPLP PT PGRI Semarang;
7. Decision of the Board of YPLP PT PGRI Semarang No. 055/PY/U/Kpts/3.1/YPLP PT PGRI/IV/2014 dated 30 April 2014 concerning the Appointment of the Rector of PGRI University of Semarang for the term 2014–2018;
8. Statutes of PGRI University of Semarang
- Having regard to : Meeting of the Senate of PGRI University of Semarang on 11 November 2014

HAS RESOLVED

- To enact : **RECTOR'S REGULATION ON THE CODE OF ETHICS FOR STUDENTS OF UPGRIS**

PREAMBLE

UPGRIS, established by the Central Java branch of the Indonesian Teachers' Association, has a vision to become a leading and distinctive higher education institution. In order to realise this vision, the University is expected to carry out its duties and functions as a centre for the organisation and development of science, technology, engineering and mathematics (STEM), to foster a scientific community with the noble aspiration of enlightening the nation. One of the key targets for instilling moral values as the foundation for building a character that is excellent and distinctive is the student body. To ensure the instilling of moral values in every student, a clear and consistent set of norms is required to serve as a guide for all students at the university in the form of a Code of Student Conduct.

CHAPTER I GENERAL PROVISIONS

Article 1

In these Student Ethics, the following terms shall have the following meanings:

- 1) University means Universitas Persatuan Guru Republik Indonesia Semarang;
- 2) Rector means the highest authority of the University who is authorised and responsible for the administration of the University;
- 3) Student Code of Ethics means a set of ethical norms containing rights and obligations derived from ethical values that serve as guidelines for thinking, behaving and acting in activities requiring professional responsibility;
- 4) The Student Ethics Council is a University body that independently investigates breaches of the Student Code of Ethics and reports directly to the Rector;
- 5) The Academic Community comprises the members of UPGRIS who carry out academic activities, consisting of lecturers and students;
- 6) Lecturers are professional educators and scholars whose primary duties are to transform, develop, and disseminate knowledge, technology, and the arts through education, research, and community service;
- 7) Students are enrolled learners studying at UPGRIS.

CHAPTER II STUDENT ETHICS

Article 2

General Responsibilities of Students

- 1) To possess moral integrity in accordance with religious/belief norms, decency, and good manners, as well as applicable laws and regulations;
- 2) To maintain and uphold the dignity of being a student;
- 3) To refrain from any form of involvement in gambling, the consumption of alcoholic beverages, narcotics and other illicit drugs, as well as the use and possession of firearms or sharp weapons both on and off campus;
- 4) To uphold the good name of the university by refraining from destructive attitudes and behaviour;
- 5) Uphold scientific principles in the development of science, technology and the arts;
- 6) To honestly reveal truths that can be scientifically substantiated;
- 7) Exercising academic freedom responsibly;
- 8) Prioritising consultation to reach consensus in resolving any issues within the University;
- 9) Maintaining decorum in speech and personal appearance in accordance with the norms prevailing on campus and in society;
- 10) Maintaining safety, order, and cleanliness when using all campus facilities.

Article 3

Responsibilities in Academic Activities

- 1) Not to engage in and/or comply with any solicitation that contravenes applicable norms: falsification of grades, signatures and/or other documents; bribery of lecturers and/or staff;
- 2) Refrain from any form of involvement in assisting fellow students and/or prospective students to cheat in examinations and/or other academic activities;

- 3) Respecting the opinions of lecturers and fellow students;
- 4) Comply with academic regulations and maintain a conducive learning environment;

Article 4
Responsibilities in Research and Academic Writing

- 1) Comply with the code of ethics for research and the writing of academic works
- 2) Refrain from acts of plagiarism/self-plagiarism.

Article 5
Responsibility in Community Service

- 1) Being responsible in carrying out community service
- 2) Carrying out community service activities to enhance the empowerment and well-being of the community.

Article 6
Responsibility in Student Activities

- 1) Safeguarding the independence and integrity of student organisations from interference
- 2) Avoiding any form of involvement in student organisation activities that lead to divisions amongst students on the basis of ethnicity, religion, race, social group, and political views;
- 3) Not carrying out activities on campus beyond the designated hours;
- 4) Not remaining on campus beyond the designated hours and/or staying overnight on campus unless authorised by the competent authority;
- 5) Maintaining appropriate boundaries of conduct with fellow students and lecturers when carrying out student activities;
- 6) To respect fellow students both personally and as intellectual peers in student activities.

Article 7
Responsibility for Setting an Example

- 1) Conduct oneself as a role model in attitude, conduct and behaviour as a student in accordance with applicable norms;
- 2) To be a role model in fostering a work ethic: discipline, responsibility, hard work, creativity, and innovation;
- 3) To be a role model in the propriety of dress, communication, and social interaction.

Article 8
Responsibilities Towards the University

- 1) To uphold the dignity and good reputation of the University;
- 2) Comply with the regulations and rules in force at the University;
- 3) Comply with all University policies;
- 4) To feel a sense of ownership and responsibility for the University's honour.

Article 9
Relationships with Fellow Students

- 1) Upholding the good name, dignity and honour of fellow students.
- 2) Mutually respect, honour and be courteous in interactions with fellow students;
- 3) To be open and honest in expressing suggestions and opinions, and to be magnanimous in accepting feedback in order to foster a sense of community in the learning process amongst students;
- 4) Respecting the principle of seniority, without diminishing the rights and obligations of each individual.

Article 10

Responsibilities Towards Lecturers

- 1) Maintaining the authority of lecturers, both inside and outside the classroom, as well as within and outside the University environment;
- 2) Be courteous when communicating with lecturers;
- 3) Respecting lecturers' opinions;
- 4) Respecting lecturers' authority in carrying out their functions as educators and student mentors.

Article 11

Responsibilities Towards Staff

- 1) Maintaining the dignity of staff, both within and outside the University environment;
- 2) Communicating courteously with staff;
- 3) Respecting the authority of staff in carrying out their duties and functions.

Article 12

Responsibilities Towards the Community

- 1) Avoiding actions that contravene prevailing social norms;
- 2) Fostering good relations with the local community.

CHAPTER III

SANCTIONS

Article 13

- 1) Every student is obliged to observe and implement the Student Code of Conduct;
- 2) Violations of the Student Code of Conduct may result in disciplinary action and other sanctions in accordance with the regulations established by the University or other applicable regulations and legislation.

CHAPTER IV

STUDENT HONOURS COUNCIL

Article 14

- 1) A Student Ethics Council is established to oversee compliance with the Student Code of Ethics;
- 2) The composition and membership of the Student Ethics Council shall be determined by the Rector for a term of 5 (five) years and may be reappointed for one further term;
- 3) The Student Ethics Council is authorised to receive, process, and decide on complaints regarding breaches of the Student Code of Ethics.

CHAPTER V

CLOSING

Article 15

The Student Code of Ethics shall come into force on the date of its enactment, and any matters not covered by this Code shall be regulated subsequently.

Enacted by : in Semarang
On: 2 January 2015
The Rector,

Dr Muhdi, S.H., M.Hum.
NPP 896201055

Copies sent to:

1. Chairman of the PGRI Executive Board of Central Java Province
2. Chairperson of the YPLP PTPGRI Semarang
3. Vice-Chancellor
4. Director of the Postgraduate Programme
5. Chairperson of the Institution
6. Head of the Agency
7. Head of the Technical Implementation Unit
8. Head of the Bureau
9. Chair of the Executive Committee of UPGRIS Alumni Association within UPGRIS

Appendix 3

COPY

STUDENT CODE OF CONDUCT OF OF UPGRIS

CHAPTER I GENERAL PROVISIONS

Article 1 Definitions

The following terms shall mean:

1. University means Universitas Persatuan Guru Republik Indonesia Semarang;
2. Rector means the Rector of UPGRIS;
3. The Dean is the Dean at UPGRIS;
4. The Head of an Institution is the Head of an Institution within UPGRIS;
5. Head of Technical Implementation Unit means the Head of a Technical Implementation Unit within UPGRIS;
6. The Head of Department is the Head of Department within UPGRIS;
7. The UPGRIS Campus refers to the premises and facilities owned or used by UPGRIS for the purpose of conducting teaching and learning processes or other activities;
8. The academic community of UPGRIS comprises:
 - a. The management of UPGRIS and all its staff.
 - b. Lecturers at UPGRIS, whether permanent or non-permanent.
 - c. Students of UPGRIS.
9. Prohibitions are any actions that must not be carried out as they contravene legislation or these rules of conduct;
10. A violation is any act that contravenes these rules of conduct;
11. A sanction is any measure imposed on a person found to have breached the laws and regulations and these rules of conduct;
12. Alcoholic beverages, narcotics, psychotropic substances, gambling, firearms, bladed weapons and explosives are all items which, by virtue of their form, nature, intended use or consequences, are designated as such under applicable laws and regulations;
13. Indecent acts are acts that contravene standards of decency;
14. Activities are all activities carried out by students at UPGRIS or elsewhere on behalf of UPGRIS, relating to academic or non-academic activities, and which do not contravene applicable laws and regulations, religious norms, and standards of morality;
15. Authorised officials are the Rector of UPGRIS and/or officials to whom specific duties and powers have been delegated by the Rector of UPGRIS;
16. The Disciplinary Commission is a body established by the Rector with the task of providing advice to the Rector in the imposition of sanctions.

CHAPTER II RIGHTS AND OBLIGATIONS

Article 2 Student Rights

Every student of UPGRIS has the right to:

- a. To organise themselves in accordance with applicable laws and regulations;
- b. Receive student guidance;
- c. Participate in student activities organised by UPGRIS;
- d. Receive services and use the available facilities in accordance with the applicable procedures and regulations;
- e. Expressing aspirations through the existing institutional bodies at UPGRIS in order to fulfil the Tri Dharma of Higher Education;
- f. Receive recognition commensurate with the achievements attained; and
- g. To defend oneself if subject to sanctions.

Article 3 Students' Obligations

Every student is obliged to:

- a. To meet the requirements in accordance with their status under applicable legislation;
- b. To uphold academic integrity and defend their alma mater, nation and country;
- c. To cooperate in achieving the objectives of UPGRIS;
- d. Maintaining personal integrity as a prospective educator who upholds the values of scientific truth, honesty, intellectual integrity, and national character;
- e. Participate in the implementation of the academic and non-academic programmes of UPGRIS in a proper and orderly manner in accordance with applicable regulations;
- f. Comply with all applicable regulations to foster a positive learning and teaching environment;
- g. Behave courteously as a student aspiring to become a professional educator;
- h. Comply with the applicable administrative regulations; and
- i. Participate in establishing and upholding campus discipline to foster a dynamic and conducive campus life.

CHAPTER III ACTIVITIES

Article 4

- (1) Activities within the campus environment of UPGRIS consist of:
 - a. Curricular Activities;
 - b. Extracurricular Activities;
 - c. Other activities.
- (2) Activities on the campus of UPGRIS may be held on working days or public holidays between 06:00 and 23:00 WIB. Activities held outside the specified times must be authorised by a special, written permit from the competent authority.

Article 5

- (1) Activities on the campus of UPGRIS as set out in Article 4, as well as the use of facilities owned by UPGRIS, must be authorised in writing by the Rector.
- (2) Activities involving parties from outside the UPGRIS must be authorised by the Rector, with written notification to the relevant authorities.
- (3) Permission must be requested in writing through the Dean, Head of Institution, or Head of UPT no later than 1 (one) week before the activity takes place.
- (4) The Rector may delegate the authority to grant the permission referred to in paragraph (1) to:
 - a. the Vice-Rector for Academic Affairs for curricular activities;
 - b. the Vice-Rector for Administration and Finance for other matters concerning members of the academic community of UPGRIS other than students, as well as the use of facilities owned by UPGRIS; and
 - c. The Vice-Rector for Student Affairs for extracurricular activities and other activities carried out by students, as well as the use of facilities designated for student activities, and in the form of cooperation with third parties other than student activities.

Article 6

- (1) The procedure for obtaining permission for extracurricular activities at the department/study programme and faculty levels shall be carried out by the Student Organisation (ORMAWA) at the department/study programme and faculty levels through the Assistant Dean for Student Affairs; the Student Organisation (ORMAWA) at the Institute level shall submit applications directly to the Vice-Rector for Student Affairs.
- (2) a. The Assistant Dean for Student Affairs must forward the application for permission referred to in paragraph (1) to the Assistant Vice-Chancellor for Student Affairs if the activity involves parties outside the faculty, no later than 3 (three) days from the date the application is submitted. Upon receipt of such a permit application, the Vice-Rector for Student Affairs must provide a response no later than 3 (three) days from the date the application is received.

- b. For local activities, namely those not involving parties outside the faculty, a written notification to the Vice-Rector for Student Affairs shall suffice.

CHAPTER IV CONDUCT AND DRESS CODE

Article 7

Every student of UPGRIS is required to:

- a. Behave politely, speak courteously, and dress appropriately within the campus environment of UPGRIS;
- b. Men must have short, neat hair, which must not be dyed any colour other than black;
- c. Be honest, disciplined, and responsible in carrying out educational activities, research, community service, producing written work, and undertaking other actions that concern the reputation of the UPGRIS;
- d. To uphold one's personal honour and the reputation of the alma mater; to refrain from immoral conduct; and to refrain from acts that contravene applicable laws and regulations, religious norms, and standards of decency;
- e. To uphold the integrity, reputation and credibility of UPGRIS in carrying out all activities, both on and off campus;

Article 8

(1) Types of student attire consist of:

- a. University attire.
- b. Academic attire
- c. Practical attire, including teaching practice, industrial practice and laboratory practice.
- d. Sportswear

(2) Wearing of attire:

- a. University attire in the form of a UPGRIS jacket bearing the UPGRIS logo is to be worn at ceremonies and other events requiring students to display their university affiliation;
- b. Academic attire, consisting of clean, neat, modest, appropriate and understated clothing suitable for the place, time and situation, including a shirt with long trousers for men, and a blouse with a skirt at least 10 cm below the knee or long trousers, is to be worn when entering and whilst on campus premises;
- c. Practical attire
 - 1. Educational practical attire consists of a white collared shirt, black trousers, complete with a belt and black brogues, for men. For women, it consists of a white collared blouse, a black skirt with a hem 10 cm below the knee without a slit, complete with black brogues, as well as a white headscarf and appropriate attire for those wearing a hijab. Educational practical attire is worn when students undertake Microteaching and Work Placement activities.
 - 2. Industrial practice attire, in accordance with company regulations, is worn when students undertake Field Work Practice (PKL).
 - 3. Laboratory practice attire consists of a white lab coat, worn when students undertake practical work in the physics or biology laboratories. Mechanical engineering laboratory practice attire consists of a blue work suit, worn when students undertake practical work in the engineering laboratory.
- d. Sports attire consists of sports clothing appropriate to the type of sport.

CHAPTER V PROHIBITIONS

Article 9

(1) All students of UPGRIS are prohibited from:

- a. possessing, carrying, storing, trading, distributing, manufacturing and consuming alcoholic beverages, narcotics and psychotropic substances;
- b. carrying, storing, manufacturing, and/or trading in, as well as using, firearms or bladed weapons on the campus of UPGRIS;

- c. carrying, storing, manufacturing, and/or trading in, as well as using, explosives within the campus of UPGRIS;
 - d. smoking within the campus of UPGRIS;
 - e. committing any form of violence on the UPGRIS campus;
 - f. engaging in any form of gambling on the UPGRIS campus;
 - g. committing any form of immoral acts on the campus of UPGRIS;
 - h. staying overnight on the UPGRIS campus without the Rector's permission;
 - i. wearing T-shirts within UPGRIS campus;
 - j. wearing sandals on the UPGRIS campus;
 - k. wearing earrings/piercings for male students and for female students wearing earrings/piercings other than on the ears;
 - l. wearing tight-fitting, mini, or see-through clothing; and
 - m. turning on mobile phones whilst attending lectures.
- (2) Exceptions to the provisions a, b, and c above are permitted in the case of use for activities related to medical treatment, research, and the development of science and the arts, which are officially organised by UPGRIS in limited numbers and under the supervision and with the permission of the competent authorities.

CHAPTER VI VIOLATIONS, SANCTIONS, AND REHABILITATION

Article 10 Violations

- (1) The following actions constitute violations:
- a. Committing acts that contravene applicable laws and regulations;
 - b. Committing acts prohibited under these rules;
 - c. Misusing the name, emblem, and all forms of attributes of UPGRIS;
 - d. Committing breaches of academic regulations such as:
 - 1) disrupting the smooth and orderly conduct of academic activities.
 - 2) committing academic dishonesty in academic activities.
 - e. Committing administrative disciplinary offences such as:
 - 1) falsifying certificates, examination results or signatures.
 - 2) altering or damaging the content of an official notice.
 - f. Committing breaches of the code of conduct, whether written or unwritten (conventions), applicable at UPGRIS, including: dress code, social conduct, attendance at lectures, and other acts deemed inappropriate;
 - g. Committing any form of legal offence, such as:
 - 1) Intimidating or verbally abusing/insulting a person, whether openly or covertly.
 - 2) Behaving in an improper manner or engaging in acts that disrupt the order, security, and safety of the academic community of UPGRIS or other members of the public, such as entering restricted areas, using two- or four-wheeled vehicles within UPGRIS campus at high speed, or causing noise, and so on.
 - 3) Taking, damaging, or defacing property or buildings within UPGRIS campus.
 - h. Committing violations of standards of decency or other reprehensible acts.
- (2) Levels of offence consist of:
- a. Minor offence;
 - b. Moderate offences;
 - c. Serious offences.

Article 11 Penalties

- (1) Sanctions for violations may take the form of:
- a. Minor violations shall be subject to a reprimand and a verbal warning.

- b. Moderate violations, consisting of written warnings and a record of the offence.
- c. Serious offences result in academic sanctions and administrative sanctions such as:
 - 1) A failing grade.
 - 2) Revocation of graduation.
 - 3) Repetition of the assignment.
 - 4) Postponement of the awarding of a degree/diploma/certificate.
 - 5) Cancellation and revocation of academic degrees/diplomas/certificates.
 - 6) Suspension as a student of UPGRIS.
 - 7) Handover to the relevant authorities.
 - 8) Expulsion from the UPGRIS.

Article 12 Procedure for Imposing Sanctions

The procedure for imposing sanctions on students who violate the code of conduct is as follows:

- a. A report of the violation, whether written or verbal, must be submitted to the authorised official.
- b. Clarification of the accuracy of the report's contents.
- c. A record of the results of the clarification is drawn up.
- d. Before any sanctions are imposed, the student has the right to defend themselves.
- e. Sanctions may be imposed by a lecturer, the Head of Department, the Dean, the Vice-Chancellor or another official designated to resolve the matter.
- f. For the purpose of taking action against serious violations, the Rector may form a disciplinary committee.

Article 13 Rehabilitation

A student who has been sanctioned may have their good name restored if:

- a. it is subsequently proven that they are not guilty;
- b. following the relevant guidance, the individual is able to change their attitude and behaviour.

CHAPTER VI DISCIPLINARY COMMITTEE

Article 14

- (1) The Disciplinary Committee is an ad hoc body appointed by and accountable to the Rector.
- (2) The Disciplinary Committee consists of a Chairperson, a Secretary and Members.
- (3) The members of the Disciplinary Committee shall be determined according to the nature and severity of the offence.
- (4) The Disciplinary Committee has the following duties:
 - a. To investigate and gather facts and evidence regarding the occurrence of the violation.
 - b. To evaluate the facts obtained.
 - c. Provide recommendations to the management of UPGRIS prior to imposing sanctions.

CHAPTER VII CONCLUSION

Article 15

- (1) Matters not covered in these UPGRIS Student Regulations shall be regulated separately.
- (2) These Student Regulations of UPGRIS shall come into force upon their enactment, subject to the provision that should any errors be found in this decision at a later date, necessary amendments shall be made.

Semarang, July 2014
Rector,

signed

Dr Muhdi, SH, MHum
NPP.896201055

Appendix 4

COPY

**RECTOR'S REGULATION OF THE
INDONESIAN TEACHERS' ASSOCIATION, SEMARANG
NUMBER: 002/PR/UPGRIS/I/2015**

**Regarding
CODE OF ETHICS FOR LECTURERS AT UPGRIS**

THE RECTOR OF UPGRIS:

Considering : a. that lecturers are professional educators and scholars whose primary duties are to transform, develop and disseminate knowledge, technology and the arts through education, research and community service;
b. that in an effort to build the image of lecturers at UPGRIS as a profession characterised by professional conduct and trustworthiness, it is necessary to establish the Code of Ethics for Lecturers at UPGRIS by means of a Rector's Regulation.

Whereas : 1. Law No. 20 of 2003 on the National Education System;
2. Law No. 12 of 2012 on Higher Education;
3. Government Regulation of the Republic of Indonesia No. 60 of 1999 on Higher Education;
4. Government Regulation of the Republic of Indonesia No. 66 of 2010 concerning Amendments to Government Regulation No. 17 of 2010 concerning the Management and Organisation of Higher Education;
5. The Articles of Association and By-laws of the PGRI;
6. The Articles of Association and By-laws of YPLP PT PGRI Semarang;
7. Decision of the Board of YPLP PT PGRI Semarang No. 055/PY/U/Kpts/3.1/YPLP PT PGRI/IV/2014 dated 30 April 2014 regarding the Appointment of the Rector of PGRI University of Semarang for the term 2014–2018;
8. Statutes of UPGRIS

Having regard to : The UPGRIS Senate Meeting on 11 November 2014

HAS RESOLVED

To enact : **RECTOR'S REGULATION ON THE CODE OF ETHICS FOR LECTURERS AT UPGRIS**

PREAMBLE

UPGRIS, established by the Central Java branch of the Indonesian Teachers' Association, has a vision to become a leading and distinctive higher education institution. In order to realise this vision, the University carries out its duties and functions as a centre for the organisation and development of science, technology, and the arts to foster a scholarly community with the noble aspiration of enlightening the nation.

As professional educators and scholars whose primary duty is to transform, develop, and disseminate science, technology, and the arts through the four pillars of UPGRIS (education, research, community service, and exemplary conduct), lecturers are a crucial component in ensuring the successful implementation of these four pillars. To this end, a code of ethics for lecturers is required as a guideline to ensure professional and dignified service within UPGRIS.

CHAPTER I GENERAL PROVISIONS

Article 1

In this Code of Ethics for Lecturers, the following terms shall have the following meanings:

1. University means UPGRIS;
2. Rector means the highest authority of the University who is authorised and responsible for the administration of the University;
3. The Code of Ethics for Lecturers is a set of ethical norms containing rights and obligations derived from ethical values, serving as a guide for thinking, behaving and acting in activities that demand professional responsibility;
4. The University Ethics Council is a body of the University which independently conducts investigations into breaches of the Code of Ethics for Lecturers and reports directly to the Rector;
5. Moral behaviour is defined as behaviour consistent with the fundamental values upheld by a civilised society. These fundamental moral values include humanity, truth, honesty, justice, respect and responsibility;
6. The academic community comprises the members of UPGRIS who carry out academic activities, consisting of lecturers and students;
7. Lecturers are professional educators and scholars whose primary duties are to transform, develop and disseminate knowledge, technology and the arts through education, research and community service;
8. Students are enrolled learners studying at UPGRIS;
9. Staff are University employees who dedicate themselves and are appointed or employed in accordance with applicable regulations and requirements to support the running of the University, with qualifications including librarians, IT staff, archivists, public relations officers, laboratory technicians, learning resource technicians, other functional staff, and administrative staff.

CHAPTER II CODE OF ETHICS FOR LECTURERS

Article 2

Ethics in the Profession

1. Possess moral integrity in accordance with the norms of their religion or beliefs, decency, and courtesy, as well as applicable laws and regulations;
2. To uphold and honour the dignity of their profession as a lecturer;
3. To develop science, technology, and the arts in accordance with scientific principles;
4. To honestly reveal truths that are scientifically verifiable;
5. Not soliciting and/or accepting gifts of an illegal nature and suspected of being directly or indirectly related to the profession;
6. Exercising academic freedom, academic freedom of speech, and academic autonomy responsibly.

Article 3

Ethics in Education and Learning

1. Planning and delivering lectures in a professional manner;
2. Updating course materials to ensure they remain in line with developments in science, technology, and the arts within their respective fields;
3. Providing optimal academic services to students in all academic activities;

4. Conducting learning assessments professionally and objectively;
5. Protecting students from conditions that disrupt or undermine learning activities.
6. Respecting students' opinions;
7. Enhancing understanding of the substance of their academic discipline.

Article 4

Ethics in Research and the Publication of Scholarly Works

1. Conducting research in a professional and responsible manner and upholding sound research principles;
2. In conducting research, lecturers must adhere to the researcher's code of ethics;
3. Refrain from acts of plagiarism/self-plagiarism.

Article 5

Ethics in Community Service

1. To carry out community service professionally and responsibly in accordance with the needs of the community;
2. Carrying out community service activities to enhance the empowerment and well-being of the community;
3. In carrying out community service, lecturers must adhere to the code of ethics for community service.

Article 6

Ethics in Setting an Example

1. Conducting oneself as a role model in attitude, actions, and behaviour in accordance with applicable norms;
2. To be a role model in fostering a work ethic: discipline, responsibility, hard work, creativity, and innovation;
3. To be a role model in the propriety of dress, communication, and social interaction.

Article 7

Ethics Towards the Institution

1. Upholding the dignity and good reputation of the University;
2. Comply with the regulations and rules in force at the University;
3. Comply with all University policies;
4. Possessing a sense of belonging, a sense of belonging to the land, and a deep connection to the earth.

Article 8

Ethics Towards Fellow Lecturers

1. Upholding the good name, dignity and honour of fellow lecturers;
2. Mutually respecting, honouring, and behaving courteously in interactions with fellow lecturers;
3. To be open and honest in offering advice and opinions, and to be magnanimous in accepting feedback in order to foster a sense of unity in working and creating in accordance with the potential and functions of each lecturer;
4. Respecting seniority, without diminishing the rights and obligations of each individual;
5. Treating colleagues fairly.

Article 9

Ethics towards Staff

1. Maintain a sense of camaraderie and prevent matters that may undermine each other's dignity;
2. Being open-minded and able to conduct oneself in accordance with the job hierarchy;
3. Acting with tolerance in resolving issues or any problems that arise on the basis of cooperation, education and consensus-building for the common good;
4. Treating employees as colleagues with rights and obligations in accordance with their respective responsibilities;
5. Respecting the authority of employees who perform their duties as structural officials within the University.

Article 10
Ethics towards Students

1. Provide constructive guidance so that students can better receive and apply the knowledge they have acquired;
2. Prioritising the best interests of students and not being influenced by considerations of personal gain;
3. Acting fairly and impartially, so that all students have equal opportunities to compete in a healthy manner in acquiring knowledge and achieving the highest grades;
4. Fostering good relationships with students whilst maintaining appropriate and reasonable boundaries of decency in interactions with them;
5. Safeguarding the privacy of information disclosed by students to ensure it is not disclosed to third parties;
6. Respecting students as individuals and as intellectual partners.

Article 11
Ethics towards Society

1. Avoiding actions that contravene the norms prevailing in society;
2. Fostering good relations with the local community.

CHAPTER III
SANCTIONS
Article 12

1. Violations of the Lecturers' Code of Ethics shall be subject to disciplinary action and other sanctions in accordance with the regulations established by the University or other applicable regulations and legislation;
2. A lecturer suspected of violating the Code of Ethics has the right to defend themselves in accordance with applicable provisions.

CHAPTER IV
UNIVERSITY HONOURS COUNCIL
Article 13

1. The University Ethics Council is established to oversee compliance with the Code of Ethics for Lecturers;
2. The composition and membership of the University Ethics Council shall be determined by the Rector upon the recommendation of the University Senate for a term of 5 (five) years and may be reappointed for one further term;
3. The University Ethics Council shall have the authority to receive, process, and decide on complaints regarding breaches of the Code of Ethics for Lecturers.

CHAPTER V
CLOSING
Article 14

1. Matters not covered by these regulations shall be regulated at a later date;
2. These regulations shall come into force on the date of their promulgation, subject to the provision that any errors discovered at a later date shall be corrected as appropriate;
3. To ensure that all lecturers at UPGRIS are aware of this, it is hereby ordered that this Rector's Regulation on the Code of Ethics for Lecturers be published within UPGRIS.

Issued at: Semarang
On : 2 January 2015
The Rector,

signed

Copies sent to:

1. Chairperson of the PGRI Provincial Executive Committee of Central Java
2. Chairperson of the YPLP PTPGRI Semarang
3. Vice-Chancellor
4. Director of the Postgraduate Programme
5. Chairperson of the Institution
6. Head of the Agency
7. Head of the Technical Implementation Unit
8. Head of the Bureaux
9. Chair of the Executive Committee of UPGRIS Alumni Association within UPGRIS

Appendix 5

SIMEKAR GUIDELINES INSTITUTIONAL SUPPORT SYSTEM UPGRIS For students

1. About Simekar – Institutional Support System (ISS)

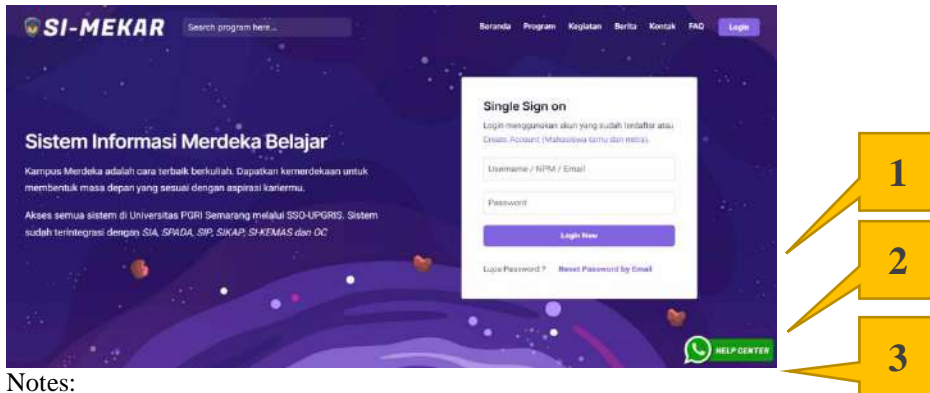
Si-Mekar (Independent Learning Information System) is an Institutional Support System used to manage independent learning activities such as student placements, Community Service Programmes (KKNT), Humanitarian Projects, Entrepreneurship Activities, Independent Studies/Projects, Research, and Student and Teacher Exchanges in Schools. This system has been integrated with other systems via Single Sign-On (SSO) to support administrative processes in realising the concept of independent learning. The management of independent learning activities is also equipped with an assessment feature; this feature can be used to measure the achievement of learning outcomes before converting MBKM activities into courses or SKPI.

The following is a list of systems integrated with Simekar via SSO:

- a. Si-Mekar → SPADA: For online learning in regular courses.
- b. Si-Mekar → Open Course: For general online learning / events.
- c. Si-Mekar → SIKAP: To award participation points for independent learning activities.
- d. Si-Mekar → Sempelmas: For managing student research.
- e. Si-Mekar → KKN Portal: For managing student-led community service activities.
- f. Si-Mekar → Internship Portal: For managing school internship activities.
- g. Si-Mekar → SIP: For academic administration processes such as the Course Syllabus and Journal.
- h. Si-Mekar → SIA: For academic administrative processes such as Course Registration Forms (KRS), Academic Records (KHS) and Transcripts.
- i. Si-Mekar → SIKEMAS: For managing student data such as scholarships.
- j. Si-Mekar → SIMPEG: For managing staff data.

2. Student Authentication

To log in to Simekar, please access the link: **simekar.upgris.ac.id** using your designated username and password.



Notes:

- 1) Username input field: this field can be filled in with an email address or ID assigned by the administrator.
- 2) Enter password
- 3) Click **'Login Now'** to access the system.

3. Student Dashboard

The dashboard page is the first page displayed upon successful login to the Si Mekar system. Below is a list of the panels available on the dashboard page.

1) SSO (Single Sign-On) Panel

Single Sign-On is used to log in to all systems via the single Simekar portal. With this feature, users can log in to other systems without having to re-enter their username and password.



To use SSO, simply click on the desired system. If verification is successful, users will be redirected to the target system with a single click.

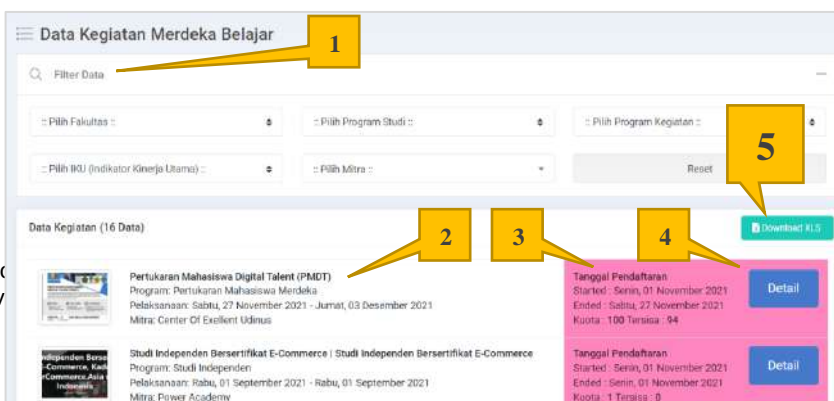
2) Activity List Panel

The dashboard page also displays a list of activities based on the type of MBKM programme. Users can click directly on the shortcut on the dashboard to filter activity types.



4. MBKM Activity List

To view the list of activities, users can click the Activity List menu in the left-hand menu panel. This page displays a list of MBKM activities that can be filtered by Faculty, study programme, programme type, Key Performance Indicators and Partners.



Description:

- 1) Filter panel for filtering the list of activities
- 2) General information regarding activities
- 3) Activity registration schedule and participant quota
- 4) Activity details. Clicking this will redirect you to the activity details page.
- 5) Download the list of activities in Excel format.

5. How to Register for Activities

To register for Merdeka Belajar activities, please go to the activity list menu. Activities open for registration are marked in yellow. Those marked in red are no longer open for registration.



| Data Kegiatan (16 Data) | |
|---|---|
|  Pertukaran Mahasiswa Digital Talent (PMDT) Program: Pertukaran Mahasiswa Merdeka Pelaksanaan: Sabtu, 01 Januari 2022 - Senin, 31 Januari 2022 Mitra: Center Of Excellent Udirus | Tanggal Pendaftaran Started : Senin, 01 November 2021 Ended : Jumat, 31 Desember 2021 Kuota : 100 Tersisa : 94 Detail |
|  Studi Independen Bersertifikat E-Commerce Studi Independen Bersertifikat E-Commerce Program: Studi Independen Pelaksanaan: Rabu, 01 September 2021 - Rabu, 01 September 2021 Mitra: Power Academy | Tanggal Pendaftaran Started : Senin, 01 November 2021 Ended : Senin, 01 November 2021 Kuota : 1 Tersisa : 0 Detail |

Click '**Details**' to proceed with registration.

On the registration panel, please click 'Register for this Activity'. If successful, a notification will appear stating that you have been registered, as shown in the image below.



| Pendaftaran Kegiatan | |
|---|--|
| Daftar Kegiatan ini | |
| Dengan klik Daftar Kegiatan ini Saya menyetujui segala persyaratan yang ditetapkan dan bersedia menyelesaikan tagihan kegiatan. | |

| Pendaftaran Kegiatan | |
|------------------------------------|------------|
| Anda terdaftar dalam kegiatan ini. | |
| ID | 21670062 |
| Nama | ABDUN NAFI |

6. How to Upload Invoices

The option to upload activity invoices will Merdeka Belajar activity has commenced. You can upload activity invoices by clicking **Invoice** button.

Upload documents in accordance with the Permitted file types:

Document (PDF/DOCX) and ZIP.

Maximum file size: 10 MB.



FORM UNGGAH TAGIHAN KEGIATAN : PERTUKARAN MAHASISWA DIGITAL TALENT (PMDT)

Unggah Logbook

Unggah Final Project

File tagihan sudah tersimpan apabila terdapat trafik. File tagihan telah diunggah. Klik kembali untuk menuju halaman.



| Pendaftaran Kegiatan | |
|------------------------------------|---------------------------------------|
| Anda terdaftar dalam kegiatan ini. | |
| ID | 21670062 |
| Nama | ABDUN NAFI |
| Pembimbing | Aris Tri Jaka Harjanta, S.Kom., M.Kom |
| Tagihan | 0.00 % |
| Nilai | Incomplete Grade |

appear once the the **‘Upload Activity** requirements: Image (JPG/PNG),

If the file is valid, the invoice file will be uploaded automatically. You do not need to click the save button. Simply click **to return to the Activity page**.



7. How to Request a Conversion

To submit a conversion request, the invoice have been marked as settled. One of the met to activate the conversion request button. The image on the right shows that the is active.

To start requesting a conversion, please click button.

Upon successful login, users will be form. Please select the course you wish to for conversion are those that already have a not yet have a CPMK, please contact the programme to add a CPMK.

must be 100% complete or above conditions must be

Conversion Request button

the 'Request Conversion'

presented with a course apply for. Courses eligible CPMK. If a course does respective study



After selecting the course, the proposer conducts a self-assessment of the learning outcomes for each course. The proposer must independently complete the current knowledge and skills proficiency assessment and enter the grades from their own perspective.

The proposer must then attach supporting documents, which are uploaded to the activity form. Once everything is complete, click 'Submit Conversion'.

| No | Capaian Pembelajaran | Profisiensi pengetahuan dan keterampilan saat ini* | Nilai * (0-100) |
|----|---|--|-----------------|
| 1 | Memecahkan masalah terkait dengan digital marketing | <input checked="" type="radio"/> Sangat baik <input type="radio"/> Baik <input type="radio"/> Tidak pernah | 90 |
| 2 | Menguraikan ruang lingkup digital marketing dan pengaruhnya terhadap branding | <input type="radio"/> Sangat baik <input checked="" type="radio"/> Baik <input type="radio"/> Tidak pernah | 87 |
| 3 | Menganalisis teori dan prinsip-prinsip dalam menjalankan digital marketing | <input type="radio"/> Sangat baik <input checked="" type="radio"/> Baik <input type="radio"/> Tidak pernah | 76 |
| 4 | Merancang strategi dalam suksesnya Digital marketing | <input type="radio"/> Sangat baik <input checked="" type="radio"/> Baik <input type="radio"/> Tidak pernah | 65 |

If the submission process is successful, the course will appear in the conversion list as shown in the image below. The proposer simply needs to wait for the programme to assign an assessor and await the assessment results. If the assessment is approved, the programme will convert the grades into the academic information system.

| NO | MATA KULIAH | SKS | ASESOR | NILAI | AKSI |
|----|-------------------|-------|-----------------|-------|--|
| 1 | Digital Marketing | 3.SKS | Dokum ditomboni | 80.00 | <input type="button" value="Detail"/> <input type="button" value="Hapus"/> |

* Pengajuan konversi mata kuliah sedang menunggu proses asesmen dari tim asesor program studi.

For conversion to SKPI, the proposer can directly input the activity into the SKPI system by attaching proof of the activity or a certificate

8. How to Change Your Password

To change your password, please click the **‘Change Password’** menu in the left-hand menu bar. Below is the password change page.



The screenshot shows a web form titled "UBAH PASSWORD". It features three input fields: "Password lama", "Password baru", and "Retype password baru". At the bottom, there are two buttons: "Ubah Password" (highlighted in blue) and "BATAL".

How to change your password:

- 1) Enter your old password
- 2) Enter your new password twice
- 3) Click "Change Password".

This concludes the Si-Mekar user guide for students. If you have any feedback or suggestions, please send them via email to: upttik@upgris.ac.id

Appendix 6

STRUCTURAL OFFICERS UPGRIS

1. UNIVERSITY LEADERSHIP

| | | |
|-----------------|---|--|
| Rector | : | Dr Sri Suciati, M.Hum. |
| Vice-Rector I | : | Dr Muniroh Munawar, S.Pi., M.Pd. |
| Vice-Rector II | : | Prof. Dr. Endah Rita Sulistya Dewi, BSc, MSc |
| Vice-Rector III | : | Dr. Sapto Budoyo, S.H., M.H. |
| Vice-Rector IV | : | Prof. Dr. Nur Khoiri, S.Pd., M.T., M.Pd. |

2. Faculty of Education (FIP)

| | | |
|--------------|---|--|
| Dean | : | Dr Arri Handayani, S.Psi., M.Si. |
| Vice-Dean I | : | Dr Siti Fitriana, BEd, MEd (Counselling) |
| Vice Dean II | : | Sukanto, S.Pd., M.Pd. |

Counselling and Guidance Programme

| | | |
|-----------|---|----------------------------------|
| Chair | : | Dr Dini Rakhmawati, S.Pd., M.Pd. |
| Secretary | : | Agus Setiawan, BEd, MEd |

PGSD Study Programme

| | | |
|-------------|---|-------------------------------------|
| Chairperson | : | Ervina Eka Subekti, BSc, MEd |
| Secretary | : | Filia Prima Artharina, B.Ed., M.Ed. |

Early Childhood Education Programme

| | | |
|-----------|---|------------------------------|
| Chair | : | Dr Anita Chandra Dewi, M.Ed. |
| Secretary | : | Mila Karmila, S.Pd., M.Pd. |

| | | |
|------------------------|---|------------------------|
| Head of Administration | : | Wiyono Raharjo, B.Com. |
|------------------------|---|------------------------|

3. Faculty of Social Sciences and Physical Education (FPIPSKR)

| | | |
|--------------|---|-------------------------------------|
| Dean | : | Dr Agus Sutono, S.Fil., M.Phil. |
| Vice-Dean I | : | Dr Endang Wuryandini, M.Ed. |
| Vice Dean II | : | Dr Galih Dwi Pradipta, S.Pd., M.Or. |

Civic Education Programme

| | | |
|-----------|---|-------------------------------|
| Chair | : | Rahmat Sudrajat, S.Pd., M.Pd. |
| Secretary | : | Dr Sri Suneki, M.Si. |

Department of Economics Education

| | | |
|-----------|---|--|
| Head | : | Novika Wahyuhastuti, S.E., M.Si. |
| Secretary | : | Aryan Eka Prastya Nugraha, B.Com., M.Ed. |

Department of Physical Education, Health and Recreation

| | | |
|-----------|---|---------------------------------|
| Head | : | Osa Maliki, B.Ed., M.Ed. |
| Secretary | : | Fajar Ari Widiyatmoko, BEd, MEd |

| | | |
|------------------------|---|-------------------------------|
| Head of Administration | : | Nurul Oktavia Isgarnida, BEd. |
|------------------------|---|-------------------------------|

4. Faculty of Mathematics, Natural Sciences and Information Technology Education (FPMIPATI)

| | | |
|--------------|---|--------------------------------------|
| Dean | : | Dr Supandi, S.S.i., M.Si. |
| Vice-Dean I | : | Eko Retno Mulyaningrum, B.Ed., M.Ed. |
| Vice Dean II | : | Ernawati Saptaningrum, BEd, MEd |

Mathematics Education Programme

Chairperson : Dr Muhammad Prayito, BEd, MEd
Secretary : Dr Lukman Harun, S.Pd., M.Pd.

Biology Education Programme

Head : Praptining Rahayu, S.Si, M.Pd.
Secretary : Rivanna Citraning Rachmawati, BSc, MEd.

Physics Education Programme

Head : Dr Affandi Faisal, BSc, MSc
Secretary : Ummi Kaltsum, BSc, MSc

Department of Information Technology Education

Head : Wijayanto, S.T., M.Kom.
Secretary : Andi Priyo Listiyanto, M.Sc.

Head of Administration : Dwi Sutomo, B.Com.

5. Faculty of Language and Arts Education (FPBS)

Dean : Siti Musarokah, B.Ed., M.Ed.
Vice-Dean I : R. Yusuf Sidiq Budiawan, BEd, MA
Deputy Dean II : Dr Dyah Nugrahani, BEd, MA

Department of Indonesian Language and Literature Education

Head : Eva Ardiana, S.S., M.Hum.
Secretary : Dr Setia Naka Andrian, M.Pd.

English Language Education Programme

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Appendix 8

FACILITIES

a. Main Building

The Head Office is located at Jalan Sidodadi Timur No. 24, Semarang. This seven-storey building is divided into several office units with the following facilities:

- 1st Floor :
 - Car Park
 - UPGRIS Health Clinic
 - Up Radio
 - Canteen
- 2nd Floor :
 - Rector's Office
 - BAUK Room
 - BAK Room
 - PMB and Public Relations Office
 - Seminar room with a capacity of 150 people
 - Toilets
- 3rd Floor :
 - Dean's Office, Faculty of Economics and Business
 - Faculty of Economics and Business Staff Room
 - FEB Administration Office
 - FTI Dean's Office
 - FTI Lecturers' Room
 - FTI Administration Office
 - Dean's Office, Faculty of Law
 - Faculty of Law (FH) Lecturers' Room
 - Faculty of Law Administration Office
- 4th Floor :
 - Management Laboratory
 - Law Laboratory
 - Architecture Laboratory
 - Computer Science Laboratory
 - KUI Office
 - Lecture Hall
- 5th Floor :
 - Senate Room
 - Lecture Room
 - FTI Laboratory
- 6th Floor :
 - Lecture Room
 - FTI Laboratory
- 7th Floor :
 - Central Building Auditorium with a capacity of 1,000 people



b. Main Building

The Main Building (GU) is situated at Jalan Lontar No. 1, Semarang. This five-storey building is divided into several office units with the following facilities:

- 1st Floor :
 - Dean's Office of the Faculty of Education and the Faculty of Mathematics and Natural Sciences
 - Research and Community Service Centre, UPGRIS
 - BAAK Room, FIP and FPMIPATI
 - Biology Laboratory
 - Food Technology Laboratory
 - Metacognitive Laboratory
- 2nd Floor :
 - Head of Department & Secretary's Office, FIP & FPMIPATI
 - Lecturers from FIP and FPMIPATI
- 3rd Floor :
 - UPT TIK Room
 - Computer Laboratory
 - Microteaching Laboratory
 - Music Laboratory
 - PTI Laboratory
- 4th Floor :
 - Microteaching Laboratory



- Lecture Room
- LSP Unit
- 5th Floor : - Lecture Room
- PG-PAUD Laboratory
- Laboratory

c. Building B

This five-storey building is situated at Jalan Lontar No. 1 and features the following facilities:

- 1st Floor : - Multipurpose Hall, Pena Prima TPA, STEM Corner Room
- 2nd Floor : - Nurul Huda Mosque
- 3rd Floor : - Lecture Room
- Microteaching Laboratory
- FPMIPATI
- 4th Floor : - Lecture Room
- 5th Floor : - Lecture Room
- Prayer Room
- Student Council Room



d. Student Activity Centre (PKM)

This three-storey building is situated at Jalan Lontar No. 1, Semarang. The building serves as the office for student organisations, ranging from the Student Council (DPM), the Student Executive Board (BEM), and academic societies (Hima) to student clubs (UKM). Student activity units are centralised within this PKM building.



e. Building D

Building D is situated on Jalan Labuhan, Semarang. This six-storey building houses the PPKMS Laboratory and the PGSD Laboratory on the 2nd and 3rd floors. The rooms on the 4th, 5th, and 6th floors are used as lecture halls. Meanwhile, the ground floor serves as a car park.

f. Library Building

The Library Building is situated on Jalan Lingga Raya, Semarang. This five-storey building contains the following facilities:

- Ground Floor : - Car Park
- 2nd Floor : - Central Java Regional Development Bank Office
 - LPP
 - MPKDK Unit
- 3rd Floor : - Library and Reference Office
- Floors 4 & 5 : - Library and Reading Room



g. Postgraduate Building

The Postgraduate Building is situated on Jalan Lingga Raya, Semarang. This five-storey building features the following facilities:

- 1st Floor : - Car Park
- 2nd floor : - Postgraduate Director's Office
 - Lecturers' Room
 - Postgraduate Administration Office
 - Meeting Room
- 3rd Floor : - Computer Laboratory and Lecture Rooms
- 4th Floor : - Lecture Rooms
- 5th Floor : - Auditorium with a capacity of 250 people



h. UPGRIS Auditorium

The UPGRIS Hall is situated on Jalan Lontar, Semarang. This two-storey building features the following facilities:

- Ground Floor : - Car park and offices
- Second Floor : - Transit Area and an Auditorium with a capacity of 3,500 people



i. Campus II

Campus II is situated at Jalan Sriwijaya Nos. 31–33, Semarang. The building features the following facilities:

- Office spaces
- Auditorium with a capacity of 300 people
- Lecture halls
- Accommodation



j. Campus III

Campus III is situated on Jalan Bendandhuwur Sampangan, Semarang. The Campus III complex comprises five buildings: the lecture block, staff and administrative offices, the Civil Engineering and Food Technology Laboratory Building, the Electrical Engineering Laboratory Building, the Mechanical Engineering Laboratory Building, a prayer room, the Biology Laboratory Greenhouse, and a sports field.



j. Campus IV

Campus IV is situated on Jalan Gajah, opposite the Grand Mosque of Central Java (MAJT). This campus is designed to house sports facilities, lecture halls, and student accommodation. Following its construction, it features sports halls for basketball, futsal, tennis and volleyball, as well as a grass pitch for athletics and ceremonies.

