



UPGRIS

Universitas Persatuan Guru Republik Indonesia Semarang

GRADUATE PROFILE

Faculty of Education

Bachelor of Early Childhood Teacher Education



2025





APPROVAL SHEET

College Internal Quality Assurance System

Graduate Profiles Document of Early Childhood Teacher Education Study Programme

Faculty of Education

Universitas Persatuan Guru Republik Indonesia Semarang

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Semarang, 20 December 2025

Dean of Faculty of Education

Universitas Persatuan Guru Republik Indonesia Semarang



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GRADUATE PROFILES DOCUMENT

EARLY CHILDHOOD TEACHER EDUCATION
STUDY PROGRAMME

FACULTY OF EDUCATION

UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG

ACADEMIC YEAR 2025/2026

SEMARANG, 20 DECEMBER 2025

FOREWORD

It is with great pride that we present Graduate Profiles Document of Early Childhood Teacher Education Study Programme at UPGRIS. This document represents a strategic milestone in the programme's continuous commitment to providing high-quality education that prepares graduates to become professional educators, managers of early childhood education services, and creative edupreneurs who are responsive to the developmental needs of young children and the dynamic demands of contemporary society.

The preparation of this document is grounded in the programme's scientific vision to develop early childhood education knowledge that is rooted in play-based learning theory, Technological Pedagogical Content Knowledge (TPACK), arts, and strong professional identity. Through this vision, the programme is committed to producing graduates who are not only pedagogically competent, but also creative, innovative, and ethically grounded in nurturing the holistic development of children in their formative years.

The graduate profiles outlined in this document reflect the integration of developmental psychology, meaningful play, digital literacy, arts-based pedagogy, and entrepreneurship. Graduates are expected to demonstrate the ability to design and implement learning experiences that support children's cognitive, social-emotional, physical, moral, and creative development, while also being capable of managing early childhood education institutions and developing innovative multimedia and arts-based learning products.

This document has been developed through collaborative academic deliberation involving faculty members, practitioners, and institutional stakeholders, ensuring alignment with national education standards, current professional practices, and future trends in early childhood education. The programme also emphasizes the importance of character development, institutional values, and professional ethics as integral components of graduate competence.

We believe that this Graduate Profiles Document will serve as an essential reference for curriculum implementation, learning evaluation, and continuous quality improvement. It provides clear direction for the development of graduate competencies and ensures that learning outcomes remain relevant to the needs of early childhood education institutions, families, and communities.

On behalf of the academic community of Early Childhood Teacher Education Study Programme at UPGRIS, we extend our sincere appreciation to all parties who have contributed to the development of this document. May it serve as a foundation for nurturing professional, creative, and ethical early childhood educators who will contribute meaningfully to the advancement of education and society.

Semarang, December 2025

Head of Early Childhood Teacher Education Study Programme

TABLE OF CONTENT

APPROVAL SHEET	ii
GRADUATE PROFILES	iii
FOREWORD	iv
TABLE OF CONTENT	v
LIST OF TABLES	vi
A. INTRODUCTION	1
1. BACKGROUND	1
2. PURPOSE OF THE DOCUMENT.....	2
B. PROFILE OF GRADUATE OF EARLY CHILDHOOD TEACHER EDUCATION STUDY PROGRAMME, FACULTY OF EDUCATION UPGRIS	3
1. GRADUATE PROFILE: EARLY CHILDHOOD EDUCATOR (PLAY-BASED AND HUMANISTIC LEARNING PRACTITIONER).....	13
2. GRADUTE PROFILE: EARLY CHILDHOOD EDUCATION SERVICE MANAGER	15
3. GRADUATE PROFILE: EDUPRENEUR IN MULTIMEDIA AND PERFORMING ARTS FOR EARLY CHILDHOOD EDUCATION	17
C. CONCLUSION.....	19
D. CLOSING REMARKS	20

LIST OF TABLES

Table 1.1. Graduate Profiles Relationship with Programme Learning Outcomes (PLOs).....	5
Table 1.2. Courses with Relationship Programme Learning Outcomes (PLOs)	9
Table 1.3. Mapping of Courses Supporting Graduate Profiles	12

A. INTRODUCTION

1. BACKGROUND

Early childhood education represents a critical foundation for lifelong learning, character formation, and human development. Extensive research in neuroscience, psychology, and education has consistently demonstrated that the early years of life constitute a sensitive period during which cognitive, social-emotional, physical, moral, and creative capacities develop rapidly and shape future learning trajectories. Therefore, the quality of early childhood education services is a determining factor in building human capital and social sustainability in the long term.

In response to these challenges, Early Childhood Teacher Education Study Programme at UPGRIS is committed to developing early childhood education as a scientific and professional field that integrates play-based learning theory, Technological Pedagogical Content Knowledge (TPACK), arts-based pedagogy, and strong professional identity. This approach reflects contemporary global perspectives that emphasize meaningful play, creativity, and technology integration as essential elements of high-quality early childhood education in the 21st century.

The rapid development of digital technology, creative industries, and family-centered education models has transformed the role of early childhood educators. Educators are no longer positioned solely as caregivers or classroom instructors, but as designers of meaningful learning environments, facilitators of play, partners of families, managers of educational services, and innovators of learning media and creative products. In this context, early childhood teachers are expected to possess strong pedagogical competence, digital literacy, artistic sensitivity, and entrepreneurial awareness, while maintaining ethical responsibility and humanistic values in their professional practice.

Aligned with this context, Early Childhood Teacher Education Study Programme at UPGRIS develops a curriculum that prepares graduates to perform three strategic professional roles: early childhood educators, managers of early childhood education services, and edupreneurs in multimedia and performing arts-based learning. These graduate profiles reflect the programme's commitment to producing graduates who are adaptive, innovative, and capable of responding to diverse educational needs across formal and non-formal early childhood education settings.

Furthermore, the programme emphasizes the integration of humanistic values, child-centered approaches, and community engagement in all learning activities. This integration ensures that graduates not only master theoretical knowledge, but also develop empathy, communication skills, and ethical awareness in working with young children, families, and communities. The cultivation of professional character and institutional identity is embedded throughout the learning process, preparing graduates to act responsibly and reflectively in complex educational environments.

Through a competency-based and outcome-oriented curriculum, supported by practicum experiences, school-based learning, and project-based activities, Early Childhood Teacher Education Study Programme at UPGRIS ensures that its graduates are equipped with measurable competencies, professional readiness, and lifelong learning capacity. This background forms the foundation for the formulation of graduate profiles

and learning outcomes that guide curriculum implementation and continuous quality improvement.

2. PURPOSE OF THE DOCUMENT

The preparation of this Graduate Profiles Document for Early Childhood Teacher Education Study Programme at UPGRIS serves several important academic and strategic purposes:

a. Clarification of Graduate Competencies

This document aims to clearly define the competencies, professional skills, and character attributes expected of graduates of Early Childhood Teacher Education Study Programme. It articulates the knowledge, skills, and attitudes that students must acquire to perform effectively as early childhood educators, managers of early childhood education services, and edupreneurs in multimedia and arts-based learning. Through this clarity, the document provides a shared understanding of graduate quality standards among students, lecturers, and stakeholders.

b. Alignment with Professional and Societal Needs

The document ensures that graduate profiles are aligned with the evolving needs of early childhood education institutions, families, communities, and the creative learning industry. By responding to developments in play-based pedagogy, digital learning, arts integration, and educational entrepreneurship, the graduate profiles bridge the gap between academic preparation and professional practice, ensuring graduates are relevant and responsive to real-world demands.

c. Guidance for Curriculum Design and Learning Alignment

This document functions as a guiding framework for aligning the curriculum, learning outcomes, and assessment strategies with the intended graduate profiles. It ensures that each course, practicum, and learning activity contributes systematically to the achievement of Programme Learning Outcomes (PLOs) and supports the development of the competencies required in each graduate profile.

d. Support for Continuous Programme Development and Quality Improvement

The Graduate Profiles Document provides a reference for continuous evaluation and improvement of the study programme. It supports the Programme in maintaining curriculum relevance, integrating innovation in teaching and learning, and responding to changes in educational policy, technology, and professional standards in early childhood education.

e. Enhancement of Graduate Employability and Professional Readiness

By explicitly linking learning outcomes to potential professional roles, this document strengthens graduate employability and career readiness. It helps students understand the competencies they are developing, while enabling employers and partner institutions to recognize the professional value of graduates from Early Childhood Teacher Education Study Programme at UPGRIS.

f. Facilitation of Stakeholder Collaboration

The document supports collaboration between the study programme and key stakeholders, including early childhood education institutions, families, professional

organizations, creative industry partners, and community organizations. This collaboration ensures that the programme remains connected to professional practice and societal needs, while enriching student learning experiences.

g. Reference for Academic Accountability and Institutional Quality Assurance

The Graduate Profiles Document serves as an important academic reference in quality assurance processes, curriculum evaluation, and programme accountability. By systematically describing graduate competencies and professional pathways, the document demonstrates the programme's commitment to maintaining high educational standards and transparent academic practices.

Through these purposes, the Graduate Profiles Document not only defines the expected outcomes of Early Childhood Teacher Education Study Programme, but also strengthens the programme's role in preparing professional, ethical, and innovative graduates who are capable of contributing meaningfully to early childhood education and societal development.

B. PROFILE OF GRADUATE OF EARLY CHILDHOOD TEACHER EDUCATION STUDY PROGRAMME, FACULTY OF EDUCATION UPGRIS

Early Childhood Teacher Education Study Programme at UPGRIS is committed to producing graduates who are professionally prepared to respond to the diverse and evolving needs of early childhood education in the 21st century. To fulfill this commitment, the programme has formulated several graduate profiles that reflect the scientific foundation, professional orientation, and distinctive characteristics of the programme in developing high-quality early childhood education services.

The graduate profiles are designed to address the needs of educational institutions, families, communities, and the creative learning industry by integrating play-based learning theory, Technological Pedagogical Content Knowledge (TPACK), arts-based pedagogy, and strong professional identity. These profiles represent the programme's effort to prepare graduates who are not only competent educators, but also capable managers of early childhood education services and innovative edupreneurs in multimedia and performing arts-based learning.

Each graduate profile describes a specific set of competencies, professional characteristics, and areas of expertise that graduates are expected to master upon completion of their studies. These competencies are aligned with the developmental needs of young children and the professional standards required in early childhood education practice, ensuring that graduates are able to function effectively in both formal and non-formal early childhood education settings.

The table presented in the following section provides a detailed description of each graduate profile, along with potential professional roles that graduates may pursue. In addition, the table illustrates the relationship between each graduate profile and the relevant Programme Learning Outcomes (PLOs) that students are expected to achieve throughout the Programme. These PLOs represent progressive learning achievements that integrate

knowledge, skills, and professional attitudes, ensuring the systematic development of graduate competencies.

Through the structured achievement of PLOs, Early Childhood Teacher Education Study Programme at UPGRIS ensures that students acquire measurable, relevant, and transferable competencies that support professional readiness and lifelong learning. This approach prepares graduates not only for entry-level positions in early childhood education, but also for continuous professional growth, leadership development, and entrepreneurial engagement in the field of early childhood education.

Thus, the graduate profiles serve as both a roadmap for student learning and a strategic reference for curriculum implementation. They enable students to clearly understand the educational objectives of the programme and support them in preparing effectively to enter the professional world as competent, ethical, and adaptive Bachelor's graduates in Early Childhood Education.

Table 1.1. Graduate Profiles Relationship with Programme Learning Outcomes (PLOs)

GP Code	Graduate Profile	Profession Potential	Graduate Profile Description	Programme Learning Outcomes (PLOs)										
				PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	
GP1	Early Childhood Educator	Early Childhood Teacher (Kindergarten / Playgroup / Daycare), Learning Facilitator, Child Development Educator, Family Education Facilitator	Graduates are professional early childhood educators who are able to educate children according to their developmental stages through meaningful play-based learning. They demonstrate strong character and professional identity, think critically and innovatively in applying early childhood education knowledge, and design, implement, and evaluate learning experiences based on play theory and humanistic values. Graduates are able to make educational decisions, communicate effectively, collaborate with families and colleagues, and build positive relationships that support holistic child development.	√	√	√	√	√				√		
GP2	Early Childhood Education Service Manager	Head of Early Childhood Education Center, Programme Coordinator, Daycare Manager, Early Childhood School Service Administrator, Community-Based Early Childhood School Organizer	Graduates are managers of early childhood education services who are capable of organizing, managing, and developing Early Childhood School programmes ethically and responsibly. They demonstrate independent performance, make accurate and accountable decisions, manage educational data validly, collaborate within teams, and communicate effectively with stakeholders. Graduates are able to ensure quality service delivery, institutional sustainability, and compliance with educational standards in early childhood education settings.	√	√					√	√	√		
GP3	Edupreneur in Multimedia and Performing Arts for Early Childhood Education	Multimedia Learning Developer, Educational Game Designer, Animation Creator, Performing Arts Designer for Children, Creative Education Entrepreneur	Graduates are innovative edupreneurs who are able to create adaptive and meaningful multimedia products (games, animations, digital learning media) and creatively design performing arts for early childhood education. They integrate TPACK, play-based learning principles, and arts-based pedagogy to produce educational products that support child development. Graduates demonstrate entrepreneurial spirit, creativity, adaptability, and integrity in developing learning innovations and creative educational services.		√								√	√

Quality higher education aims not only to transmit knowledge, but also to prepare students with the competencies and professional skills required in the world of work. In this context, Early Childhood Teacher Education Study Programme at the Faculty of Education, UPGRIS has designed a curriculum that integrates theoretical foundations, practical skills, and character development to support holistic early childhood education. To achieve this objective, the curriculum is structured around two key components: Graduate Profiles and Programme Learning Outcomes (PLOs).

Graduate profiles describe the professional roles and potential career pathways that graduates may pursue upon completing their studies in Early Childhood Teacher Education Study Programme at UPGRIS. These profiles include graduates as early childhood educators, managers of early childhood education services, and edupreneurs in multimedia and performing arts-based learning. Each graduate profile outlines the competencies, professional characteristics, and areas of expertise that graduates are expected to master, as well as the roles they may assume in educational institutions, community-based early childhood services, and creative learning industries. For example, graduates with the profile of early childhood educators are expected to design, implement, and evaluate play-based, developmentally appropriate, and humanistic learning experiences that support children's holistic development.

On the other hand, Programme Learning Outcomes (PLOs) specify the competencies that students must achieve throughout the programme. PLOs describe the knowledge, skills, and attitudes that students must progressively master in order to achieve the intended graduate profiles. In this regard, PLOs function as measurable indicators of learning achievement and serve as a bridge between theoretical understanding and its application in real educational contexts. For instance, PLOs in early childhood pedagogy and learning strategy courses are designed to develop students' abilities in planning and implementing meaningful play, assessing child development, and designing inclusive learning environments, which directly support the graduate profile of professional early childhood educators.

As part of the programme's commitment to producing high-quality graduates, the curriculum is structured to ensure strong integration between courses and their corresponding PLOs. The curriculum design emphasizes a direct relationship between the competencies to be mastered by students and the expected graduate profiles. Each course is systematically developed to support the achievement of PLOs that contribute to one or more graduate profiles. Consequently, students are not only exposed to theoretical knowledge of early childhood education, but are also trained to develop practical skills that are essential for professional practice in Early Childhood School settings.

For example, to support the graduate profile of edupreneurs in multimedia and performing arts-based learning, courses related to digital literacy, multimedia development, arts education, and creative production are designed to equip students with the skills needed to create educational games, animations, learning videos, and performing arts activities that are developmentally appropriate and pedagogically sound. Similarly, to support the graduate profile of early childhood education service managers, courses related to Early Childhood School management, programme planning, and institutional governance are structured to build students' competencies in service organization, quality assurance, and collaborative leadership.

Through the close integration of courses and Programme Learning Outcomes (PLOs), Early Childhood Teacher Education Study Programme at UPGRIS ensures that students are equipped

with measurable competencies that are relevant to societal needs and the labor market in early childhood education. This approach guarantees that each course not only provides theoretical knowledge, but also contributes directly to preparing students to perform professionally and ethically in diverse educational contexts.

Thus, the linkage between graduate profiles and PLOs is clearly articulated and systematically implemented. Graduate profiles provide an overview of the professional roles that graduates may assume, while PLOs offer concrete learning directions and achievement targets to ensure that students acquire the relevant competencies. Through this strong integration, Early Childhood Teacher Education Study Programme at UPGRIS equips students with capabilities that are not only theory-based, but also practically applicable, innovative, and responsive to the needs of young children, families, and communities.

The following section presents a mapping of courses that support the formation of graduate profiles of Early Childhood Teacher Education Study Programme at UPGRIS.

Table 1.2. Courses with Relationship Programme Learning Outcomes (PLOs)

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)									
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
UPGRIS's Signature Course														
1525221605	English	2	2	3	√	√								
1525221606	PGRI Studies	1	2	3	√	√								
1525244607	Community Service Programme	8	4	6	√	√				√				
1525765659	Final Project	8	6	9	√	√					√	√		
1525244628	Technology-Based Entrepreneurship	6	4	6	√	√								√
Compulsory Curriculum Courses														
1525221601	Islamic Religious Education	1	2	3	√	√								
1525221671	Catholic Religious Education	1	2	3	√	√								
1525221672	Christian Religious Education	1	2	3	√	√								
1525221673	Hindu Religious Education	1	2	3	√	√								
1525221674	Buddhist Religious Education	1	2	3	√	√								
1525221675	Confucian Religious Education	1	2	3	√	√								
1525121602	Indonesian Language	2	2	3	√	√								
1525121603	Pancasila Education	2	2	3	√	√								
1525121604	Civics Education	1	2	3	√	√								
Compulsory Course														
1525321610	Educational Professional Ethics	2	2	3	√	√				√				
1525321611	Foundations of Education	1	2	3	√	√	√							
1525321612	Student Development	1	2	3	√	√			√					
1525322613	Internship – Curriculum Analysis	7	2	3		√	√	√			√			
1525322614	Internship – Development of Lesson Plans	7	2	3		√	√	√			√			
1525322615	Internship – Development of Learning Media	7	2	3		√	√	√			√			
1525344616	Internship – Teaching Practice	7	4	6		√	√	√			√			
1525321617	Assessment of Early Childhood Learning	4	2	3			√		√			√		
1525322618	Learning and Instruction in Early Childhood Education	1	2	3			√	√	√					
1525332619	Play-Based Learning and Games	2	2	3		√	√	√						

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)									
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
1525321620	Guidance and Support for Early Childhood Education	4	2	3			√		√			√		
1525321621	Health and Nutrition	3	2	3			√		√			√		
1525321622	Parent-Child Communication and Caregiving	2	2	3			√	√				√		
1525332623	Basic Concepts of Language and Literacy in Early Childhood	3	2	3			√	√	√					
1525332624	Basic Concepts of Mathematics in Early Childhood	4	2	3			√	√	√					
1525332625	Basic Concepts of Moral and Religious Development	3	2	3			√	√	√					
1525331626	Basic Concepts of Emotional Development in Early Childhood	4	2	3			√	√	√					
1525332627	Basic Concepts of Social Studies in Early Childhood	3	2	3			√	√	√					
1525332628	Basic Concepts of Physical and Motor Development in Early Childhood	3	2	3			√	√	√					
1525331629	Basic Concepts of Early Childhood Education	1	2	3			√	√	√					
1525331630	Early Childhood Education Curriculum	3	3	4.5			√	√				√		
1525632631	Digital Literacy	2	2	3				√	√			√		
1525721632	Research Methods	6	2	3			√				√	√		
1525322633	Microteaching	6	2	3		√		√			√			
1525321634	Holistic and Integrative Early Childhood Education	2	3	4.5			√		√			√		
1525331635	Innovative Learning for Early Childhood Education	2	3	4.5			√	√	√					
1525321636	English Language Learning for Early Childhood Education	6	2	3			√	√				√		
1525331637	Science Learning for Early Childhood Education	3	2	3			√	√	√					
1525321638	Parenting and Family Education for Early Childhood	1	2	3			√		√			√		
1525331639	Inclusive Education	6	2	3			√	√	√					
1525321640	Professional Development of Educators	6	2	3			√		√			√		
1525321641	Instructional Planning for Early Childhood Education	4	2	3			√	√	√					
1525622642	Learning Environment Management for Early Childhood Education	4	2	3			√	√	√					
1525723643	Research Proposal Seminar	7	2	3			√			√				
1525321644	Statistics	5	2	3			√				√	√		
1525762645	Exploratory Studies	4	2	3				√	√			√		
1525322646	Learning Resources and Instructional Media	4	2	3			√	√					√	

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)									
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
1525331647	Learning Strategies and Models in Early Childhood Education	3	2	3				√	√			√		
1525331648	Child Growth and Development	1	3	4.5			√	√	√					
1525321649	Early Childhood Education Programme Management	3	2	3						√	√			
1525622650	Management of Playgroups and Childcare Centers	6	2	3				√	√					
1525626251	Kindergarten Administration and Management	4	2	3				√	√					
1525626252	Educational Video Editing for Early Childhood Learning	5	2	3					√				√	√
1525626253	Graphic Learning Media for Early Childhood Education	5	2	3					√				√	√
1525626254	Animated Guidance and Counseling Media for Early Childhood Education	5	2	3					√				√	√
1525332655	Music Education for Early Childhood	5	2	3				√					√	√
1525332656	Dance and Drama Education for Children	5	2	3			√				√			√
1525331657	Children's Visual Arts Education	5	2	3			√				√			√
1525331658	Stage Decoration Design for Early Childhood Performances	5	2	3	√									√
1525331659	Costume Design for Children's Performing Arts	5	2	3	√									√
1525331660	Stage Makeup and Hairstyling for Performances	5	2	3	√									√
Elective Course														
1525321661	Musical Instruments for Early Childhood Education	7	2	3			√				√			√
1525321662	Studies in Performing Arts for Children	7	2	3			√				√			√
1525321663	Performing Arts Management for Educational Contexts	7	2	3			√				√			√
1525321664	Properties and Props for Performing Arts	7	2	3			√				√			√
1525321665	Performing Arts Space and Stage Design	7	2	3	√									√
1525321666	Educational Multimedia Development	7	2	3					√				√	√
1525321667	Research Methods for Educational Multimedia	7	2	3					√				√	√
1525321668	Educational Multimedia Project Management	7	2	3					√				√	√
1525321669	Integrated Educational Multimedia Production and Management	7	2	3					√				√	√
1525321670	Application and Implementation of Educational Multimedia Components	7	2	3					√				√	√

Table 1.3. Mapping of Courses Supporting Graduate Profiles

Early Childhood Educator (Play-Based and Humanistic Learning Practitioner)	Early Childhood Education Programme Manager	Edupreneur in Early Childhood Education (Multimedia & performing Arts-Based)
Compulsory Course		
<p>Foundational & Developmental</p> <ol style="list-style-type: none"> 1. Foundations of Education 2. Educational Professional Ethics 3. Student Development 4. Child Growth and Development 5. Basic Concepts of Early Childhood Education 6. Basic Concepts of Emotional Development in Early Childhood 7. Basic Concepts of Physical and Motor Development in Early Childhood 8. Basic Concepts of Social Studies in Early Childhood 9. Basic Concepts of Moral and Religious Development <p>Learning & Pedagogy</p> <ol style="list-style-type: none"> 1. Learning and Teaching for Early Childhood Education 2. Play-Based Learning and Games 3. Learning Strategies and Models in Early Childhood Education 4. Learning Planning for Early Childhood Education 5. Assessment of Early Childhood Learning 6. Innovative Learning for Early Childhood Education 7. Science Learning for Early Childhood Education 8. English Language Learning for Early Childhood Education 9. Digital Literacy 10. Learning Resources and Instructional Media 11. ICT-Based Learning (integrated through media courses) 	<p>Management & Leadership</p> <ol style="list-style-type: none"> 1. Early Childhood Education Curriculum 2. Early Childhood Education Programme Management 3. Kindergarten Administration and Management 4. Management of Playgroups and Childcare Centers 5. Learning Environment Management for Early Childhood Education 6. Performing Arts Management for Educational Contexts 7. Professional Development of Educators <p>Communication & Collaboration</p> <ol style="list-style-type: none"> 1. Parent–Child Communication and Caregiving 2. Parenting and Family Education for Early Childhood 3. Guidance and Support for Early Childhood Education <p>Quality Assurance & Research</p> <ol style="list-style-type: none"> 1. Assessment of Early Childhood Learning 2. Learning Evaluation 3. Research Methods 4. Statistics 5. Research Proposal Seminar 6. Exploratory Studies <p>Field Practice</p> <ol style="list-style-type: none"> 1. Internship – Curriculum Analysis 2. Internship – Development of Learning Plans 3. Internship – Teaching Practice 	<p>Multimedia & Digital Production</p> <ol style="list-style-type: none"> 1. Learning Media: Educational Video Editing 2. Graphic Learning Media for Early Childhood Education 3. Animated Guidance and Counseling Media for Early Childhood Education 4. Educational Multimedia Development 5. Learning Multimedia Development 6. Integrated Multimedia Production and Management 7. Multimedia Project Management 8. Research Methods for Educational Multimedia 9. Application and Implementation of Educational Multimedia Components <p>Entrepreneurship & Innovation</p> <ol style="list-style-type: none"> 1. Technology-Based Entrepreneurship 2. Innovative Learning for Early Childhood Education 3. Digital Literacy 4. Content Management (integrated) 5. Public Speaking (integrated for pitching & branding) <p>Arts & Creative Industry</p> <ol style="list-style-type: none"> 1. Children’s Visual Arts Education 2. Music Education for Early Childhood 3. Dance and Drama Education for Children 4. Stage Decoration Design for Early Childhood Performances

Early Childhood Educator (Play-Based and Humanistic Learning Practitioner)	Early Childhood Education Programme Manager	Edupreneur in Early Childhood Education (Multimedia & performing Arts-Based)
Practicum & Professional Formation <ol style="list-style-type: none"> 1. Microteaching 2. Internship – Curriculum Analysis 3. Internship – Development of Learning Plans 4. Internship – Teaching Practice 5. Holistic and Integrative Early Childhood Education 6. Inclusive Education 7. Guidance and Support for Early Childhood Education 		<ol style="list-style-type: none"> 5. Costume Design for Children’s Performing Arts 6. Stage Makeup and Hairstyling for Performances
Elective Course		
<ol style="list-style-type: none"> 1. Musical Instruments for Early Childhood Education 2. Studies in Performing Arts for Children 3. Performing Arts Management for Educational Contexts 4. Properties and Props for Performing Arts 5. Performing Arts Space and Stage Design 6. Educational Multimedia Development 7. Application and Implementation of Educational Multimedia Components 	<ol style="list-style-type: none"> 1. Stage Decoration Design for Early Childhood Performances 2. Costume Design for Children’s Performing Arts 3. Stage Makeup and Hairstyling for Performances 4. Performing Arts Space and Stage Design 5. Educational Multimedia Project Management 6. Integrated Educational Multimedia Production and Management 7. Application and Implementation of Educational Multimedia Components 	<ol style="list-style-type: none"> 1. Studies in Performing Arts for Children 2. Performing Arts Management for Educational Contexts 3. Properties and Props for Performing Arts 4. Performing Arts Space and Stage Design 5. Educational Multimedia Project Management 6. Integrated Educational Multimedia Production and Management 7. Application and Implementation of Educational Multimedia Components

1. GRADUATE PROFILE: EARLY CHILDHOOD EDUCATOR (PLAY-BASED AND HUMANISTIC LEARNING PRACTITIONER)

Early Childhood Teacher Education Study Programme at UPGRIS is committed to producing graduates who are competent, professional, and ethical early childhood educators capable of facilitating meaningful learning experiences based on play theory, developmental appropriateness, and humanistic values. This graduate profile is designed to respond to the increasingly complex educational demands of early childhood education in the context of social change, digital transformation, and the growing emphasis on holistic child development.

Research in early childhood education consistently highlights that play-based, child-centered, and developmentally appropriate learning approaches significantly support children's cognitive, social-emotional, language, and physical development. In this context, early childhood educators are required not only to deliver instruction, but also to design learning environments that nurture curiosity, creativity, emotional well-being, and social competence. Therefore, Early Childhood Teacher Education Study Programme at UPGRIS places strong emphasis on preparing graduates who are capable of implementing meaningful play-based learning grounded in scientific understanding of child development and educational psychology.

Programme Commitment to Vision and Educational Objectives

In alignment with the scientific vision of the programme, this graduate profile emphasizes the formation of early childhood educators who possess strong professional identity, pedagogical competence, and character grounded in the institutional values of AdAB (Adaptive, Enthusiastic, and Integrity-driven). Character and professionalism are central to early childhood education, as educators' attitudes, responsiveness, and ethical conduct strongly influence children's developmental outcomes and learning experiences.

Graduates are expected to demonstrate mastery of early childhood education theories, including play-based learning, humanistic education, and developmentally appropriate practice (DAP). They are trained to understand children's developmental stages, interests, and needs in order to plan, implement, and evaluate learning activities that promote holistic development. This orientation is consistent with contemporary global perspectives that position early childhood educators as reflective practitioners, facilitators of learning, and advocates for children's well-being.

Competency-Based Curriculum Structure

The curriculum supporting this graduate profile is structured progressively and coherently through foundational, professional, and practicum-based learning components. Foundational courses provide students with strong theoretical grounding in education, child development, learning theories, and early childhood pedagogy. These courses enable students to develop a deep understanding of how children learn and grow, forming the basis for effective educational decision-making.

Professional courses focus on learning design, assessment, play-based pedagogy, inclusive education, and family engagement. Students are trained to design learning plans,

select appropriate strategies and media, and implement innovative learning activities that integrate play, creativity, and digital literacy. Practicum-based courses and internships provide authentic experiences in early childhood education settings, allowing students to apply theoretical knowledge in real classroom contexts.

Through these integrated learning experiences, students develop competencies in planning, implementing, and evaluating early childhood learning that is meaningful, inclusive, and developmentally appropriate. This structure aligns with evidence-based recommendations for early childhood teacher education programmes that emphasize strong integration between theory and practice.

Learning Approaches and Professional Development

To ensure the achievement of graduate competencies, the programme adopts student-centered and experiential learning approaches, including project-based learning, reflective practice, microteaching, and school-based internships. These approaches have been shown to enhance pedagogical competence, reflective thinking, and professional readiness among pre-service teachers.

Students are also guided to develop professional ethics, communication skills, and collaborative competence through structured reflection, supervision, and feedback. Continuous professional development is embedded in the curriculum to foster lifelong learning attitudes, which are essential for educators working in dynamic educational environments.

Collaboration with Educational Stakeholders

Early Childhood Teacher Education Study Programme at UPGRIS establishes strategic partnerships with early childhood education institutions, communities, and families to ensure that learning experiences remain relevant and contextually meaningful. These collaborations are implemented through internships, teaching practice, and community-based learning programmes, which provide students with exposure to real professional challenges and best practices in early childhood education.

Partnerships with schools and early childhood centers also strengthen the alignment between curriculum content and field needs, ensuring that graduates are prepared to meet professional standards and societal expectations.

Graduate Readiness and Professional Relevance

Graduates with Early Childhood Educator profile possess competencies to design and implement play-based, inclusive, and innovative learning activities that support children's holistic development. They are capable of conducting assessment, using learning data to improve practice, and collaborating effectively with families and communities.

Equipped with strong pedagogical competence, professional ethics, and AdAB character values, graduates are prepared to enter the workforce as entry-level early childhood educators who are adaptive to change, committed to child-centered education, and oriented toward continuous professional growth. Their competencies align with

international standards for early childhood educators, positioning them to contribute meaningfully to the improvement of early childhood education quality at local, national, and global levels.

2. GRADUTE PROFILE: EARLY CHILDHOOD EDUCATION SERVICE MANAGER

Early Childhood Teacher Education Study Programme at UPGRIS is committed to preparing graduates who are capable of managing early childhood education services professionally, ethically, and sustainably. This graduate profile is designed to address the growing demand for qualified leaders and administrators who can ensure the quality, accountability, and continuous improvement of early childhood education institutions in an increasingly complex educational landscape.

The rapid expansion of early childhood education services, combined with increasing expectations for quality assurance, inclusivity, and accountability, has transformed the role of early childhood education managers. Contemporary research emphasizes that effective leadership and management in early childhood settings are critical determinants of programme quality, teacher performance, and child development outcomes. Therefore, this graduate profile focuses on developing graduates who possess both pedagogical understanding and managerial competence to lead and sustain high-quality early childhood education services.

Programme Commitment to Vision and Educational Objectives

In alignment with the programme's vision to develop early childhood education science and practice with strong professional identity and institutional character, the Early Childhood Education Service Manager profile emphasizes the formation of graduates who demonstrate AdAB values (Adaptive, Enthusiastic, and Integrity-driven) in organizational leadership and service management. Ethical leadership, collaboration, and responsible decision-making are central to managing early childhood education services that are responsive to children's needs, families' expectations, and regulatory standards.

Graduates are expected to demonstrate the ability to plan, organize, implement, and evaluate early childhood education programmes systematically. They are trained to manage educational resources, ensure data validity, and apply evidence-based decision-making in the management of Early Childhood School institutions. This orientation is consistent with international frameworks that highlight the importance of competent leadership in early childhood education for improving learning environments and institutional sustainability.

Competency-Based Curriculum Structure

The curriculum supporting this graduate profile is designed to integrate educational leadership, institutional management, and quality assurance competencies. Core courses focus on early childhood education curriculum management, organizational leadership, programme evaluation, and service administration. Students develop an understanding of

governance structures, regulatory frameworks, and quality standards that guide early childhood education institutions.

Management-oriented courses such as kindergarten management, management of playgroups and childcare centers, learning environment management, and professional development of educators are systematically structured to build students' competencies in managing people, programmes, and resources. In addition, courses on communication, family engagement, and collaborative leadership prepare students to work effectively with diverse stakeholders, including teachers, parents, communities, and government agencies.

Field-based learning through internships and practicum experiences enables students to apply management theories in authentic settings. These experiences foster practical skills in planning, supervision, documentation, and evaluation, which are essential for entry-level leadership roles in early childhood education institutions.

Learning Approaches and Professional Development

To ensure professional readiness, the programme adopts experiential and problem-based learning approaches that reflect real managerial challenges in early childhood education settings. Students engage in case analysis, project-based assignments, and reflective practice focused on institutional problem-solving, programme improvement, and quality assurance. Such approaches have been shown to strengthen leadership capacity, critical thinking, and professional confidence among early childhood education administrators.

Professional development is further supported through research-based assignments and data-informed decision-making training. Students learn to use assessment and institutional data to improve programme quality and to support evidence-based leadership practices, which are increasingly recognized as essential competencies in early childhood education management.

Collaboration with Educational Stakeholders

Early Childhood Teacher Education Study Programme at UPGRIS establishes partnerships with early childhood education institutions, local governments, and community organizations to strengthen students' exposure to real-world management practices. These collaborations support internships, field projects, and supervised management practice, enabling students to understand institutional operations, leadership dynamics, and service quality standards.

Stakeholder collaboration also enhances students' understanding of policy implementation and accountability in early childhood education systems, which is essential for effective institutional leadership in diverse contexts.

Graduate Readiness and Professional Relevance

Graduates with Early Childhood Education Service Manager profile possess competencies to manage early childhood education institutions ethically, collaboratively, and sustainably. They are capable of leading educational teams, managing resources,

ensuring service quality, and maintaining accountability to stakeholders. Equipped with strong communication skills, ethical integrity, and AdAB character values, graduates are prepared to assume entry-level leadership and administrative roles in Early Childhood School institutions and related early childhood services.

Their competencies align with global expectations for early childhood education leadership, positioning them to contribute meaningfully to the improvement of institutional quality, educator professionalism, and child development outcomes at local and national levels.

3. GRADUATE PROFILE: EDUPRENEUR IN MULTIMEDIA AND PERFORMING ARTS FOR EARLY CHILDHOOD EDUCATION

Early Childhood Teacher Education Study Programme at UPGRIS is committed to producing graduates who are not only competent educators and managers, but also creative edupreneurs capable of designing, producing, and managing multimedia educational products and performing arts-based learning innovations for early childhood education. This graduate profile responds to the growing need for innovative educational solutions in the digital age, where technology, creativity, and arts integration are essential components of meaningful early learning experiences.

Contemporary research highlights that integrating technology into early childhood pedagogy can enrich learning environments, increase engagement, and support diverse developmental domains when used in developmentally appropriate ways. Similarly, performing arts strategies have been shown to promote social-emotional competence, creativity, and expressive communication in young children. In this context, early childhood edupreneurs are expected to design and lead creative initiatives that merge multimedia, arts, and play-based pedagogy to enhance children's learning and developmental outcomes.

Programme Commitment to Vision and Educational Objectives

Aligned with the programme's scientific vision to develop early childhood education grounded in play theory, TPACK, arts, and professional identity, the Edupreneur profile emphasizes innovation, adaptability, and entrepreneurial competence. Graduates with this profile are expected to demonstrate strong capabilities in digital and arts-based product development, strategic thinking, project management, and educational entrepreneurship, while upholding ethical and humanistic values.

The programme's educational objectives support the preparation of graduates who can transform educational needs into creative solutions, multimedia resources, and performing arts productions that are pedagogically sound and developmentally appropriate for young learners. This orientation aligns with global perspectives that recognize the importance of creative entrepreneurial skills in education, especially in contexts requiring flexible adaptation to technological and cultural changes.

Competency-Based Curriculum Structure

The curriculum supporting this graduate profile integrates multimedia production, performing arts, instructional technology, and creative entrepreneurship with foundational pedagogical knowledge. Core multimedia courses include educational video editing, graphic learning media, animated guidance and counseling media, and multimedia project management. These courses are designed to develop competencies in digital content production, instructional design, user-centered learning design, and quality assurance.

Similarly, performing arts courses such as children’s visual arts, music education, dance and drama for children, and performing arts studies and management are structured to provide students with the skills to create and lead arts-based learning experiences that promote holistic development. These experiences help graduates understand how creative arts intersect with early childhood pedagogy and how they can be used strategically to support cognitive, social, and emotional growth.

Field-based projects, collaborative design studios, and practicum experiences enable students to apply their skills in real-world settings, such as educational media labs, early childhood centers, and community performance events. These activities foster competencies in project planning, artistic direction, media production, and entrepreneurial problem-solving.

Professional Certification and Industry Recognition (BNSP)

To strengthen professional recognition and employability, the Programme provides students with opportunities to obtain nationally recognized professional certifications (BNSP) in two strategic competency areas relevant to this graduate profile:

1. **Multimedia Learning Media Management**

BNSP Decree: KEP.1656/BNSP/VIII/2022

This certification validates graduates’ competencies in managing, producing, and evaluating educational multimedia. Certified holders demonstrate skills in instructional media design, video editing, animation, graphic media production, and multimedia project coordination. This certification enhances graduates’ credibility as multimedia developers, instructional designers, and creative edupreneurs in the early childhood education ecosystem.

2. **Performing Arts Artistic Management Implementation**

BNSP Decree: KEP.1338/BNSP/VI/2025

This certification confirms graduates’ competencies in performing arts direction and production. It encompasses stage design, artistic direction, costume and prop management, and execution of performance-based learning events. Certified graduates are recognized for their ability to lead arts-based learning programmes, creative performance projects, and cultural education initiatives that enrich early childhood learning environments.

Integration of these certifications into the curriculum ensures that graduates not only meet academic competencies but also possess industry-recognized professional

qualifications that validate their readiness for creative and entrepreneurial careers in education and beyond.

Learning Approaches and Entrepreneurial Development

The programme employs project-based learning, design thinking, and experiential education to develop students' entrepreneurial competencies. Students engage in authentic tasks such as designing multimedia educational games, producing animated learning content, planning performing arts events, and managing creative projects. These approaches have been shown to enhance creativity, self-efficacy, and entrepreneurial mindset among education professionals.

Students are also encouraged to participate in innovation challenges, media showcases, and community performances that connect their work with broader audiences. These opportunities help graduates refine their project portfolios, establish professional networks, and explore pathways for launching creative educational ventures.

Collaboration with Industry and Community Partners

Early Childhood Teacher Education Study Programme at UPGRIS fosters partnerships with media production studios, performing arts organizations, early childhood centers, and cultural institutions. These collaborations support internships, joint projects, and mentorship programmes that enrich students' practical experiences and connect academic learning with industry practice.

Engagement with community partners ensures that learning innovations are culturally relevant and responsive to local needs, while also providing students with opportunities to test, evaluate, and scale their creative products in authentic contexts.

Graduate Readiness and Professional Relevance

Graduates with the Edupreneur profile possess competencies in multimedia design, creative arts production, instructional innovation, and educational entrepreneurship. They are capable of developing adaptive, engaging, and pedagogically sound multimedia resources, as well as leading creative performance-based learning programmes that support children's holistic development.

Equipped with professional certifications, digital and artistic expertise, and an entrepreneurial mindset, graduates are prepared to pursue careers as multimedia learning developers, educational game designers, animation creators, arts-based learning producers, and founders of early childhood education ventures. Their competencies align with emerging needs in the education sector and creative industries, positioning them to contribute meaningfully to education, culture, and society.

C. CONCLUSION

Early Childhood Teacher Education Study Programme at UPGRIS is firmly committed to producing graduates who possess strong academic foundations, professional competencies, and

ethical character to respond to the evolving needs of early childhood education in the 21st century. Through a curriculum that integrates play-based learning theory, TPACK, arts, multimedia innovation, and humanistic values, the Programme ensures that graduates are not only prepared as educators, but also as leaders, managers, and creative edupreneurs in early childhood education contexts.

The three graduate profiles, i.e. Early Childhood Educator, Early Childhood Education Service Manager, and Edupreneur in Multimedia and Performing Arts, reflect the programme's comprehensive and future-oriented educational vision. Each profile is supported by a coherent competency-based curriculum that systematically integrates theoretical understanding, practical skills, field-based experiences, and character development. This integration ensures that learning outcomes are relevant, measurable, and aligned with professional standards and societal needs.

Graduates of Early Childhood Educator profile are equipped to design and implement meaningful play-based learning experiences that support children's holistic development across cognitive, social-emotional, moral, physical, and creative domains. Graduates of the Education Service Manager profile are prepared to lead and manage early childhood education institutions with professionalism, ethical responsibility, and data-informed decision-making. Meanwhile, graduates of the Edupreneur profile demonstrate strong capabilities in multimedia development, performing arts production, and educational entrepreneurship, enabling them to create innovative learning resources and creative enterprises that enrich early childhood education.

The inclusion of nationally recognized professional certification pathways (BNSP) in multimedia learning media management and performing arts artistic management further strengthens graduate employability and professional recognition. These certifications validate graduates' competencies and position them competitively within both the education sector and the creative industries.

Overall, Early Childhood Teacher Education Study Programme at UPGRIS ensures that its graduates are adaptive, innovative, and integrity-driven professionals who are capable of contributing meaningfully to educational quality, cultural development, and societal well-being. With a strong commitment to continuous curriculum improvement, professional relevance, and learning innovation, the programme prepares graduates to become agents of positive change in early childhood education at local, national, and global levels.

D. CLOSING REMARKS

In conclusion, the Graduate Profiles document for Early Childhood Teacher Education Study Programme at UPGRIS represents both an academic reflection and a strategic direction for the future of early childhood teacher education. This document articulates the programme's commitment to preparing graduates who possess solid theoretical knowledge, strong professional competencies, and ethical character in responding to the dynamic challenges of early childhood education in the contemporary era.

The graduate profiles presented in this document are the result of systematic curriculum design, academic deliberation, and alignment with professional practice needs in early childhood education, institutional management, and creative educational entrepreneurship. By integrating play-based learning theory, TPACK, multimedia innovation, arts education, and humanistic

values, the programme ensures that its graduates are well prepared to contribute meaningfully to educational institutions, communities, and the creative education sector.

Early Childhood Teacher Education Study Programme recognizes that graduate development is a continuous process that requires adaptability, innovation, and ongoing quality enhancement. Therefore, the programme remains committed to maintaining curriculum relevance, strengthening learning innovation, and expanding professional recognition through experiential learning and competency-based certification pathways, including nationally recognized professional certifications.

On behalf of the academic community of Early Childhood Teacher Education Study Programme at UPGRIS, sincere appreciation is extended to all stakeholders who have contributed to the development of this document, including faculty members, curriculum developers, practitioners, and institutional leaders. Their collective efforts have ensured that this document accurately represents the identity, strengths, and future direction of the programme.

Moving forward, this document is expected to serve as a guiding reference for curriculum implementation, quality assurance, and graduate development. Through continuous refinement of learning strategies and professional competencies, Early Childhood Teacher Education Study Programme at UPGRIS remains committed to nurturing competent educators, ethical leaders, and innovative edupreneurs who will contribute to the advancement of early childhood education and society at large.

Thank you.