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BACHELOR OF EARLY CHILDHOOD TEACHER EDUCATION

FACULTY OF OF FACULTY OF EDUCATION
UNIVERSITY PGRI SEMARANG
2025

DOCUMENT

Curriculum Development of Higher Education

Early Childhood Teacher Education Study Programme

Semarang, 2025

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Study Programme	**: Early Childhood Teacher Education Faculty**
	: Faculty of Education

UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG 2025

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FOREWORD

By the grace of Allah SWT, we have been able to compile this curriculum book for the Bachelor's Study Programme in Early Childhood Teacher Education, Faculty of Education, Universitas Persatuan Guru Republik Indonesia Semarang. This curriculum book has been compiled as a curriculum guide for the five-year period (2025) of the Bachelor's Programme in Early Childhood Teacher Education. The curriculum has been developed in accordance with the National Qualifications Framework (KKNI) and Ministry of Education, Culture, Research and Technology Regulation No. 53 of 2023 on Quality Assurance in Higher Education, subsequently updated by the Ministry of Education, Culture, Research and Technology Regulation No. 39 of 2025. Furthermore, this book has been compiled based on input from various stakeholders, such as: students, alumni, employers of graduates, the industry, and others. The curriculum development process involved all members of the academic community of the Early Childhood Teacher Education Study Programme. It is hoped that the 2025 curriculum will produce prospective educators who advance the field of Early Childhood Teacher Education , thereby producing graduates who excel in multimedia-based learning and performing arts programmes.

As part of efforts to further improve the curriculum document, the Early Childhood Teacher Education Study Programme welcomes criticism and suggestions from various parties. We, the curriculum development team of the Early Childhood Teacher Education Study Programme, would like to express our gratitude for any constructive criticism, suggestions, and cooperation.

Semarang, September 2025

Dean of Faculty of Education

Universitas Persatuan Guru Republik Indonesia Semarang

Dr Arri Handayani, S.Psi, M.Si

STUDY PROGRAMME IDENTITY

No	Name of Higher Education	UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
1	Faculty/Postgraduate	Faculty of Education
2	Study Programme	Early Childhood Teacher Education
3	Accreditation Status	Excellent
4	Level of Education	Bachelor's
5	Degree Awarded	S.Pd
6	Academic Vision	To develop an early childhood education scholarship that produces outstanding graduates in learning based on play theory, TPACK, the arts, and a strong sense of identity.
7	Number of Students	764
8	Number of Lecturers	18
9	Programme Address	Jl. Sidodadi Timur, Jalan Dokter Cipto No. 24, Karangtempel, Semarang Timur District, Semarang City, Central Java 50232
10	Telephone	(024) 8316377 / 081311387138
11	Study Programme Website	https://upgris.ac.id/pendidikan-guru-paud/

1. Foundations of Curriculum Design and Development

1.1. University Values

VISION

"To become an excellent and distinctive university"

MISSION

1. To provide education that produces outstanding and distinctive scholars;
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.

OBJECTIVES

1. The realisation of outstanding and self-reliant intellectuals;
2. To achieve academic and learning quality based on research;
3. To realise community service that benefits life and living; and
4. The implementation of exemplary conduct in the delivery of education, research and community service.

VALUES

The core behavioural values for realising the vision, mission and objectives of Universitas Persatuan Guru Republik Indonesia Semarang
are AdAb: 1) Adaptability; 2) Enthusiasm; and 3) Integrity, for the academic community and educational staff at Universitas Persatuan Guru Republik Indonesia Semarang

1.2. Philosophical Foundation

The Early Childhood Teacher Education Study Programme is grounded in the view that education is a process of humanisation that enables people to understand the essence of life, recognise their own potential, and contribute actively to improving the quality of life for individuals and society. Scholarship in the field of early childhood education is developed in an interdisciplinary and transdisciplinary manner by integrating theories of child development, pedagogy, psychology, and local and global cultural values.

Teaching methods are designed to be constructivist, participatory, and reflective, combined with a project-based approach that encourages students to construct knowledge through real-world experiences, collaboration, team projects, and critical dialogue. Assessment is conducted authentically, continuously, and with a focus on the holistic development of students' competencies as prospective early childhood educators who are professional, adaptable, and ethical. This philosophy is the result of dialogue and mutual agreement among stakeholders, and will continue to be reviewed and adapted contextually in line with the dynamics of current and future educational needs.

1.3. Sociological Foundation

The curriculum of the Early Childhood Teacher Education Study Programme has been developed with the awareness that education is a social product and process that cannot be separated from the socio-cultural constructs of its society. The curriculum serves as a vehicle for transforming social values, norms, and expectations into meaningful learning processes, as well as a means of equipping students to become empowered, critical, and socially responsible individuals.

Through an adaptive and contextual curriculum, students not only acquire academic knowledge but also gain learning experiences that reflect real life, strengthen social identity, and broaden their national and humanitarian perspectives. Learning materials, objectives, and activities are designed to foster empathy, collaborative skills, and awareness of socio-cultural diversity, so that students are able to make a positive contribution to the community as prospective educators who understand their strategic role in shaping future generations.

The social aspect plays a significant role in education, as does the cultural aspect. It can be said that no education is devoid of cultural elements. The subject matter studied by learners is culture; their learning methods are culture; and so too are their activities and the forms of work they undertake. Therefore, it can be said that the definition of the sociology of education is the discipline that studies the relationships and interactions between humans—whether individuals or groups—and the educational system, thereby fostering synergistic and sustainable cooperation between people and education. The following will discuss the social and cultural aspects of education, as follows:

a. Sociology and Education

Sociology is the science that studies the relationships between people within groups and their social structures. One branch of sociology, which can be regarded as a specialised field, is the sociology of education.

Wuradji (1988) writes that the sociology of education encompasses:

1) teacher-pupil interaction;

2) group dynamics in the classroom and within school organisations;

3) the structure and function of the education system

4) the social system and its influence on education.

The essence of the sociology of education lies in the concept of social processes. Social processes are ways in which individuals, groups, or individuals interact with one another.

b. Culture and Education

According to Taylor, culture is a complex totality encompassing knowledge, beliefs, art, law, morals, customs, and the skills and habits acquired by people as members of society (Imran Manan, 1989). Hasan (1983) disagrees with this view of culture as an individual product, arguing that culture is the entirety of the results of human social life, comprising actions towards and by fellow human beings as members of society, which constitute skills, beliefs, arts, morals, laws, customs, and other forms of knowledge. Meanwhile, Kneller states that culture is a way of life developed by members of society.

Of the three definitions of culture above, the last definition appears to be the most accurate, as it encompasses all ways of life, plus the human life created by humans themselves as members of society (Made Pidarta, 1997: 157). It can be said that culture is the result of human creation and work in the form of norms, values, beliefs, behaviour, and technology that are learnt and possessed by all members of society.

There is a very close relationship between education and culture in the sense that both concern the same thing, namely values. Education makes people cultured; education and culture go hand in hand and advance together.

Thus, we can conclude that education is part of culture. If culture changes, education can also change, and if education changes, it can alter culture. Education is a process of instilling culture in people, causing them to behave in accordance

with the culture that has entered them. Schools, as one of the places where a culture is instilled, are in fact a source of input for children in their personal development. It can be stated that the relationship between culture and education is:

1) education shapes or creates culture
2) education preserves culture
3) education utilises and is based on culture

There are Implications of the Concept of Culture in Education, namely:

1) Curriculum content is closely linked to the conditions and issues of the local community (through courses on community development)
2) Learning methods emphasise student-centred activities, both individual and group-based.
3) The educational paradigm is shifting from an institutional orientation to a community orientation.

The sociological perspective in the curriculum emphasises the importance of education in preparing graduates to play an active role in society; thus, higher education is expected to equip students with social skills, humanistic values, and critical thinking abilities appropriate to the times. The following are several sociological foundations in the development of higher education curricula based on theoretical studies and policy:

1. **Alignment with Social Needs.**

   The sociological foundation requires the curriculum to be responsive to social needs, whether in terms of human resource development, labour market demands, or global challenges such as inequality and technological change. A curriculum based on these needs will include programmes relevant to real life, such as work competencies, social and cultural skills, and the ability to adapt to a dynamic social environment.

2. **Empowerment and Social Transformation**

   Higher education plays a role in empowering individuals to contribute to social change. Theories of the sociology of education, such as conflict theory and functionalism, emphasise that higher education can serve as a tool to enhance social mobility and social justice. In line with educational policy, the curriculum is expected to support empowering learning so that students not only

pursue academic achievement but also play a role in constructive social transformation.

3. **Social Values and Norms in Education**

   The higher education curriculum must reflect the values and norms prevailing in society, such as justice, equality and social responsibility. National curriculum policies often stipulate that degree programmes must take into account cultural and social aspects consistent with the national identity. This ensures that graduates possess skills rooted in an understanding of the cultural and social values relevant to their society.

4. **Preparation for Life in Society**

   The higher education curriculum, according to sociological principles, needs to encompass knowledge relevant to students' roles as members of society. Theories of the sociology of education, such as symbolic interactionism, emphasise that the educational process serves to instil interpersonal skills, which help graduates to collaborate and adapt within diverse social environments. In education policy, there is often a drive to develop students' social skills through extracurricular activities or personal development programmes.

5. **Response to Globalisation and Social Diversification**

   The curriculum must also be responsive to the dynamics of globalisation, which require graduates to possess an international outlook and cross-cultural competence. National education policy encourages higher education curricula to integrate a global perspective so that graduates are able to compete and cooperate in an international context. Furthermore, the curriculum must also take into account social diversity at local and national levels, so that higher education can bridge socio-cultural differences within society.

6. **Integration of National Education Policy**

   Higher education curricula in Indonesia must be designed in accordance with national education policies, such as Law No. 20 of 2003 on the National Education System and the Ministry of Education and Culture Regulation on National Standards for Higher Education. These policies direct the curriculum to contribute to national development through the achievement of national

education objectives focused on the development of human resources who are of good character, competent, and possess integrity.

1.4. Psychological Foundations

The psychological foundation in the development of higher education curricula plays a vital role in creating a learning environment suited to the cognitive, emotional, and social developmental characteristics of students. This psychological approach helps guide the curriculum to meet individual needs, facilitate learning motivation, and support students' personal development as adaptive future professionals. The following are several aspects of the psychological foundation in the development of higher education curricula, based on theoretical studies and policy.

The curriculum of the Early Childhood Teacher Education Study Programme is based on the understanding that effective learning is rooted in intrinsic motivation, curiosity, and personally meaningful learning experiences. Therefore, the curriculum is designed to stimulate students' engagement, independence, and creativity through an approach that takes into account individual differences, learning styles, and stages of cognitive and emotional development.

The learning and assessment strategies employed aim to foster self-confidence, self-reflection, and active engagement in the learning process, thereby encouraging students to continually explore and develop their potential. By creating a supportive and dynamic learning environment, this curriculum is expected to instil a lifelong learner mindset, which forms the foundation for the professional development and character of early childhood educators.

1.5. Historical Background

The development of the Early Childhood Teacher Education Study Programme curriculum is inseparable from the history of Universitas Persatuan Guru Republik Indonesia Semarang, which was established by the PGRI Provincial Executive Committee of Central Java through the Yayasan Pembina Lembaga Pendidikan (YPLP) IKIP PGRI Central Java and represents a transformation of IKIP PGRI Semarang into the Semarang Academy of Technology. 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 civic life, contributing to the welfare of all

Indonesian society. In its developmental history, the journey of the University of PGRI Semarang can be divided into five major periods.

The first period was the institutional pioneering phase (1981–1986). This period was marked by the establishment of IKIP PGRI Central Java on 23 July 1981 by the First-Level Regional Executive Board of the PGRI Central Java Province under the leadership of Drs. Is Riwidigdo. Some of the founding figures included Taruna, S.H.; Drs. Is Riwidigdo; Drs. Karseno; Drs. R. Antonius Supardi Hadiatmodjo; Drs. Muhamad Oemar; Drs. Thomas Sabar Adiutomo; Drs. Abdul Latief Nawawi S.H.; Drs. Soeparjo; Mrs Widayati Sumiyatun Soeharto; and Drs. Teddy Iskandi. By virtue of Ministry of Education and Culture Decree No. 0395/0/1984, IKIP PGRI Central Java was renamed STKIP PGRI Central Java.

The second period was the institutional development period (1987–1992). During this period, under the leadership of Rector Taruna, S.H., STKIP PGRI Central Java was renamed IKIP PGRI Semarang.

The third period was the academic development period (1993–1997). This period, under the leadership of Rector Prof. Drs. Satmoko, focused primarily on improving the quality of lecturers through postgraduate programmes. The process of academic development was refined during the leadership of Prof. Drs. Sugijono, 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.

The fourth period was the development period (2001–2009). Under the leadership of Rector Dr Sulistiyo, M.Pd., IKIP PGRI Semarang—which had previously been discussed as a potential candidate for conversion into a university—reaffirmed its commitment to remaining 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.

Still during this period, 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 Elementary 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.

The curriculum of the Early Childhood Teacher Education programme is designed with the understanding that education is the result of a long historical process of the nation, serving not only to pass on the noble values of culture and local wisdom but also to prepare the next generation to face the challenges of the times. This curriculum is grounded in a spirit of nationalism, the values of Pancasila, and the cultural roots that shape the identity of Indonesian education, particularly in nurturing the character and personality of children from an early age.

In line with global transformation and rapid technological development, the curriculum is designed to be responsive to the dynamics of the 21st century, emphasising mastery of critical thinking, communication, collaboration, and creativity (4C), as well as the strengthening of new literacies such as data literacy, technological literacy, and human literacy. In facing the Fourth Industrial Revolution, students are prepared to adapt to digitalisation, automation, and artificial intelligence, without losing sight of human values. Furthermore, as we enter the Industry 5.0 era, the curriculum is designed to shape future educators who are not only technologically literate but also possess social sensitivity, empathy, and the ability to create harmony between technological progress and holistic human needs, particularly within the context of early childhood education.

1.6. Legal Basis

1. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia Year 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586).

2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia Year 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336).
3. Government Regulation No. 4 of 2014 on the Provision of Higher Education and the Management of Higher Education Institutions.
4. Presidential Regulation of the Republic of Indonesia No. 8 of 2012, on the Indonesian National Qualifications Framework (KKNI).
5. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 73 of 2013, on the Implementation of the KKNI in Higher Education.
6. Regulation of the Minister of Education and Culture No. 7 of 2020 on the Establishment, Amendment and Dissolution of State Higher Education Institutions, and the Establishment, Amendment and Revocation of Licences for Private Higher Education Institutions;
7. Regulation of the Minister of Education, Culture, Research, and Technology No. 13 of 2022 on Amendments to Regulation of the Minister of Education and Culture No. 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture for the Years 2020–2024;
8. Regulation of the Minister of Education, Culture, Research and Technology No. 6 of 2022 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and the Equivalence of Diplomas from Higher Education Institutions in Other Countries;
9. Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023 on Quality Assurance in Higher Education;
10. Regulation of the Minister of Higher Education, Science and Technology No. 39 of 2025 on Quality Assurance in Higher Education;
11. Decision of the Minister of Research, Technology, and Higher Education No. 123 of 2019 on Internships and the Recognition of Semester Credit Units for Industrial Internships for Bachelor's and Applied Bachelor's Degree Programmes;
12. Decision of the YPLP PT PGRI Semarang No. 075/P.Y/U/Kpts/3.1/YPLP PT PGRI/V/2019 dated 10 May 2019 on the Statutes of the University of PGRI Semarang;

13. Decision of the Rector of Universitas Persatuan Guru Repbulik Indonesia Semarang, No. 056/SK/UPGRIS/IX/2024 regarding the Establishment of the Vision, Mission, and Objectives of Universitas Persatuan Guru Repbulik Indonesia Semarang;
14. Decision of the Rector of the Universitas Persatuan Guru Repbulik Indonesia Semarang, No. 013.a/SK/UPGRIS/II/2025 regarding Learning Outcomes for Graduates of Study Programmes at Universitas Persatuan Guru Repbulik Indonesia Semarang;
15. Decision of the Rector of the University of the Indonesian Teachers' Association, Semarang, Number 012/SK/UPGRIS/II/2025 regarding the Establishment of the Structure and Distribution of Courses for Undergraduate Students at the University of the Indonesian Teachers' Association, Semarang;
16. Decision of the Rector of Universitas Persatuan Guru Repbulik Indonesia Semarang, Number 014/SK/UPGRIS/II/2025 regarding the Determination of Course Credits for Master's Degree Students at Universitas Persatuan Guru Repbulik Indonesia Semarang.
17. Decision of the Rector of Universitas Persatuan Guru Repbulik Indonesia Semarang, Number 034.a/SK/UPGRIS/IV/2025 concerning the Determination of the Distribution of General Courses/Compulsory Curriculum Courses and UPGRIS Distinctive Courses within Universitas Persatuan Guru Repbulik Indonesia Semarang.
18. Rector's Decree on the Vision, Mission, Objectives, and Targets of the Faculty/ Bachelor's Degree Programmes.
19. Rector's Decision on the Academic Vision of Study Programmes.

2. Curriculum Evaluation & Tracer Study

2.1 Curriculum Evaluation

Curriculum evaluation explains: (1) The evaluation mechanism, (2) The specific elements of the curriculum being evaluated from the existing curriculum, (3) The evaluation results and what needs to be improved. The following is the history of the establishment up to the accreditation of the Early Childhood Teacher Education Study Programme from its inception.

20. The establishment of the Early Childhood Teacher Education Study Programme at PGRI University of Semarang began with the establishment of the DII PGTK programme under Decision No. 001/BAN-PT/Ak-IV/Dp I-II/V/2006 of the Higher Education Accreditation Board, Ministry of National Education of the Republic of Indonesia. The Early Childhood Teacher Education Study Programme commenced in June 2009, with the following accreditation history:
21. Grade B accreditation from the National Accreditation Board for Higher Education (BAN-PT) was obtained via Decision No. 032/BAN/PT/Ak-XV/S1/X/2012
22. Grade B accreditation from the National Accreditation Board for Higher Education (BAN-PT) was obtained via BAN-PT Decision No. 4600/SK/BAN- PT/Akred/S/XII/2017.
23. "Excellent" Accreditation in accordance with LAMDIK Decision No. 658/SK/LAMDIK/Ak/S/XI/2022

This accreditation demonstrates national recognition of the quality of various aspects of the delivery of educational programmes within the study programme. Internally, the Early Childhood Teacher Education Study Programme follows an academic quality assurance cycle through Internal Quality Audits (AMI) conducted by UPGRIS on a regular annual basis.

In 2024, a major (biennial) evaluation of the Early Childhood Teacher Education Study Programme curriculum was conducted to align with the government's **"Merdeka Belajar"** policy - **Kampus Merdeka (MBKM)**, as outlined in Ministry of Education, Culture, Research and Technology Regulation No. 53 of 2023 on Higher Education Quality Standards, which subsequently saw the term changed to **'Fulfilment of Learning Load Outside the Study Programme'** in accordance with Ministry of Education, Culture, Research and Technology Regulation No. 39 of 2025 on Higher Education Quality Standards, as well as developments in science and technology and the needs of the education sector. The evaluation includes a review of the vision and mission, the independent professional profile (PPM), graduate learning outcomes (PLO), updates to study materials, and the establishment of the curriculum structure.

The fundamental changes to the 2024 Early Childhood Teacher Education Study Programme Curriculum lie in the adjustment of the programme's courses to align with the scope of competencies, namely: The Art of Curriculum Development in the 2024 Early

Childhood Teacher Education Study Programme Curriculum is a follow-up to the results of the major evaluation previously conducted, involving internal and external stakeholders, including lecturers, students, educational staff, alumni, users, programme associations, industry, and subject matter experts. The results of the evaluation of the 2022 Early Childhood Teacher Education Study Programme Curriculum were subsequently incorporated into the 2024 Curriculum, as shown in Table 2.1.

These changes to the 2024 Curriculum are also in line with feedback received from benchmarking activities carried out by the Early Childhood Teacher Education Study Programme through visits to other universities, namely Universitas Pendidikan Indonesia (UPI) in Bandung and Bengkulu State University (UNB), as well as the results of discussions with representatives from other universities who visited the Programme.

Comprehensively, the implementation of outcome-based education in theEarly Childhood Teacher Education Study Programme involves three integral components, namely:

1. Outcome-based curriculum. In this aspect, one of the key questions is, 'What will graduates be able to do after completing the Early Childhood Teacher Education Study Programme?'. To answer this question, the programme has formulated explicit Learning Outcomes for the 2024 curriculum.
2. Outcome-based learning and teaching. This aspect asks, "How can we ensure students achieve these learning outcomes?" The Early Childhood Teacher Education Study Programme implements the curriculum through student-centred learning.
3. Outcome-based assessment. "How are the learning outcomes achieved by students measured?" is the next key question. To answer this, the Early Childhood Teacher Education Study Programme will conduct learning assessments using assessment rubrics to measure the extent to which learning outcomes have been achieved. This integrates an outcomes-based education paradigm aligned with the Indonesian National Qualifications Framework (KKNI).

Table 2.1. Evaluation of the 2022 Curriculum and Its Follow-up in the 2025 Curriculum

Evaluation Components	Review	Action Plan
Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives		
a. Relevance of the Academic Vision, Educational Objectives, and Strategies for Achieving Educational Objectives to the Faculty's VMTS	1) Revision of the study programme's vision and mission within the Curriculum The academic vision is relevant as it provides strategic direction for the study programme in the context of globalisation and digital transformation; the academic vision must be responsive to technological developments, industry needs, and social challenges such as sustainability or inclusivity. 2) The academic vision of the Early Childhood Education (PAUD) study programme and its realistic objectives align with the Faculty's objectives; this is because in formulating the academic vision and objectives of the study programme, reference is made to the Faculty's vision, mission, and objectives, which can be seen in terms of support capacity, human resources, infrastructure, partnerships, and collaboration	1) Aligning the programme curriculum with the Faculty's VMTS by integrating . 2) The Early Childhood Education (PAUD) programme aligns its achievement strategies with the Faculty, particularly regarding learning innovation and academic development, receiving full support and being integrated into the Faculty's strategic plan.

b. Relevance of the Academic Vision, Educational Objectives, and Strategies for Achieving Educational Objectives to learning outcomes	1) The academic vision serves as the primary foundation for determining educational objectives. This vision must be relevant to contemporary needs, such as digital transformation, sustainability, or responses to global challenges 2) The 2022 academic vision of the Early Childhood Education (PAUD) Study Programme, which aims to be "excellent and distinctive by 2025", is not yet specific to the unique characteristics of the PAUD programme 3) The learning process in the 2022 Curriculum has not utilised the results of lecturers' research and community engagement in implementing teaching within the Early Childhood Education programme, meaning that	1) The Early Childhood Education programme must ensure it is able to translate the vision and objectives of the Early Childhood Education programme into measurable learning outcomes and innovative teaching strategies, particularly in integrating play-based learning 2) Learning outcomes must be realised through the strategies implemented. As the Early Childhood Education programme's strategies involve project-based learning, learning outcomes must include the ability to complete projects collaboratively. 3) Develop comprehensive assessment rubrics for performance-based assessment to measure learning outcomes holistically, including practical skills and professional attitudes.

Evaluation Components	Review	Action Plan
Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives		
	students have not yet been able to benefit from this 4) Learning in the 2022 Curriculum focuses more on the cognitive domain and lacks direct practical application	
c. Relevance of the Academic Vision, Educational Objectives, and Strategies for Achieving Educational Objectives to the graduate profile	1) The graduate profile of the Early Childhood Teacher Education Study Programme under the 2022 Curriculum comprises early childhood educators, early childhood education managers, and edupreneurs. Evaluation results indicate that employment opportunities for Early Childhood Teacher Education Study Programme graduates remain within the education sector; however, there are also opportunities in other fields such as community empowerment, banking, culinary arts, healthcare, automotive, fisheries, the food industry, and publishing. 2) The tracer study indicates that 31.25% of graduates work as staff in the education sector, 37.25% as teachers, 18.75% as headteachers, 1.25% as cashiers, 6.25% as administrators, and the remainder are spread across various other fields such as facilitators and entrepreneurs. 3) The relationship between field of study and occupation shows that 85.5% have a "very close" relationship, 8.4% "less close", 3.6% "fairly close", and 2.4% "close". This demonstrates the relevance of studies to	1) The Early Childhood Teacher Education Study Programme has incorporated the CoE in Performing Arts to strengthen the graduate profile as edupreneurs, particularly in the arts; it is hoped that graduates of the Early Childhood Teacher Education Study Programme will possess skills in the field of performing arts that support their future careers. 2) Integrating more project opportunities into the field, both in the education sector and industry, to prepare students to face diverse employment demands

	employment, 4) The addition of supporting CoE (Centre of Excellence) courses in the 2024 Curriculum, namely Performing Arts, aims to strengthen the graduate profile of Early Childhood Teacher Education Study Programme	

Evaluation Components	Review	Action Plan
Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives		
d. Curriculum Relevance to the National Qualifications Framework (KKNI) (according to the relevant level)	1) Early Childhood Teacher Education Study Programme integrates an outcomes-based education paradigm aligned with the Indonesian National Qualifications Framework (KKNI).	1) Conducting regular internal audits to ensure that each PLO is fully aligned with the relevant KKNI level and can be measured concretely. 2) Ensuring that the biennial curriculum evaluation explicitly reviews alignment with updates to the KKNI.
e. Curriculum Relevance to Ministerial Regulation No. 53 of 2023	1) The Early Childhood Teacher Education Study Programmecurriculum in 2022 had three graduate profiles: Early Childhood Educators, Managers and Edupreneurs. However, a review indicated that these graduate profiles were overly focused on educators, staff, managers and entrepreneurs, whilst community empowerment and edupreneurship were still perceived as lacking 2) Graduates possess strong pedagogical, social, personal, and professional competencies, with technological proficiency that is continually enhanced. 3) There has been feedback from alumni and stakeholders regarding the need for social interaction and public speaking skills, entrepreneurial and inclusion skills, mastery of the latest curriculum, effective communication, and assessment for early childhood education. Meanwhile, feedback from the industry highlights the need for proficiency in English, particularly in	1) Ensuring that the formulation of Graduate Learning Outcomes (PLO) in the 2024 Curriculum not only meets the minimum standards of the National Qualifications Framework (KKNI), but also internalise 21st-century skills, digital literacy, and competencies required within the Industry 4.0 ecosystem, as mandated by Ministry of Research, Technology and Higher Education Regulation No. 53/2023 on quality assurance, which covers the relevance of graduates to labour market needs. The addition of PLO focused on current issues and multimedia/outbound trainer skills must be systematically measured. 2) Project-Based and Case-Based Learning Approaches: Encouraging the consistent implementation of Project-Based Learning and Case-Based Learning methods in every module to train students in the application of theory, problem- solving, teamwork, and public speaking—skills highly sought after in the workplace. This aligns with the requirements of Ministry of Research, Technology and

	communicating in English when interacting with children at international schools, and mastery of performing arts skills	Higher Education Regulation No. 53/2023 for innovative and relevant learning. 3) Curriculum Flexibility: Utilising 3 free-form modules and 10 elective modules to allow students to specialise in competencies aligned with their interests, including those outside their primary discipline, thereby fostering a more adaptive
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		and multidisciplinary graduate profile. 4) Curriculum evaluation must also consider mapping graduate competencies to align with the needs of the workplace and industry developments. 5) Improving Lecturer Quality: Organising continuous training and workshops for lecturers to ensure their qualifications and competencies are relevant to the direction of the new curriculum, which prioritises technology, cross- cultural aspects, and

		early childhood development
f. Curriculum relevance to the world of work	1) The Early Childhood Teacher Education Study Programme curriculum prepares students to meet the needs and challenges of the workplace; this evaluation encompasses various components such as objectives, content, learning strategies, curriculum organisation, and the evaluation itself, all of which must be interconnected and contribute to the curriculum's relevance. 2) Feedback from alumni emphasises the need for communication skills, English language proficiency, personal development, and the ability to work in a team. 3) Curriculum feedback from alumni also highlights the inclusion of relationship-building content in the PAUD curriculum, as well as entrepreneurship within PAUD. PAUD students are equipped with strong English language skills, enabling them to compete on the international stage 4) The results of the tracer study also show that the average graduate salary is Rp3,104,241	1) Th eEarly Childhood Teacher Education Postgraduate Programme ensures the implementation of the 2025 PLO Curriculum, which focuses on 21st-century skills and current issues, and is relevant to the diverse needs of the workplace. 2) TheEarly Childhood Teacher Education Postgraduate Programme develops a curriculum to meet the need for proficiency in information technology, English language proficiency, artistic competence, communication skills, entrepreneurship in education, and the ability to work collaboratively in a team 3) Placing internships in the final semester (semester 7) after core courses have been completed, so that students are better prepared when entering the field, in line with the follow-up plan for the 2025 Curriculum.

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g. Scope of competencies/skills (the programme's academic field and the needs/demands of the workplace)	1) TheEarly Childhood Teacher Education Study Programmeconducts curriculum evaluations to assess the extent to which learning outcomes align with the needs of the academic field and societal demands. This evaluation must ensure that graduates of the Early Childhood Teacher Education Study Programme possess relevant competencies and are ready to enter the workforce. 2) Feedback from alumni emphasises the need for English language communication skills, IT skills, public speaking, the ability to work in a team, and field-based projects. 3) The results of the tracer study also show that the average salary of Early Childhood Teacher Education Study Programme graduates is Rp3,104,241	1) Ensuring that every course has clear, measurable learning outcomes that align with the updated learning outcomes and graduate profile. 2) Integrate a deeper understanding of information technology, technology-based entrepreneurship and the performing arts into both core and elective modules, in line with labour market needs. 3) Making full use of freeform and elective courses to enable students to explore specific academic interests and develop additional competencies relevant to the world of work. 4) Conducting regular and systematic evaluations of the study programme and graduates through tracer studies to ensure that the scope of competencies remains relevant and that competencies are always clear and in line with the demands of the workplace

h. Clarity of competency/skill content	1) The Early Childhood Teacher Education Study Programmecurriculum for 2022 features three graduate profiles: early childhood educators, managers, and edupreneurs. 2) Curriculum evaluation results indicate that graduates possess strong pedagogical, social, personal, and professional competencies, with technological proficiency that is continually being enhanced.	1) Ensuring that the formulation of Graduate Learning Outcomes (PLO) in the 2025 Curriculum not only meets the minimum standards of the National Qualifications Framework (KKNI), but also internalise 21st-century skills, digital literacy, and competencies required within the Industry 4.0 ecosystem, as mandated by Ministry of Research, Technology and Higher Education Regulation No. 53/2023 on quality assurance, which encompasses the relevance of graduates to labour market needs. The addition of PLO focused on current issues and multimedia/performing arts skills 2) Encouraging the consistent implementation of Project-Based Learning and Case-Based Learning methods in every course to train students in the application of theory, problem-solving,

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		teamwork, and public speaking, which are highly sought after in the workplace. This aligns with the requirements of the Ministry of Research, Technology and Higher Education Regulation No. 53/2023 for innovative and relevant learning. 3) Utilising 3 free-form modules and 10 elective modules to enable students to deepen their competencies according to their interests, including outside their main discipline, which supports a more adaptive and multidisciplinary graduate profile.
Study Programme Graduate Profile		

a. Alignment of the Graduate Profile with the Workplace	1) The graduate profile of the Early Childhood Teacher Education Study Programme under the 2022 Curriculum is a guidance counsellor, media developer, and outdoor training facilitator. 2) Evaluation results indicate that a graduate profile focused solely on the role of a school counsellor is no longer sufficient, as employment opportunities for Early Childhood Teacher Education graduates are expanding into the industrial sector, organisations, healthcare, communities, and social entrepreneurship.	1) Continuously updating the PLO framework, adding PLOs that focus on 21st-century skills (e.g. critical thinking, creativity, innovation, collaboration, communication) and integrating PLOs that focus on current issues 2) Ensuring proficiency in multimedia-based learning resources, technology-based entrepreneurship, and the arts 3) Mandating the use of Problem-Based Learning (PBL) and Case- Based Learning (CBL) methods in every course to develop problem- solving skills, teamwork abilities, emotional management, and public speaking. 4) Updating entrepreneurship course materials in line with current developments and integrating technology-based entrepreneurship aspects 5) Introducing new courses such as digital literacy, learning strategies and models for early childhood education (PAUD), Performing Arts Management for Educational Contexts, set design, performing arts costume design, performing arts hair and make-up, performing arts analysis, performing arts props, and performing arts spatial design.

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		6) Increase the frequency of gathering feedback from alumni and stakeholders (employers of graduates, study programme associations, industry, and subject experts) on a regular and systematic basis to ensure the curriculum remains relevant to the dynamics of the workplace. 7) Encouraging students to take a diverse range of elective modules (there are 10 elective modules) in line with their interests and the requirements of the CoE, which supports the broadening of graduate profiles. 8) Conducting regular tracer studies and systematic programme evaluations to map graduates' suitability for the world of work, including average income and job types, and using this data as a basis for curriculum improvement. 9) Enhancing the analysis of tracer study data to identify more specific competency gaps and map emerging employment trends for early childhood education graduates
Programme Learning Outcomes		
a. Scope of Competencies	1) Early Childhood Teacher Education students' ability to apply the knowledge, skills, and attitudes required to become professional early childhood educators is not yet optimal, as students' mastery remains theoretical; practical learning experience is still considered insufficient	1) There is a need to enhance students' competencies in both theoretical and practical mastery by encouraging them to undertake numerous placements, such as educational placements, industrial placements, and other activities.

b. Clarity of references for formulating learning outcomes	1) References for formulating learning outcomes include the Association of Early Childhood Teacher Education Programmes in Indonesia (APG PAUD) and the National Qualifications Framework (KKNI)	1) The formulation of learning outcomes for the 2025 curriculum draws not only on the Indonesian Early Childhood Teacher Education Association (APG PAUD) and the KKNI, but also on UPGRIS and Acquin (an international accreditation body), as the Early

Evaluation Components	Review	Action Plan
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		Childhood Teacher Education Study Programme will undergo international accreditation
c. Coherence of the formulation of learning outcomes	1) There is strong alignment and interconnection between various elements within theEarly Childhood Teacher Education Study Programme curriculum, such as the relationship between learning outcomes and national education standards, standards, the profile of early childhood education graduates, practical needs in the field, and societal demands	1) The Early Childhood Teacher Education Study Programme conducts a comprehensive evaluation of existing learning outcome formulations to ensure alignment with early childhood development, curriculum needs, and applicable educational standards. 2) The process of formulating learning outcomes involves all stakeholders, including industry partners, lecturers, students, early childhood education practitioners, and early childhood education experts to obtain comprehensive input. 3) The formulated CPs are implemented in the curriculum, teaching, and assessment, and are evaluated periodically to assess their effectiveness.

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d. Quality of formulation (specific, measurable, and observable)	1) The Early Childhood Teacher Education Study Programme has not yet formulated learning outcomes that are specific, measurable, and observable, as evidenced by evaluation results; this is based on feedback from alumni that graduates must possess competencies relevant to current early childhood educatiosksn needs.	1) The formulation of PLOs must meet the SMART criteria, namely: 2) Specific: The formulation of learning outcomes must be clear and focused on a specific aspect of the expected competencies, whereby students are expected to be able to design project-based learning (PJBL) that aligns with the principles of child development 3) Measurable: The formulation of learning outcomes must be measurable, with clear and quantifiable indicators, so that students are able to collect and analyse data on child development using valid and reliable instruments. 4) Observable: Learning outcome statements can be observed and assessed through the behaviour or products produced by students.
e. Relationship between learning outcomes and graduate profile	1) Evaluation of the learning outcomes measures how well students achieve the expected competencies. The evaluation results indicate that the graduate profile for Early Childhood Education (PAUD) comprises PAUD educators, managers, and edupreneurs; therefore, improvements to the learning outcomes are necessary.	1) The curriculum and learning processes in the Early Childhood Teacher Education Study Programme are designed to produce graduates who meet the needs and desired profile, including analysing labour market and community needs for early childhood educators, managers and edupreneurs by identifying current changes and developments in the field of early childhood education
Curriculum Structure		

Evaluation Components	Review	Action Plan
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a. Overall scope of courses at one level (learning outcomes, profile, and courses)	1) The Early Childhood Teacher Education Study Programme conducted an analysis of the relationship between the 2022 curriculum, educational objectives (graduate profile), expected competencies (Learning Outcomes), and how courses are designed to achieve these objectives within the curriculum structure; the result is that some courses are no longer relevant	1) The follow-up actions taken by the programme are: (1) clearly identifying Graduate Learning Outcomes (PLO) covering attitudes, knowledge, general skills, and specific skills; (2) formulating a graduate profile aligned with the PLO and the needs of the workplace/society; (3) designing courses that support the achievement of the PLO and the graduate profile, whilst considering the interconnection between courses and the integration of content, (4) developing effective learning plans, including teaching methods, learning resources, and a measurable assessment system, (5) conducting regular curriculum evaluations to ensure its relevance and effectiveness.
b. Interconnections between levels (Bachelor's and Master's, where applicable)	-	-
c. Organisation of courses (University courses, faculty courses, programme courses (compulsory and optional)	The 2022 Curriculum regulates the organisation of courses, comprising university-level courses (UPGRIS), the Faculty of Education, and the Early Childhood Teacher Education Study Programme. The 2022 Curriculum must still be adapted to the course organisation at the University, which has undergone changes, particularly in certain courses such as entrepreneurship and technology, designed to achieve educational objectives, taking into account various elements such as learning outcomes, subject matter, learning strategies, and assessment.	Under the 2025 Curriculum, the course offerings at PGRI University of Semarang include core modules that all students must take, such as Pancasila Education, Citizenship, and Religion. Distinctive modules at UPGRIS include PGRI Studies, English, Community Service Program (KKN), and Technology-Based Entrepreneurship. Faculty courses include subjects relevant to the understanding of educational science, such as Professional Ethics, Foundations of Education, and Learner Development. Programme-specific courses, both compulsory and optional, are courses specific to the Early Childhood Teacher Education Study Programme, aimed at

		deepening students' knowledge and skills in this field.

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d. Relevance of the course structure to the policy on fulfilling the study load outside the study programme (for the Bachelor's degree)	In the 2022 curriculum, the curriculum structure already meets the requirement for study load outside the programme, whereby Early Childhood Teacher Education students take courses outside their programme, such as Elementary Teacher Education and Guidance and Counselling. The courses taken are Basic Educational Guidance and Counseling Animation Learning Media and Educational Media and Videography for Elementary Education. Meanwhile, students from other programmes also take the AUD Graphic Media course within the Early Childhood Teacher Education Study Programme	In the 2025 curriculum, in addition to taking courses outside their programme such as Graphic Media, Primary Education Video Editing and Animated Guidance and Counseling Media for Early Childhood Education, Early Childhood Teacher Education students may also take other courses outside their programme related to the arts, such as set design, costume design, performance arts, hairdressing and make-up for performance arts. Early Childhood Teacher Education students may take these courses in the Elementary Teacher Education Study Programme and the Javanese Language and Literature Study Programme.
Course Description		
a. Depth of Learning Content	Course descriptions in the 2022 curriculum for the Early Childhood Teacher Education Study Programme contain information on the scope of the material, learning objectives, and teaching methods to be used in early childhood education. The depth of the Early Childhood Teacher Education material is already appropriate in terms of the level of discussion of concepts within the courses; however, its application is not yet sufficiently in-depth, so further adjustment is required regarding the depth of material in Early Childhood Teacher Education courses	In the 2025 curriculum, the depth of PAUD course content is relevant to the level of discussion of concepts within the course; the level of application is even more in-depth, particularly in applied courses such as dance and drama, performing arts, and music. Additionally, there are other applied courses such as the teaching placement, which has been extended from one month to three months.

b. Scope of learning materials	The 2022 Curriculum, in the organisation of the RPS courses, does not yet specify the indicators. Course learning outcomes (CLO) must be aligned with the breadth of the learning material. CLO, which describe the desired learning outcomes, have already taken into account the level of breadth and depth of the material	The learning outcomes established in the 2025 curriculum are more detailed as they map out the Learning Outcomes (CP), Course Learning Outcomes (CLO), Sub-Course Learning Outcomes (LLO) and course indicators, ensuring the scope of the learning material is relevant.

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c. The relevance of CLO to PLO	CLO (Course Learning Outcomes) and PLO (Graduate Learning Outcomes) are key, interrelated elements in curriculum development. CLO is a more specific elaboration of PLO assigned to a particular course; the 2022 curriculum review of course descriptions already provided a general overview of the content and objectives of the course, though some aspects remain irrelevant to technological developments and 21st-century learners. The interconnection of these three ensures that the learning process is directed towards achieving the competencies expected of Early Childhood Teacher Education Study Programme graduates.	As the CLO is a more detailed elaboration of the PLO specific to a particular course, this is subsequently reflected in the course description. In the 2025 curriculum, it must be ensured that the CLO helps students understand what is expected of them upon completing the course within the Early Childhood Teacher Education Study Programme, and the course description must explain how to achieve these CLOs. It must be ensured that the methods, strategies and media used are appropriate
d. Course formats (lectures/theory, seminars, practicals, fieldwork, etc.)	2022 Curriculum: Course formats in the programme already include lectures/theory, seminars, practicals, and fieldwork. In addition to theory-based courses, there are also seminar courses which serve as the practical application of specific subjects, such as the Early Childhood Teacher Education Study Programme curriculum course, whilst the practical courses conducted include art courses and courses within the Early Childhood Teacher Education Study Programme. Each course format has distinct learning objectives and methods, yet all are linked to the course description which outlines the objectives, content, and expected learning outcomes.	It is essential that, within the 2025 curriculum, course descriptions provide a clear outline of the objectives, content, and teaching methods to be employed, including the type of course to be delivered. The chosen course format (lecture, seminar, practical, or fieldwork) must align with the course description, ensuring that learning objectives can be effectively achieved. For example, courses in the Early Childhood Teacher Education Study Programme such as music, dance and drama, and visual arts involve practical sessions, whilst some specialised courses also include practical elements such as Social Studies Concepts, Science Education for Early Childhood Education, Physical Motor Skills for Early Childhood Education, Outbound activities, and technology-based entrepreneurship. There are also

		field- based courses such as educational placements and technology-based entrepreneurship
Distribution of Courses		

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a. Academic Sequence of Courses	In the Early Childhood Teacher Education Study Programme , the distribution of courses by academic sequence is based on the grouping of courses according to their disciplinary fields and their order within the curriculum. For the Early Childhood Teacher Education Study Programme There are general courses, UPGRIS signature courses, compulsory programme courses, and elective programme courses; This helps students understand how courses at UPGRIS relate to one another and how they contribute to their understanding of the Early Childhood Education discipline.	In the 2025 curriculum, the sequence of courses is structured, starting with general courses, UPGRIS signature courses, programme-specific compulsory courses, programme- specific elective courses, plus courses that can be converted in relation to the Centre of Excellence (CoE) for the Early Childhood Teacher Education Study Programme. It is hoped that this will enable students to gain a holistic and comprehensive understanding of Early Childhood Education, as well as the ability to link various concepts and theories studied during their studies at the Early Childhood Teacher Education Study Programme.

b. Proportion of compulsory courses, elective courses, and general education courses	The proportion of courses in theEarly Childhood Teacher Education Study Programme consists of compulsory curriculum courses (MKWK) comprising Religion, Pancasila Education, Citizenship and Indonesian Language, whilst the UPGRIS signature courses are PGRI Studies and Leadership.	In the 2025 curriculum, the course distribution for the Early Childhood Teacher Education Study Programme consists of compulsory curriculum courses (MKWK) comprising Religion (2 credits) Pancasila (2 credits) Civics (2 credits) Indonesian Language (2 credits), whilst the UPGRIS-specific courses are PGRI Studies (2 credits) English (2 credits) Technology-based Entrepreneurship (4 credits) Community Service (4 credits) Final Project (6 credits), The programme's compulsory course is Professional English (2 credits) Prerequisite courses for the competency scheme Basic Science (FTI) must account for at least 20% of the total credits taken Core programme courses and elective courses Can be taken within the study programme; within a different programme of study at the same higher education institution; within the same programme of study or a different programme of study at another university; and at institutions outside the university; and Free-form courses

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c. Credit load per semester	TheEarly Childhood Teacher Education Study Programme regulates students' study load through the Credit Hour System (SKS) to enable students to balance compulsory and elective courses, as well as manage their study time more flexibly. The number of credit hours taken by students in a single semester varies from 20 to 24 credit hours in semesters 1 to 6, and is reduced in semester 7; the total number of credit hours is 152.	Under the 2025 curriculum, the course load in Semester Credit Units (SKS) per semester is 17 to 20 SKS, totalling 144 SKS. One SKS is equivalent to 45 hours of learning activities per semester, including face-to-face sessions, structured assignments, and independent study. Students may take courses with varying credit loads each semester, depending on the university's policies and their Grade Point Average (GPA)
Human Resources (HR)		
a. Academic relevance	Academic relevance to human resources within theEarly Childhood Teacher Education Study Programme is already aligned, as four of the PAUD lecturers have an educational background in Early Childhood Education, whilst the remaining six possess expertise in the field of early childhood. Furthermore, the knowledge, skills, and competencies held by PAUD lecturers align with the demands of the role and the organisation's objectives. This relationship is important because academically relevant human resources will enhance work effectiveness and efficiency, as well as make a positive contribution to the achievements of the Early Childhood Education programme.	The development of human resources (HR) with an academic focus involves ensuring that early years education lecturers possess the knowledge and skills relevant to early years education through various workshops, seminars and other support initiatives tailored to current needs. Some early childhood education lecturers serve as assessors for the National Accreditation Board for Early Childhood Education (BAN PAUD SM), act as resource persons for early childhood education at various events both domestically and internationally, and participate in early childhood education training programmes and other activities to enhance their expertise in the field.

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b. Expertise and Experience	A review of human resources, namely early childhood education lecturers with expertise in the field, reveals a wide range of experience: some serve as assessors for the National Accreditation Board for Early Childhood Education (BAN PAUD), others act as resource persons in early childhood education both domestically and internationally, serve as early childhood education facilitators in learning settings, act as assessors for the Kindergarten/Early Childhood Teacher Education Study Programme (PPG TK/PAUD), hold leadership roles in early childhood education organisations such as the National Association of Early Childhood Education (HIMPAUDI), or serve as members of early childhood education organisations, and so on	Ensuring that the involvement of early childhood education lecturers in early childhood education activities increases, this is achieved through enhancing the competencies of early childhood education lecturers in various activities organised by DIKTI, the Ministry of Education and Culture, organisations related to early childhood such as HIMPAUDI, IGTKI, and IGRA within the country, as well as early childhood education organisations such as PECERA (Asia- Pacific), so that early childhood education knowledge remains up to date, Furthermore, the involvement of early childhood education lecturers can also be enhanced by serving as assessors, resource persons, facilitators, training instructors, and so on
c. Qualifications and adequacy of educational staff based on their job type (administration, librarians, technicians, laboratory assistants, etc.)	The Early Childhood Teacher Education Study Programme has educational staff with qualifications appropriate to their roles; this is evident in the PAUD support staff, such as laboratory assistants with a background in PAUD, as well as administrative and library staff with backgrounds relevant to their respective fields of work, which ensures the smooth running of operations and the achievement of objectives.	For educational staff in the Early Childhood Teacher Education Study Programme , high-quality training tailored to the needs of each job role is continuously provided. This is vital for operational efficiency and educational outcomes, such as training in customer service and health and safety (K3)
Facilities and Infrastructure		

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c. Laboratories (workshops/studios/fields/etc.)	TheEarly Childhood Teacher Education Study Programme laboratories, as facilities and infrastructure, play a crucial role in supporting learning, research, and development activities in early childhood education (PAUD), such as the PAUD model laboratory, music laboratory, workshop laboratory, and the TPA Pena Prima laboratory	Early Childhood Teacher Education Study Programme ensures that laboratories can meet all students' needs, particularly in supporting learning in early childhood education; for instance, the music laboratory is equipped with a full range of Musical Instruments for Early Childhood Education supported by practical early childhood music education, the model laboratory uses consumable materials that are updated every semester, and the TPA Pena Prima laboratory is ensured to continuously improve services for learners, whilst its teaching methods remain innovative, enjoyable, and aligned with children's developmental needs
b. Laboratory equipment and materials (workshop/studio/field/etc.)	The Early Childhood Teacher Education Study Programme possesses equipment and materials that meet SNI standards in accordance with the needs of the PAUD laboratory. Adequate facilities and infrastructure ensure the effectiveness and safety of activities, whilst supporting the achievement of learning and research objectives.	The Early Childhood Teacher Education Study Programme's laboratories are guaranteed to have equipment and learning aids that are safe for children in accordance with SNI standards and effective for use in learning. Each semester, the programme's laboratories undertake planning, development and evaluation of laboratory requirements.

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c. Library	The library facilities at UPGRIS are very comprehensive, as they are equipped with various amenities that make it easy for library visitors to access the information they need; the library's optimal services ensure visitors feel comfortable whilst at the UPGRIS Library.	The UPGRIS Library is equipped with various facilities for library visitors, such as a subscription to the international journal "Elsevier", where lecturers and students can download the articles they need; furthermore, the library operates two service systems: an open-access system and a closed-access system. 1) Open-access service system 2) Borrowers can directly view and select library materials from the book collection shelves marked with the code "S" (specifically for books available for loan), as well as the thesis collection. Users can locate collections quickly as an electronic search tool (SIPRUS software) in the form of an electronic catalogue is provided. 3) Closed-stack system The PGRI University of Semarang Library also implements a closed-stack system specifically for the "T" collection (archive books/non- circulating) and the CD collection. For the Early Childhood Education (PAUD) programme library, students are guaranteed optimal facilities with the availability of the latest supporting books for learning in PAUD.

d. Classrooms	For students of theEarly Childhood Teacher Education Study Programme attending classes, the availability and condition of classrooms, furniture, audio-visual equipment, ventilation systems, cleanliness, as well as thermal and acoustic comfort are ensured.	Follow-up on infrastructure, particularly regarding classrooms for Early Childhood Teacher Education Study Programme students, ensures involves a series of activities for the provision, maintenance, and optimisation of these facilities. This includes planning, procurement, maintenance, inventory management, and evaluation. Student classroom facilities includes the evaluation of physical and non-physical facilities that support teaching and learning activities within the classroom.

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Curriculum flexibility		
Teaching Materials		
a. Semester Learning Plan	Early Childhood Teacher Education Study Programme Curriculum flexibility refers to the curriculum's ability to adapt to changes in students' needs, the learning environment, and the times; consequently, in PAUD, the Semester Learning Plan (RPS) has undergone adjustments to its content, methods, and learning strategies to accommodate the diverse needs and characteristics of students, as well as changes in field conditions	In the 2025 curriculum, the Semester Learning Plan (RPS) has been adapted to an OBE-based curriculum where projects constitute a significant proportion; this is intended to ensure that Project-Based Learning (PBL) helps students develop 21st-century skills such as collaboration, communication, creativity, and problem-solving, whilst strengthening conceptual understanding. The OBE RPS ensures that all learning and assessment activities are directed towards the achievement of Graduate Learning Outcomes (PLO), Course Learning Outcomes (CLOs), and Sub- Course Learning Outcomes (LLOs)
b. Teaching Materials	The teaching materials used in the 2022 curriculum are flexible, not limited to textbooks, but also include digital information sources, videos, and other materials. Early Childhood Education lecturers already use a variety of teaching materials such as books, journals, videos, and lecturers' research findings, among others. Teaching materials are adapted to the local context and students' needs, and are relevant to contemporary developments.	The implementation of curriculum flexibility in learning tools and teaching materials within the Early Childhood Teacher Education Study Programme ensures that content, methods, and learning resources are adapted to meet the needs of Early Childhood Education students, whilst providing lecturers with the freedom to develop learning strategies. The teaching materials provided by PAUD lecturers have been adapted to current learning trends, such as the current in-depth learning curriculum in PAUD, technology-based entrepreneurship, digital literacy, performing arts, and so on.

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c. Media (ICT)	The learning tools in theEarly Childhood Teacher Education Study Programme are ICT-based (Information and Communication Technology), reflecting the curriculum's ability to adapt to technological advancements and the diverse learning needs of students, as well as the use of ICT as an innovative learning medium in every class	Lecturers in theEarly Childhood Teacher Education Study Programme have been utilising presentation software (such as PowerPoint, OpenOffice Impress) to present material in an engaging and informative manner, combining text, images, video, and audio, to help Early Childhood Teacher Education Study Programme students enhance their multimedia competencies through the RPS competency certification scheme within the PAUD programme, specifically multimedia-based learning media
d. Support for achieving PLO	In aligning the Early Childhood Teacher Education Study Programme curriculum with individual needs and contemporary developments, technological support facilitates more personalised, interactive, and effective learning, thereby helping students achieve the expected PLO. Students can access all ongoing learning activities via the application on the UPGRIS SI MEKAR platform, where attendance-based lectures and learning resources are already available; this makes it easier for students to participate in learning at UPGRIS	In carrying out follow-up actions on the evaluation component, the Early Childhood Teacher Education Study Programme requires technological support for efforts to achieve Graduate Learning Outcomes (PLO) following the evaluation process, in order to improve and enhance the quality of learning so that PLO can be optimally achieved. This involves analysing evaluation results, identifying areas for improvement, and implementing corrective actions supported by technology. The results of the evaluation of student learning activities were carried out via the UPGRIS SI MEKAR application, which features a comprehensive Single Sign-On (SSO) system; within the single SI MEKAR application, every lecturer or student can access various information regarding UPGRIS, whether as a student or a lecturer.
The Learning Process		

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a. Transformation of the teaching and learning experience	The transformation of the teaching and learning experience within the learning process in the Early Childhood Teacher Education Study Programme focuses on changing the way lecturers teach, deliver material, and interact with students, so that classroom learning becomes more meaningful and effective. Early Childhood Education lecturers employ diverse teaching methods whilst adhering to the Syllabus (RPS) established at the start of the semester, as some lecturers have an academic background whilst others are practitioners.	The follow-up actions taken byEarly Childhood Teacher Education Study Programme lecturers to provide a distinct learning experience for each student involve reinforcing understanding, providing motivation, and enhancing skills through hands-on practice, contextual application, and so on. When reinforcing learning, it is ensured that every student comprehends the material presented before being assigned a project or engaging in project-based learning.
b. The use of the case-based method or team-based project learning with an assessment weighting of over 50%	In reviewing the learning process of the Early Childhood Teacher Education Study Programme using the "case-based method" or "team-based project" with an assessment weighting of over 50%, the focus is on enhancing students' critical thinking, collaboration, and problem-solving skills. Both methods emphasise active and participatory learning, where students are directly involved in analysing cases or projects to achieve learning objectives.	The implementation of the learning process using the case-based learning (CBL) or team-based project (TBP) methods, with an assessment weighting of over 50%, is certain to enhance students' critical thinking, problem- solving, and teamwork skills. The effective implementation of both methods within the early childhood education curriculum requires thorough planning, ensuring that early childhood education lecturers select relevant cases or projects, develop clear assessment rubrics, and provide effective facilitation throughout the learning process.

Evaluation Components	Review	Action Plan
Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives		
c. Alignment of the learning process with the RPS	The Early Childhood Teacher Education Study Programme conducts an evaluation of the alignment of the learning process with the Semester Learning Plan (RPS) to ensure that classroom instruction aligns with the established plan. This evaluation encompasses several key components, including the alignment of learning objectives, content, methods, and assessment outlined in the RPS with their implementation in the classroom.	Follow-up actions arising from the evaluation of the alignment of the learning process with the RPS(Semester Learning Plan) include several important steps to ensure that learning proceeds effectively and in accordance with the established plan. These include reviewing and revising the RPS, improving the quality of learning, and ensuring the achievement of learning outcomes.
d. Compliance in implementing learning through SPADA UPGRIS	Lecturers in theEarly Childhood Teacher Education Study Programme have 100% compliance in delivering learning via SPADA UPGRIS	The Early Childhood Teacher Education Study Programme ensures that all Early Childhood Education lecturers have implemented learning on SPADA UPGRIS; this can be seen from the evaluations carried out by the programme's quality assurance team. At the start of each semester, during programme meetings, information on SPADA UPGRIS is always shared, including the latest features.
e. The learning process is collaborative, involving interaction between individual learners	Assessment in collaborative learning focuses on evaluating the learning process and outcomes achieved through interaction between individuals. Assessment components include evaluation of individual contributions within the group, ability to work together, understanding of the material, and the final results of projects or tasks undertaken collaboratively	The Early Childhood Teacher Education Study Programme ensures that the collaborative learning process involves interaction between individuals that focuses not only on individual outcomes but also on the collaborative process and interactions occurring during learning, with follow- up actions including: (1) strengthening collaborative learning, (2) improving the collaborative process, (3) communication and problem-solving skills, (4) ensuring relevant resources that support collaborative learning, such as learning materials, tools

		and technology, as well as conducive learning spaces.

Evaluation Components	Review	Action Plan
Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives		
f. Implementation of character values (university values) in and outside the classroom	The evaluation of the implementation of character values at the university, both inside and outside the classroom, involves interrelated components. These components include objectives, context, inputs, processes, and outputs, and involve various evaluation methods to obtain a comprehensive picture.	Follow-up on the evaluation of the implementation of character values (university values) in and outside the classroom involves several key steps. UPGRIS implements character values through various means, one of which is the Student Activity Points System, where students are required to meet a minimum number of points across five categories of activities to foster students who are not only academically intelligent but also possess strong soft skills. Additionally, this is achieved through student organisations (Ormawa) and student bodies (Lemawa), which serve as platforms for students to channel their creativity and engagement. UPGRIS also instils core character values such as honesty, intelligence, compassion, and resilience, particularly within each department or study programme. It is hoped that the application of these values will produce UPGRIS graduates who are not only academically excellent but also possess strong and responsible personalities.
g. Lecturer attendance	The evaluation of lecturer attendance in the context of teaching involves several key components. The main components in evaluating lecturer attendance are the lecturer's physical presence, attendance reporting, and the compilation of records as well as end-of-semester evaluations. Attendance tracking for lecturers at the UPGRIS can be conducted online via an integrated system and remains within the UPGRIS network	Lecturer attendance atUPGRIS is of great importance, and every lecturer on campus can record their attendance through the integrated SIMPEG UPGRIS system. Attendance. The results of lecturer attendance evaluation, alongside other evaluation components, are utilised to enhance teaching, such as refining teaching methods or rescheduling

h. Student attendance	The evaluation of student attendance in lectures involves monitoring and assessing students' active participation in the learning process. This evaluation component covers attendance, engagement, and student involvement in lecture	Follow-up actions regarding student attendance at UPGRIS are: (1) Student attendance is assessed based on attendance records, typically with a minimum attendance threshold (e.g., 80%) to be permitted to sit the final examination (2) If attendance falls

Evaluation Components	Review	Action Plan
Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives		
	activities. The aim is to measure the level of student attendance and its impact on understanding of the material and the achievement of learning outcomes.	below the minimum threshold, students must complete additional assignments set by the lecturer; (3) Attendance data is also used to summarise and evaluate lecturer performance and student consistency in attending lectures. To record attendance, students may access the UPGRIS Academic Information System (SIMEKAR) and follow the prescribed procedures
Assessment		
i.Assessment planning contract	TheEarly Childhood Teacher Education Study Programme ensures that the assessment planning contracts drawn up by PAUD lecturers are effective and provide useful information for future improvements. Several key components, including an understanding of the contract, evaluation objectives, the formation of an evaluation team, schedule planning, and data analysis, must be in place.	In carrying out follow-up actions, the Early Childhood Teacher Education Study Programme ensures that the evaluation components are of paramount importance so that the evaluation is not merely a formal document, but also serves as a basis for continuous improvement and enhancement. All PAUD lecturers update their assessment planning contracts. The assessment planning contract involves analysing evaluation results, drawing up follow-up plans, implementing corrective actions, and monitoring progress.
j.Assessment procedures	The assessment procedures currently in place in the Early Childhood Teacher Education Study Programme involve collecting, processing, and interpreting data on students' achievement of competencies in terms of attitude, knowledge, and skills. This procedure helps lecturers to understand students' learning progress, identify areas requiring improvement, and provide constructive feedback.	Following the assessment of learning using these procedures, several key steps are involved to enhance students' learning outcomes. Once the assessment has been carried out, lecturers can analyse the results, provide feedback, and design appropriate follow-up programmes. Common follow-up actions include (1) assessment analysis, (2) providing feedback , (3) follow-up programmes such as: enrichment, remedial support, and tutoring

Evaluation Components	Review	Action Plan
Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives		
c. Scope of assessment (attitudes, knowledge, general and specific skills)	Learning assessment in Early Childhood Education (PAUD) covers the assessment of attitudes, knowledge, and skills, where attitude assessment is conducted through observation and self-assessment, knowledge assessment through written and oral tests, and skills assessment through projects or portfolios. This assessment is intended to measure students' overall achievement of competencies and provide feedback to improve learning within theEarly Childhood Teacher Education Study Programme	The follow-up process in conducting learning assessment involves several key steps: (1) lecturers are required to collect data using various assessment techniques, such as observation for attitudes, written and oral tests for knowledge, and practical work, projects, and portfolios for skills. (2) This data is processed and analysed to identify students' strengths and weaknesses in each aspect. (3) The results of this analysis form the basis for providing constructive feedback to students, both individually and as a class, as well as for designing more effective learning interventions, including remedial or enrichment programmes for Early Childhood Education students.
d. Alignment of assessment techniques with assessment aspects	Effective learning assessment requires alignment between assessment techniques and the aspects being assessed. The three main aspects of learning assessment are cognitive, affective, and psychomotor. Selecting the appropriate assessment techniques will help lecturers obtain accurate information regarding students' achievements in these three aspects.	Effective follow-up on learning assessment requires alignment between the assessment techniques used and the aspects of assessment to be measured, such as: (1) for assessing cognitive aspects (knowledge), the assessment techniques used must be appropriate, such as written or oral tests. (2) If the affective aspect (attitude) is being assessed, then observation or self- assessment techniques may be appropriate. (3) For the psychomotor aspect (skills), project-based assessment or performance tasks may be the most suitable options.

e. Verification of assessment instruments	TheEarly Childhood Teacher Education Study Programme ensures that the assessment instruments used in learning are appropriate and effective in measuring students' learning outcomes. This verification involves checking the validity, reliability, and practicality of the instruments.	Follow-up on learning assessment through the verification of assessment instruments is a systematic process to ensure that the assessment instruments used in the learning process are valid and reliable, so that assessment results can be relied upon to make appropriate decisions regarding learning. Verification of assessment instruments is an important part of the follow-up to assessment as it ensures that the assessment carried out truly measures what it is intended to measure and provides accurate information about students' learning outcomes

Evaluation Components	Review	Action Plan
Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives		
f. Grading in accordance with applicable regulations	Learning assessment involving the processing of marks must be carried out systematically and in accordance with applicable regulations; this includes the assessment of students' attitudes, knowledge, and skills, as well as the processing of marks based on diverse evidence of learning	The follow-up to assessment must be tailored to the individual needs of students; this may take the form of remedial programmes for students who have not yet met the standards, or enrichment programmes for high- achieving students. Assessment results and the follow-up actions need to be communicated to students and parents, as well as other relevant parties.
g. Follow-up on assessment results (grading, enrichment, remedial support)	The Early Childhood Teacher Education Study Programme's follow-up on assessment results, such as grade entry, enrichment, and remedial support, is a crucial component of the educational process to ensure students achieve learning objectives. Grade entry is the process of inputting assessment data into the system, which is then used to analyse and evaluate students' understanding in the Early Childhood Teacher Education Study Programme. Enrichment is provided to students who have mastered the learning material, whilst remedial support is provided to students who have not yet achieved the learning objectives.	The follow-up measures implemented by the Early Childhood Teacher Education Study Programme include grade entry, the implementation of enrichment programmes for high-achieving students, and remedial programmes for students who have not yet achieved the learning objectives. There is also an intersemester programme that allows students to take courses outside the regular lecture schedule, usually during the semester break.
Graduates		
a. Cumulative Grade Point Average (CGPA)	The GPA provides an overview of a student's academic achievement and may be used as a criterion for graduation, the imposition of academic sanctions, and academic evaluation. The average GPA of Early Childhood Teacher Education Study Programme students is 3.58	The career progression of Early Childhood Teacher Education Study Programme graduates with a Cumulative Grade Point Average (CGPA) can be viewed from several aspects, including employment opportunities, further education, and recognition of academic achievement. A high CGPA typically opens wider doors to employment opportunities and scholarships, though skills and experience also play a significant role.

Evaluation Components	Review	Action Plan
Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives		
b. Duration of Study	The duration of study for the UPGRIS Early Childhood Teacher Education Bachelor's programme generally lasts 4 years or 8 semesters, in accordance with Indonesian higher education curriculum standards. Legislation governing education, including early childhood education	Consequently, Early Childhood Teacher Education Study Programme students are expected to graduate on time, i.e. within 8 semesters or 4 years; therefore, students are equipped with a range of competencies to ensure they graduate on time. Graduation requirements must be met, such as a total of 144 credit points, completion of a dissertation or scientific paper, a minimum grade of C in every module, and passing the TEAP English proficiency test
c. Employment Prospects	Graduates of the Early Childhood Teacher Education Study Programme have broad career prospects, not limited to working as nursery school (TK) or playgroup teachers. In addition to becoming educators, they can also become managers of early childhood education institutions, entrepreneurs in the field of early childhood education, educational consultants, or even work in international organisations.	Based on a tracer study conducted by the Early Childhood Teacher Education Study Programme, UPGRIS PAUD graduates work as staff (31.25%), teachers (38.75%), headteachers 18.75%, cashiers 1.25%, founders 6.25%, empowerment facilitators 1.25% in the rector's secretariat 1.25%, entrepreneurs 1.25%
d. Graduate employment timeframe	The time taken for graduates of the Early Childhood Teacher Education Study Programme to find employment is: 1. Secured employment within < 6 months = 95.91% with an average time of 2.70 months 2. Secured employment > 6 months = 5.10%	The follow-up on the graduate waiting period for the Early Childhood Teacher Education Study Programme has reached 95.51%, meaning that Early Childhood Teacher Education Study Programme graduates are already in employment before graduating; only a few graduates secure employment after 6 months. Therefore, to equip graduates of the Early Childhood Teacher Education Study Programme, UPGRIS provides pre-graduation employment preparation training.

e. Relevance of employment to field of expertise	The relevance of employment to graduates' fields of expertise measures how well the education they received aligns with the work they do. Graduates with high relevance mean their jobs align with their field of study, whilst low relevance indicates a mismatch. For the Early Childhood Teacher Education Study Programme	The follow-up to the data stating that the relationship between the Early Childhood Teacher Education Study Programme and its alumni is 85.5% very close, 8.4% close, and 3.6% fairly close indicates that the study programme makes a very close contribution—nearly 85.5%—to the careers of its graduates. Therefore, the programme ensures that it conducts both external and internal curriculum

Evaluation Components	Review	Action Plan
Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives		
	The relationship between the Early Childhood Teacher Education Study Programme programme and its alumni is 85.5% very close, 3.6% fairly close,	evaluations to gather feedback from alumni, employers of graduates, and partners regarding the needs of graduates from the Early Childhood Teacher Education Study Programme
f. Starting Salary	According to data from the tracer study, the starting salary for graduates of the Early Childhood Teacher Education Study Programme is Rp 2,591,028 per month	Following the results of the tracer study, students are equipped with various competencies, such as multimedia-based learning schemes and performing arts schemes. With this training, the competencies of Early Childhood Teacher Education Study Programme graduates improve, which will also increase their salaries.
g. Distribution of Graduates	Graduates of the Early Childhood Teacher Education Study Programme are distributed across various regions in Indonesia, including: 1. Semarang City 59.0% 2. Semarang Regency 1.2% 3. Ungaran Regency 2.4% 4. Pati Regency 9.6% 5. Kendal Regency 3.6% 6. Magelang City 1.2% 7. Demak Regency 7.2% 8. Batang Regency 1.2% 9. Tegal Regency 2.4%	To monitor the distribution of graduates, the Early Childhood Teacher Education Study Programme conducts an annual tracer study to track the distribution of its graduates. As part of this ongoing monitoring, before having their diplomas authenticated, alumni are required to complete the tracer study link. In addition, the programme has an Early Childhood Teacher Education Study Programme alumni community that is frequently invited to participate in various activities organised by the Early Childhood Teacher Education Study Programme.

h. User Satisfaction	Graduate user satisfaction is as follows: 1. Ethics 88.0% 2. Expertise in the field of study 81.00% 3. Foreign language proficiency 7.00% 4. Use of information technology 33.00% 5. Communication skills 21.00% 6. Teamwork 83.00% 7. Personal development 37.00%	Based on the graduate user survey, the Early Childhood Teacher Education Study Programme has undertaken efforts to improve and develop the programme by revising the curriculum, with the aim of enhancing the quality of graduates to better align with the needs of the workplace and current developments in early childhood education. According to the Early Childhood Teacher Education Study Programme graduate user survey data, areas where graduates still fall short are English language skills and communication skills.

Evaluation Components	Review	Action Plan
Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives		
i. Academic achievements	Early Childhood Teacher Education Study Programme students have achieved a considerable number of academic and non-academic accomplishments. However, academic achievements such as research-based PKM (Student Creativity Programme) remain very limited, as PAUD students have not yet participated extensively in such PKM initiatives	The Early Childhood Teacher Education Study Programme ensures that students are involved in academic achievements by participating in competitions organised for Early Childhood Teacher Education Study Programme students, both academic and non-academic. From the first semester, specialisation options are offered to Early Childhood Teacher Education Study Programme students. It is hoped that specialisation from the outset will help the programme to improve student performance within the Early Childhood Teacher Education Study Programme
j. Professional Certification	Many graduates of the Early Childhood Teacher Education Study Programme have obtained professional certification. Graduates with Early Childhood Teacher Education professional certification play a vital role in improving the quality of early childhood education. This professional certification serves as proof that a teacher has met the established competency standards, thereby being able to provide high- quality learning that meets the needs of young children.	Follow-up measures for graduates with Early Childhood Teacher Education Study Programme professional certification include several aspects, such as: competence development, career opportunities, and recognition of professionalism as well as welfare for Early Childhood Education Teachers. Teacher certification at UPGRIS (PGRI University of Semarang) refers to the Teacher Professional Education (PPG) programme organised by UPGRIS. This programme aims to produce professional teachers who possess the competencies and qualifications in line with established standards. UPGRIS offers PPG in- service (Daljab), pre-service (Prajab), and independent PPG. One of the PPG programmes available at UPGRIS is the PPG for Kindergarten/Early Childhood Education (TK/PAUD).

2.2 Tracer Study

To design an appropriate curriculum, the Early Childhood Teacher Education Study Programme

conducts tracer studies and analyses feedback from stakeholders or industry partners. Feedback is gathered through surveys, tracer studies, questionnaires and discussion forums. The stakeholders or partners involved include internal stakeholders—namely lecturers, students, educational staff and alumni—and external stakeholders—namely users, study programme associations and industry partners. A summary of the findings is presented in Table 2.2.

Table 2.2. Stakeholder Input

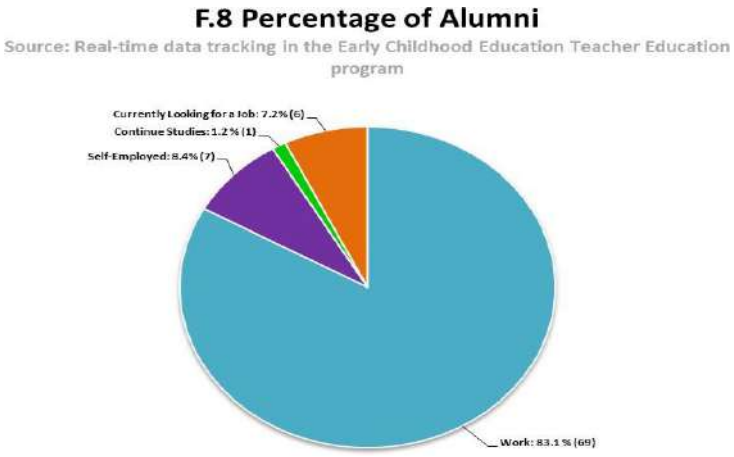
Stakeholder	Input
Students	Students lack proficiency in English, particularly when placed on teaching placements at international schools; there is a need to provide active and communicative English language training to equip early childhood education students. Students feel that there is a need for more intensive promotion of the programme's co- curricular and extra-curricular activities so that more students are interested. Facilities and infrastructure in the rooms must be checked regularly as the air conditioning frequently breaks down
Alumni	Additional knowledge beyond the field of early childhood education is required, particularly regarding how to interact with the environment, and there is a need for knowledge of public speaking. Knowledge about working life is required Knowledge of the latest curriculum, which has undergone adjustments, is required Good communication skills, both verbal and written, are required. Knowledge of entrepreneurship is required Knowledge of behaviour modification is required
Industry Partners	Cooperation between the programme and alumni needs to be enhanced, Creative ability, initiative, and a desire to continuously learn are required Organisational skills need to be improved Possess integrity, a sense of responsibility, and professionalism Lectures on project application/implementation and motivation should be provided

Table 3. Results of External Evaluation (industry partners)

Curriculum Feedback	Action Plan
1. The need for community service focusing on music for young children	Encouraging lecturers and students to engage in community service in the field of the arts in schools
2. A lack of teachers proficient in specific musical genres, particularly simple music for children	Incorporating students' ability to master music suitable for ensemble performance
3. The need for students to be equipped with artistic skills, particularly in music—at the very least, harmonic music	Students will be equipped with practical musical skills, such as organising performances, thereby boosting their confidence

Furthermore, the tracer study yielded the following information: (data from the UPT TIK)

1. Employment status



2. Average monthly income

   Average monthly income of Rp 3,104,241

3. Place of Work

Number	City/District	Total	Percentage
1	Semarang City	49	59.0%
2	Semarang Regency	1	1.2%
3	Ungaran Regency	2	2.4%
4	Pati Regency	8	9.6%
5	Kendal Regency	3	3.6%
6	Magelang City	1	1.2%
7	Demak Regency	6	7.2%
8	Batang Regency	1	1.2%
9	Tegal Regency	2	2.4%
10	Blora Regency	2	2.4%
11	Jepara Regency	1	1.2%
12	Klaten Regency	1	1.2%
13	Sleman Regency	1	1.2%
14	Denpasar City	1	1.2%
15	Indramayu Regency	1	1.2%
16	Lamongan Regency	1	1.2%
17	West Jakarta	1	1.2%
18	Simalungun Regency	1	1.2%
Total		**83**	**100.0%**

The most common place of work is in Central Java, particularly in the city of Semarang Field of Work

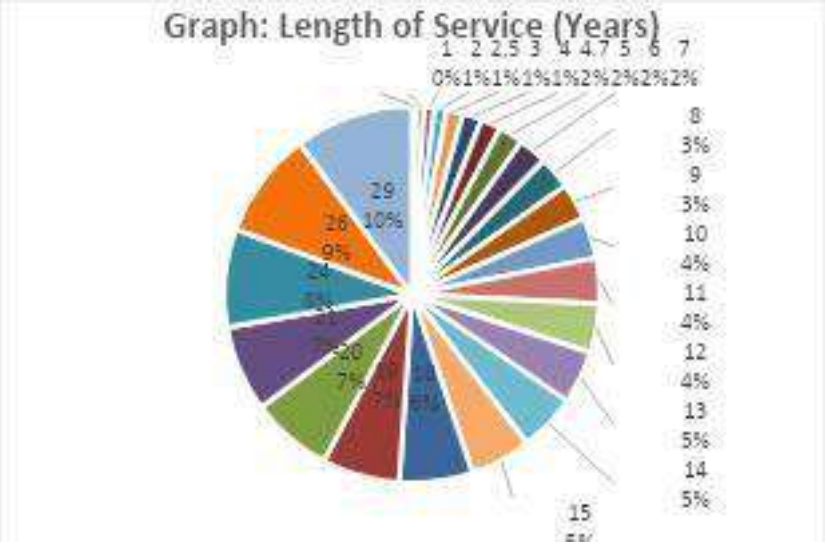
4. The fields of employment for Early Childhood Teacher Education Study Programme graduates are presented in this table:

Type of Employment Sector	Percentage
Education	88%
community empowerment	1.2%
banking	1.2
automotive	1.2%
public services	2.4%
Catering	1.2%
Health	1.2%
Fisheries	1.2%
Publishing	1.2%
Food industry	1.2%

5. Length of Service

Tracer Data Table: Length of Service

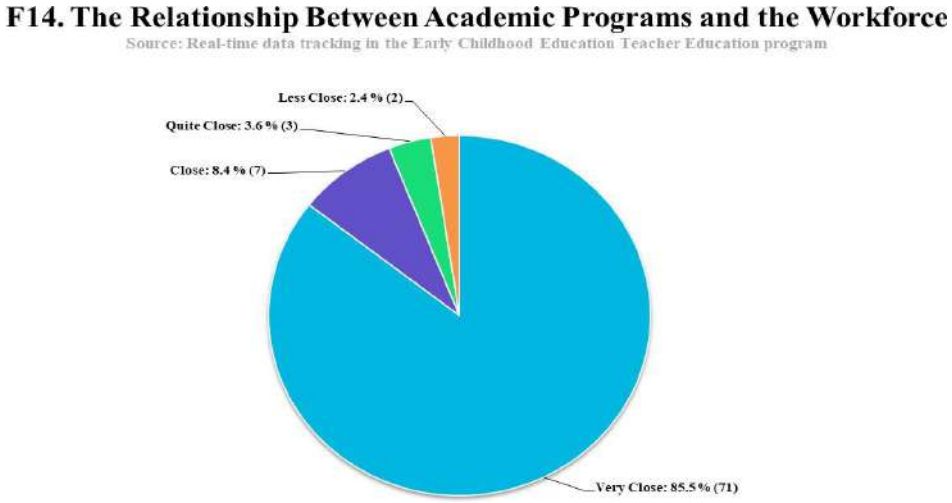
Length of Service (Years)	0	1	2	2.5	3	4	4.7	5	6	7	8	9	10	11	12	13	14	15	18	19	20	21	24	26	29
Total	1	2	10	2	14	11	1	4	1	2	1	6	3	1	6	2	3	4	1	3	1	1	1	1	1
Percentage (%)	1	2	12	2	17	13	1	5	1	2	1	7	4	1	7	2	4	5	1	4	1	1	1	1	1



6. Job Position

Job Type	Percentage
staff	31.25%
teachers	38.75%
headteachers	18.75%
cashier	1.25%
founder	6.25%
empowerment facilitator	1.25%
rector's secretary	1.25
entrepreneur	1.25%

7. Relationship between field of study and employment



The relationship between the Early Childhood Teacher Education field of study and alumni employment is 85.5% very strong, 8.4% strong, and 3.6% fairly strong

8. Input for the Curriculum

Table 2.2 Curriculum Feedback from Alumni and Curriculum Action Plan

Curriculum Input	Action Plan
1. The need to incorporate multimedia into the PAUD curriculum	The PAUD curriculum already equips students with multimedia courses such as graphics, animation and video graphics in the 5th semester
2. Incorporating relationship-based content into the PAUD curriculum	Increasing student practical experience by equipping them with personal communication skills in the course
3. Early Childhood Education students are equipped with good English language skills so that they can compete in the international arena	The PAUD curriculum already includes an English language course for children, but students have not yet been equipped with English communication skills; therefore, collaboration with the language unit at LPP UPGRIS is required
4. There is a need for students to be equipped with artistic skills, particularly in music— at a minimum, harmonic music—including performing arts	Students will be equipped with practical music skills, such as organising recitals and performing arts, thereby boosting their confidence

9. Input for the Development of the Study Programme

Table 2.3. Programme Input from Alumni and Programme Action Plan

Programme Input	Action Plan
A curriculum framework for the arts, focusing on performing arts, has been incorporated into the programme curriculum	Performing arts have been incorporated into the programme curriculum, and students undertake music ensemble practice following the completion of music theory

2.3 SWOT Analysis

SWOT Analysis Table for the Early Childhood Education Programme

SWOT Elements	Strengths	Weaknesses
Internal	1. The Early Childhood Teacher Education Study Programme has been accredited as 'Excellent' 2. An OBE-based curriculum with 3. A graduate profile equipped with additional competencies such as LSP certification under the scheme Multimedia-based learning materials 4. Project-based learning and the case method 5. Competent human resources in the field of Early Childhood Education (PAUD) and possessing expertise in the field of PAUD, including serving as BAN SM assessors, PPG assessors, facilitators for pilot schools and deep learning facilitators, as well as national and international resource persons	1. Discrepancy between PLO and tracer study results 2. Student participation in institutional development schemes within student organisations (Ormawa) and academic organisations (Lemawa) has not yet been maximised; this is due to the fact that outreach activities are only conducted during the new student orientation week (Pekka and Poema) 3. Strengthening project-based methods by mandating the use of Project-Based Learning in every course 4. Developing courses in skills required by graduates, such as IT-based learning, English communication, problem-solving and public speaking 5. Recruiting students to participate in PKM 6. Publishing students' final projects in seminars or journals

External	• The needs of the workplace, particularly regarding graduates of the Early Childhood Teacher Education Study Programme • The Early Childhood Teacher Education Study Programme has established partnerships with institutions and industry • Demand for graduates with soft skills • 3 out of 12 Early Childhood Education lecturers have leading Early Childhood Education schools in Central Java	• Rapid technological developments and educational issues • Competition among higher education institutions • The need to update lecturers' competencies and the curriculum • High demands for graduate quality

SWOT Analysis of the Early Childhood Teacher Education Study Programme

Strategy	Breakdown
SO (Strengths – Opportunities)	1. Leveraging Excellent accreditation and a curriculum responsive to MB-KM (Fulfilment of Learning Load Outside the Study Programme) for partnerships and to attract students 2. Maximising graduates' potential through additional skills such as IT proficiency and English language communication skills 3. Strengthening innovative OBE-based learning 4. Diversifying elective courses
WO (Weakness - Opportunity)	1. Revising PLO and course content based on stakeholder feedback 2. Regular training for lecturers 3. Equitable implementation of project-based learning
ST (Strength - Threat)	1. Updating teaching materials and lecturer competencies in line with current issues 2. Tracer study and internal quality audit 3. Continuous innovation to remain competitive
WT (Weakness - Threat)	1. Excellent accreditation as a selling point in the face of competition 2. Continuous quality improvement to become a leading programme 3. Leveraging the alumni network to assist recent graduates in securing employment, finding work placements, and internships. 4. Promoting English language skills among lecturers

SWOT elements		Internal	
		Strengths / Potential	**Weaknesses**
External	**Opportunities**	**SO Strategy**	**WO Strategy**
		a) Enhancing understanding and internalisation of VMTS achievements by the academic community and all stakeholders. b) Optimising the public leadership of lecturers as representatives of public duties in support of the Faculty's vision and mission. c) Increasing the number of students participating in competitions, both at national and international levels d) Utilising the alumni network to help graduates secure employment more quickly	a. Strengthening synergies in the implementation of UPGRIS VMTS within integrated work programmes. Strengthening international networks to support the strategic performance of study programmes (IKS), particularly international IKS. b. Involving students in all lecturers' research activities c. Recruiting students to participate in PKM d. Publishing students' final projects in seminars or journals e. Improving English language skills through English bridging courses
		ST Strategy	**WT Strategy**

		1. Strengthening understanding of VMTS implemented in academic and non-academic activities of the academic community, as well as all programme stakeholders 2. Expansion of networks and implementation of cooperation at both national and international levels to accelerate the realisation of the Faculty's excellence.	a. Development of outreach methods and VMTS tracer studies for the entire academic community and all stakeholders. b. Utilising the alumni network to assist recent graduates in securing employment, finding work placement locations, internships, and final project topics. c. Enhancing lecturers' English language proficiency

		3. Establishment of external advisory bodies at national and international levels 4. Increased use of online media to enhance understanding of lectures 5. Involvement of the industry in the curriculum or learning processes, research and community engagement 6. Improving the quality of laboratory facilities to meet current technological needs 7. Continuous improvement of learning materials to align with industry needs 8. Consider involving civil engineering experts from leading ASEAN universities to evaluate all aspects of the study programme	d. Workshops (cyber pedagogy) or enhancing lecturers' skills in teaching via online systems in line with Education 4.0 teaching and learning.

3. Vision, Mission, and Educational Objectives

3.1 Vision, Mission, and Educational Objectives

a. University Vision

To become an Excellent and distinctive university

b. University Mission

1. To provide education that produces outstanding and self-reliant scholars;
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.

c. Objectives of the University

1. The realisation of outstanding and self-reliant intellectuals;
2. To achieve academic excellence and research-based learning;
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.

3.2 Vision, Mission and Objectives of the Faculty

a. Vision of the Faculty of Education

To become an Excellent and Distinctive Faculty of Education .

b. Mission of the Faculty of Education

1. To deliver education that produces outstanding and distinctive graduates of the Bachelor's in the field of educational sciences;
2. To conduct research as the basis for improving the quality of learning and advancing knowledge in the field of educational sciences;
3. To conduct research-based community service to improve the welfare of the community;
4. To set an example in the delivery of education, research and community service that is Excellent, Caring, Persistent, Religious, Integrity-driven and Synergistic (UPGRIS);
5. Developing networks of cooperation with government and non-government organisations to strengthen the faculty's performance.

c. Objectives of the Faculty of Education

1. To foster outstanding and distinctive scholars in the field of educational sciences;
2. To achieve high-quality academic standards and research-based learning in the field of educational sciences;
3. To realise community service that benefits people's lives and livelihoods in the field of educational sciences; and
4. To implement exemplary practices in the delivery of education, research and community service in the field of educational sciences.

3.3 Academic Vision and Educational Objectives of the Study Programme

b. Academic Vision of the Study Programme

To develop early childhood education scholarship to produce outstanding graduates in learning based on play theory, TPACK, the arts, and a strong sense of identity.

c. Educational Objectives of the Study Programme

Table 3.1. Programme Educational Objectives (may be abbreviated as PEO)

No	Study Programme Objective Code for Early Childhood Teacher Education	Description of Study Programme Educational Objectives
1	PEO-1	Graduates of good character who are capable of educating young children by applying meaningful play theory and humanistic values
2	PEO-2	Graduates of good character who are capable of managing early childhood education units
3	PEO-3	Graduates with a distinct identity who are capable of creating multimedia and arts-based entrepreneurial innovations by integrating early childhood education

4. Graduate Profile, Programme Educational Objectives (PEO) & Programme Learning Outcomes (PLO)

4.1 Graduate Profile and Programme Educational Objectives

Table 4.1. Graduate Profile and Description

No	Graduate Profile (PL)	Description of Graduate Profile
1	PL-1 A graduate in early childhood education who is capable of educating children in accordance with their developmental stages and a play-based approach.	An early childhood educator who possesses the following character traits and is capable of: 1) thinking critically and innovatively in applying early childhood education theory, 2) developing an understanding of early childhood development to plan, implement and evaluate meaningful play- based learning and humanistic values, 3) making decisions that result in solutions or creative works, and communicating effectively, 4) as well as building positive relationships.
2	PL-2 Early childhood education graduates capable of managing early childhood education programme services	Early childhood education programme service managers who demonstrate character and are capable of: 1) demonstrating independent performance, making appropriate decisions, and upholding scientific ethics in generating solutions, 2) collaborating, taking responsibility within a group, and managing data validly, 3) communicating effectively and building good relationships with various parties.
3	PL-3 Early childhood education graduates capable of producing entrepreneurs who are adaptable, enthusiastic and of integrity in the fields of TPACK and performing arts	1) capable of creating multimedia products (games and animations tailored to the needs of early childhood), 2) capable of creatively designing performing arts.

Table 4.2 Table of correlation between graduate profiles and the educational objectives of the study programme

No	Graduate Profile (GP)	Programme Educational Objectives (PEO)		
		PEO-1	PEO-2	PEO-3
1	PL-1	V		
2	PL-2		V	
3	PL-3			V

4.2 Formulation of PLO

Table 4.3 Learning Outcomes for Graduates of the Study Programme

Code	Description of Graduate Learning Outcomes (PLO)
PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.
PLO-2	Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology- based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice
PLO-3	Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with developments in science and technology in the Early Childhood Education Program Management
PLO-4	Able to develop (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, arts, social studies, language and literacy) within meaningful play activities
PLO-5	Developing (C6) an understanding of early childhood development and characteristics
PLO-6	Able to demonstrate independent and high-quality performance, make appropriate decisions, and uphold scientific ethics in producing (C6) solutions or works
PLO-7	Able to work collaboratively, take responsibility within a group, and document (verify/A5) data accurately to uphold academic integrity
PLO-8	Able to establish (C6) effective verbal and written communication to convey information, and build good relationships with young children, parents, and relevant parties.
PLO-9	Create (C6) multimedia products (games and animations) that meet the needs of young children
PLO-10	Able to creatively design (P5) performing arts (concept of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)

Table 2. Examples of PLO Items and Their Components

No	Competence (behaviour/cognitive process)	Subject Matter	Context
1	Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation	Science and/or technology	In accordance with their field of expertise
2	Develop	A comprehensive	That is comprehensive for both
3	Mastering theoretical concepts	in engineering sciences, engineering principles	Required for the analysis and design of electrical power

			systems, control systems, or electronic systems.

Table 4.4. Alignment of PLO with KKNI

KKNI Level for Bachelor's Degree Programmes	PLO Description									
	PLO (1)	PLO (2)	PLO (3)	PLO (4)	PLO (5)	PLO (6)	PLO (7)	PLO (8)	PLO (9)	PLO (10)
S-a	√	√								
S-b	√	√								
S-c	√	√								
S-d	√	√								
S-e	√	√								
S-f	√	√								
PP			√		√		√			
KK				√				√	√	√
KTJ-1						√	√			
KTJ-2						√	√			

4.3 Matrix of the relationship between PLO and Graduate Profile

Table 4.4. Matrix of the Relationship between Programme Profiles and PLOs

PLO Code	Description of Programme PLO	Graduate Profile (GP)		
		GP-1	GP-2	GP-3
PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	√	√	
PLO-2	Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti- violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	√	√	√
PLO-3	Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with advancements in science and technology in the Early Childhood Education Program Management	√		

PLO-4	Able to integrate (C6) early years education content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) into meaningful play activities	√		

PLO Code	Description of Programme PLO	Graduate Profile (GP)		
		GP-1	GP-2	GP-3
PLO-5	Develop (C6) an understanding of the development and characteristics of young children	√		
PLO-6	Demonstrating independent and high-quality performance, making appropriate decisions, and upholding scientific ethics in producing (C6) solutions or works		√	
PLO-7	Able to collaborate, take responsibility within a group, and document (verify/A5) data validly to support academic integrity		√	
PLO-8	Able to establish (C6) effective verbal and written communication to convey information, and build good relationships with young children, parents, and relevant parties.	√	√	
PLO-9	Create (C6) multimedia products (games and animations) that meet the needs of young children			√
PLO-10	Able to creatively design (P5) performing arts (conceptual direction, stage artistry, costume coordination techniques, make-up, lighting, and staging techniques)			√

4.4 Matrix of the relationship between the Programme's PLOs and the Programme's Educational Objectives

Table 4.5. Matrix of the relationship between the Programme's PLOs and the Programme's Educational Objectives

Code	Description of Programme PLO	PEO-1	PEO-2	PEO-3
PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	√	√	
PLO-2	Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	√	√	√
PLO-3	Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with advances in science and technology in the Early Childhood Education Program Management	√		
PLO-4	Able to design (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	√		
PLO-5	Develop (C6) an understanding of the development and characteristics of young children	√		
PLO-6	Demonstrating independent and high-quality performance, making appropriate decisions, and upholding scientific ethics in producing (C6) solutions or works		√	
PLO-7	Able to collaborate, take responsibility within a group, and document (verify/A5) data validly to support academic integrity		√	
PLO-8	Able to establish (C6) effective verbal and written communication to convey information, and build good relationships with young children, parents, and relevant parties.	√	√	
PLO-9	Create (C6) multimedia products (games and animations) that meet the needs of young children			√
PLO-10	Able to creatively design (P5) performing arts (conceptual direction, stage artistry, costume coordination techniques, make-up, lighting, and staging techniques)			√

5. Determination of Study Materials

5.1 Body of Knowledge (BoK)

Table 5.1. Study Materials Based on Programme PLOs

PLO	Description of Programme PLO	Study Materials
PLO-1	Able to demonstrate character and manners that reflect adaptability, enthusiasm and integrity as a manifestation of piety towards God Almighty.	[1] Islam Religious Education [2] Christian Religious Education [3] Catholic Religious Education [4] Buddhist Religious Education [5] Hindu Religious Education [6] Confucian Religious Education [7] PGRI Studies [8] History and objectives of Pancasila education [9] Pancasila as the nation's identity [10] Pancasila as the foundation of the state [11] Pancasila as the ideology of the nation and state [12] Pancasila as a philosophical system [13] Pancasila and state policy [14] Pancasila as an ethical system [15] The actualisation of Pancasila values in the 5A: Anti- Corruption, Anti-Intolerance, Anti-Bullying, Anti-Sexual Violence, and Anti-Drugs [16] The correlation between the state law of "Pancasila" and religious law [17] Pancasila as the foundation for the development of science [18] Pancasila as a paradigm of science [19] Pancasila as a paradigm for national life [20] Introduction to Citizenship Education [21] Indonesian National Identity and Anti-Intolerance [22] National Integrity [23] The Constitution in Indonesia [24] The Duties and Rights of the State and Citizens [25] The Dynamics of Democracy in Indonesia [26] Law Enforcement in Indonesia [27] Archipelagic Outlook

PLO-2	Evaluating and integrating concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	[1]	Islam Religious Education
		[2]	Christian Religious Education
		[3]	Catholic Religious Education
		[4]	Buddhist Religious Education
		[5]	Hindu Religious Education
		[6]	Confucian Religious Education
		[7]	PGRI Studies
		[8]	Community Empowerment
		[9]	Digital Literacy
		[10]	Leadership
		[11]	Non-formal Education
		[12]	The history of the development of the Indonesian language, the process of recognising Malay as the basis for Indonesian, and the factors behind the selection of Malay as the foundation for Indonesian
		[13]	Language Varieties: Regional varieties, formal and standard varieties, social varieties

		[14] Spelling rules in Indonesian: The development of Indonesian spelling, rules of Indonesian spelling [15] Basic sentence structure in Indonesian, types of sentences, sentence functions [16] Rules for writing paragraphs in Indonesian, cohesion and coherence in paragraphs. [17] Bibliography rules, elements of a bibliography [18] Rules for writing quotations, types of quotations [19] Standard structure of academic papers [20] Simple Present Tense [21] Simple Past Tense [22] Present Continuous Tense [23] Present Perfect Tense [24] Simple Future Tense [25] composing academic texts of the descriptive text genre in accordance with the theoretical concepts of descriptive text: social function, generic structures, language features. [26] Composing academic texts of the procedure text genre in accordance with the theoretical concepts of procedure text: social function, generic structures, language features. [27] Composing academic texts of the recount text genre in accordance with the theoretical concepts of recount texts: social function, generic structures, language features. [28] Design Thinking [29] Business Model Canvas [30] Prototyping [31] Marketing Plan and Channels
PLO-3	Mastering the basic concepts and philosophy, learning theories, curriculum, and adaptive early childhood assessment in line with advances in science and technology in the Early Childhood Education Program Management	[32] Early childhood education curriculum [33] Aspects of religious understanding in early childhood [34] Language aspects of early childhood [35] Cognitive aspects of early childhood [36] Social aspects of early childhood [37] Emotional aspects of early childhood [38] Physical and motor aspects of early childhood [39] Mathematical aspects of early childhood
PLO-4	Able to integrate (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) into meaningful play activities	[40] Mathematics Learning [41] Language Learning [42] Science Learning [43] Social Studies Learning [44] Visual Arts Learning [45] Music Education [46] Dance Education [47] English for Children [48] Digital Literacy

PLO-5	Developing (C6) an understanding of the development and characteristics of young children	[49] Theories of child development [50] Learner development [51] Basic concepts of holistic and integrative early childhood education [52] Nutrition for young children [53] Early childhood health [54] Childcare [55] Children's rights and protection [56] Neuroscience

PLO-6	Able to demonstrate independent and high-quality performance, make appropriate decisions, and uphold scientific ethics in producing (C6) solutions or works	[57] Research design [58] Data collection techniques [59] Data analysis [60] Writing up research results [61] Basic statistical concepts [62] Applications in early childhood education issues [63] Concepts of academic writing [64] Steps in drafting a proposal [65] Citation techniques [66] Elements of research
PLO-7	Ability to work collaboratively, take responsibility within a group, and document (verify/A5) data validly to support academic integrity	[67] Basic Concepts of Early Childhood Education Management [68] Stages of management [69] Child development [70] Types of services [71] Basic concepts of management [72] Early Childhood Education (PAUD) Learning Models [73] Human Resource Management [74] Student management [75] Monitoring and assessment
PLO-8	Able to establish (C6) effective verbal and written communication to convey information and build good relationships with young children, parents and relevant parties.	[76] Communication Patterns [77] Communication Skills [78] Communication Theory [79] Principles of relationship building
PLO-9	Creating (C6) multimedia products (games and animations) suitable for the needs of young children	[80] Educational innovation [81] Educational games [82] Graphic design [83] Animation [84] Video editing [85] Entrepreneurship concepts [86] Entrepreneurship practice

PLO-10	Ability to creatively design (P5) performing arts (concepts of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	[87] Performance concepts [88] Technical aspects of performance [89] Performance Artistic Design Requirements [90] Performance props [91] Performing arts costumes [92] Performance art design drawings [93] Costume coordination techniques [94] Make-up for performance art [95] Lighting design in performances [96] Lighting equipment [97] Implementation of stage design [98] Installing lighting equipment [99] Stage design [100] Specifications for performance materials and components [101] Performance space analysis [102] Designing the technical aspects of the performance [103] Implementation of the technical design of the stage [104] Performance timing and duration [105] Promotional strategy [106] Performance budget

5.2 Description of Study Materials

Table 5.2. Study Materials (BK)

No/Code	Study Material (BK)	Description of study material
BK-1	Religious Education	Islamic, Catholic, Protestant, Hindu, Buddhist and Confucian Religious Education
BK-2	Civics Education	1. Introduction to citizenship education; 2. National identity; 3. National integration; 4. The Constitution of Indonesia; 5. The duties and rights of the state and citizens; 6. The dynamics of democracy in Indonesia; 7. Law enforcement in Indonesia; 8. The Archipelagic Concept; and 9. National resilience.
BK-3	Pancasila Education	1. Introduction to Pancasila Education; 2. Pancasila in the study of Indonesian history; 3. Pancasila as the foundation of the state; 4. Pancasila as a national ideology; 5. Pancasila as a philosophical system; 6. Pancasila as an ethical system; and 7. Pancasila as the foundation of values for the development of science
BK-4	PGRI Studies	1. The nature of Indonesian as the language of unity and the national language; 2. Exploring texts in academic life (instilling the values and essence of the as a driver of knowledge); 3. Exploring the world of literature; 4. Designing research proposals and activity proposals; 5. Reporting research findings and activity outcomes; and 6. Expressing oneself in academic articles.
BK-5	Indonesian Language	1. The nature of Indonesian as the language of unity and the national language; 2. Exploring texts in academic life (instilling the values and nature of the as a vehicle for knowledge); 3. Exploring the world of libraries; 4. Designing research proposals and activity proposals; 5. Reporting research findings and activity outcomes; and 6. Expressing oneself in academic articles.
BK-6	English	1. Simple Present Tense; 2. Continuous Tense; 3. Simple Past Tense; 4. Simple Future Tense; 5. Present Perfect Tense; 6. Descriptive text; 7. Procedure text; and 8. Recount Text

BK-7	Basic Concepts	1. The nature of learning; 2. The nature of teaching; 3. The difference between learning and teaching
BK-8	Theories of Learning	Behaviourist theory, cognitive theory, constructivist theory and humanistic theory

BK-9	Learning Media and Resources	Tools or resources used to support the learning process
BK-10	Planning, Development, and Evaluation of Learning	Learning planning, development of learning materials, evaluation of learning
BK-11	The Nature of Humanity	Dimensions of human nature (physical, psychological, social and spiritual); lifelong human development; implications of human nature for education
BK-12	Foundations of Education	Philosophical foundations, psychological foundations, socio-cultural foundations, historical foundations, legal foundations, science and technology foundations
BK-13	Principles of Education	Principle of relevance, principle of flexibility
BK-14	Research Design	Quantitative and qualitative research design,
BK-15	Data Collection Techniques	Interviews, questionnaires, observation and testing
BK-16	Data Analysis	Quantitative data (introduction to statistics, descriptive analysis, inferential analysis, and regression analysis). Qualitative data (thematic analysis, content analysis, and discourse analysis)
BK-17	Writing Research Results	Structure of research reports, scientific language, writing academic papers
BK-18	Basic Concepts of Statistics	Definition and nature of statistics, objectives and types of data (quantitative and qualitative)
BK-19	Descriptive Statistics	Data presentation, measures of central tendency, measures of dispersion, normality tests
BK-20	Inferential Statistics	Range, standard deviation, variance, normality test
BK-21	Applications in Educational Problems	Analysis of examination results, item analysis, instrument development, quantitative and qualitative data analysis, multivariate and non-parametric statistics
BK-22	Concepts of Academic Writing	Understanding the definition, structure, and purpose of dissertations and scientific papers as forms of research
BK-23	Steps in Drafting a Research Proposal	The process of drafting a research proposal, from selecting a title, formulating the research question, conducting a literature review, establishing a theoretical framework, and choosing research methods, through to conclusions and recommendations
BK-24	Citation Techniques	Understanding how to cite sources correctly (e.g. using APA, MLA or Chicago standards)
BK-25	Elements of Research Design	Understanding of the elements of research design, such as problem formulation, research objectives, relevant theories, and appropriate research methods

BK-26	Basic Concepts of Early Childhood Education Management	This module discusses the basic principles of managing early childhood education institutions, specifically Kindergartens (TK), Playgroups (KB), and Childcare Centres (TPA). It covers an understanding of the managerial functions of early childhood education institutions, ranging from planning, organising, implementation, to programme evaluation. Grounded in educational management theory and early childhood development, students will learn how to manage the learning environment, human resources, curriculum, finances, facilities and infrastructure, as well as relationships with parents and the community. Emphasis is placed on participatory leadership, holistic learning, and a child-centred management approach.
BK-27	Stages of Management	This study material discusses programme planning, programme implementation and evaluation of early childhood education unit management
BK-28	Learning Environment	Classroom layout, use of media, application of principles

BK-29	Child Growth and Development	Physical and motor development, emotional and social development, cognitive and language development, artistic development
BK-30	The Concept of Holistic Integrative Early Childhood Education	Holistic and integrative early childhood education concepts, understanding early childhood development, learning approaches, implementation in early childhood education settings (holistic services)
BK-31	Early Childhood Nutrition	The study of early childhood nutrition covers various important aspects, including the definition of nutrition, nutritional requirements, types of nutrients, nutritional problems, and efforts to achieve a balanced diet. Furthermore, the study must also consider factors influencing children's nutrition, such as eating behaviour, lifestyle habits, and the social environment
BK-32	Theories of Neuroscience	Neural structure and function, neurological and psychological disorders, neuroscience and education
BK-33	Early Childhood Health	Basic concepts of nutrition, child anatomy and physiology, disease prevention, and child health management
BK-34	Concepts of the Prenatal Period	Stages of foetal development, factors influencing development, and the implications of the prenatal period for subsequent development.
BK-35	Theories of Play	Piaget's theory of cognitive development, Freud's psychoanalytic theory, Vygotsky's theory of social development
BK-36	The Role of Play in Child Development	Supporting children's physical, cognitive, social, emotional and creative development
BK-37	Types of Play	Exploring types of play, including free play, role play, puzzle play, board games and educational games.
BK-38	Play Implementation Strategies	Implementing play activities in various settings, such as early years education centres, schools and the home;
BK-39	Principles and Implementation in the Curriculum	Understanding of the basic principles of the early childhood education curriculum, such as being child-centred and developmentally appropriate, and how these principles are applied in curriculum design, teaching and learning, and assessment
BK-40	Aspects of Child Development	Covering six main aspects: religious and moral values, physical-motor skills, cognitive development, language, social-emotional development, and the arts. Additionally, health and nutrition, as well as the influence of the child's environment
BK-41	Planning and Management	This study covers planning, including needs identification, programme development and action plans; planning models; the development of play programmes; and evaluation
BK-42	Types of Learning Media	Print, audio, visual, audio-visual, digital, and three-dimensional media
BK-43	Principles of Assessment	Must be objective, continuous, meaningful and used for the child's development
BK-44	Types of Assessment	Formative assessment, summative assessment and initial assessment
BK-45	Assessment Instruments	Anecdotal notes, checklists, student work, photo series
BK-46	Applications in Learning	Monitoring progress, lesson planning, feedback, identifying barriers

BK-47	Aspects of Religious and Moral Understanding in Early Childhood	This teaching material covers: Basic Concepts of Religious and Moral Values in Early Childhood, Theories of Moral and Religious Development in Early Childhood, Characteristics of Moral and Religious Development in Early Childhood, Strategies and Methods for Developing Religious and Moral Values, The Role of the Environment in the Development of Religious and Moral Values
BK-48	Language Aspects in Early Childhood	This study material covers: Basic Concepts of Language Development in Early Childhood, Theories of Language Development, Stages of Language Development in Early Childhood, Factors Influencing Language Development, Strategies for Stimulating Language Development, Early Detection of Language Disorders and Intervention

BK-49	Cognitive Aspects of Early Childhood	This study examines: Basic concepts of early childhood cognitive development, Theories of cognitive development, Stages and characteristics of early childhood cognitive development, Factors influencing cognitive development, Strategies for developing children's cognitive abilities, The importance of a supportive play and learning environment
BK-50	Social Aspects of Early Childhood	Concepts and characteristics of social development in early childhood, theories of social development, factors influencing social development, social behaviours developing in children, strategies for developing children's social skills, the role of teachers and the environment in social development
BK-51	Emotional Aspects of Early Childhood	This module discusses concepts, principles, and theories related to the emotional development of young children (0–8 years), as well as how children learn to recognise, express, and manage their emotions. This study covers an understanding of basic and complex emotions, stages of emotional development, and factors influencing children's emotional regulation. It also emphasises the role of educators and the environment in creating an emotionally safe atmosphere to support the development of children's self-confidence, empathy, and emotional resilience.
BK-52	Physical and Motor Development in Early Childhood	This module discusses the physical and motor development of young children (0–8 years), covering physical growth, gross and fine motor coordination, and the relationship between motor development and cognitive, social, and emotional aspects. This study is grounded in theories of child development and focuses on the importance of movement stimulation through enjoyable, age-appropriate activities. It also emphasises the importance of creating a safe, healthy environment that supports movement exploration as part of the child's learning process.
BK-53	Concepts of Communication	This module covers various aspects, ranging from the definition of communication to theories related to the development of communication in children. Communication in children can be verbal (words) or non-verbal (body language, facial expressions, and so on). Communication is also important in supporting children's language, emotional, social, and cognitive development.
BK-54	Communication Strategies	This study covers communication strategies for young children, involving the use of various methods to help children develop language skills and interact with their surroundings. This includes the use of appropriate language, visual aids, and positive social interaction
BK-55	Communication Theory	The study of early childhood communication theory covers various aspects, such as theories of language development, social interaction, cognition, and the influence of the environment on children's communication skills. This study discusses effective communication strategies, the role of parents and teachers in facilitating communication, and the impact of communication on children's

		overall development.
BK-56	Communication Skills	The study of communication skills in early childhood covers several important aspects, including: an understanding of communication itself, the characteristics of communication in early childhood, methods for developing communication skills, and examples of activities that can be implemented. A deep understanding of these aspects is vital for improving children's ability to communicate effectively and efficiently
BK-57	Management Concepts	The study of management concepts in early childhood education covers planning, organising, implementation, and evaluation. The Early Childhood Education Program Management must also take into

		account aspects such as the delivery of learning, the recruitment and training of specialist staff, the utilisation of the environment, and the development of policy frameworks.
BK-58	Learning Planning	The study materials for the concept of learning planning in PAUD include the identification of learning objectives, analysis of children's needs, selection of appropriate methods and media, preparation of materials and resources, planning of activities, development of assessment methods, and communication of expectations. This planning also takes into account the characteristics of young children and the principles of relevance and adaptation
BK-59	Evaluation	Study materials for the concept of learning evaluation in early childhood education include the objectives, functions, principles, characteristics, methods, and forms of evaluation. This evaluation helps teachers and parents to understand children's learning comprehensively, in terms of physical, cognitive, social-emotional, language, and motor aspects
BK-60	Human Resources and Support	The study materials on human resources (HR) and support in early childhood education (PAUD) include an analysis of teaching staff, educational support staff, parents, and the community associated with early childhood education institutions. This study covers the competencies, training, motivation, leadership, and respective roles of each group in supporting the success of the learning process in PAUD
BK-61	Curriculum	The curriculum study material in PAUD covers the curriculum foundations, curriculum components, principles of curriculum development, and learning models appropriate to the needs of young children. The PAUD curriculum must also consider aspects of child development (religious values, physical and motor skills, cognitive development, language, social-emotional development, and the arts)
BK-62	Curriculum	The curriculum study materials for early childhood education (PAUD) include the curriculum foundations, curriculum components, principles of curriculum development, and learning models appropriate to the needs of young children. The PAUD curriculum must also take into account aspects of child development (religious values, physical and motor skills, cognitive development, language, social-emotional development, and the arts)
BK-63	Learning Models in Early Childhood Education	This module examines various learning models specifically designed for young children (aged 0–8 years), based on child development theory and child-centred learning principles. Students will study a range of approaches and learning models applicable to early years education, such as thematic, centre-based, Montessori, Reggio Emilia, HighScope, and others. This study also emphasises the interconnection between children's developmental characteristics, learning needs, and the design of contextual, enjoyable, and play-

		based activities. The primary objective of this study is to equip students with the ability to select, apply, and develop appropriate, creative, and inclusive learning models.
BK-64	Learning Innovation	The study of innovation and learning in early childhood education covers learning innovations implemented in early childhood education, comparisons of early childhood education across various countries in various aspects, ranging from learning media and methods to the approaches used. Learning innovations in early childhood education are often linked to the use of digital technology, play-based approaches, and local wisdom
BK-65	Educational Toys	This study material discusses the concepts, types, functions, and utilisation of educational play equipment (EPE) as a medium for stimulating the development of young children (0–8 years). This

		study emphasises the importance of EPE as an integral part of play- based learning processes, in line with children's developmental stages. Students will understand the principles of design, selection, and use of EGMs based on theories of children's cognitive, motor, socio-emotional, and language development. The material also covers the development of students' creativity in designing EGMs that are safe, contextually appropriate, and support active and enjoyable learning.
BK-65	Designing the Learning Environment	This module discusses the principles, concepts, and strategies for designing a play environment that supports the learning process and optimal development of young children (0–8 years). The play environment is understood as an integral part of child-centred learning that is based on play, exploration, and interaction. This study is based on child development theory and pedagogical principles that emphasise the importance of a physical, social, and psychological environment that is safe, challenging, and stimulates all aspects of a child's development. Students will learn about planning and organising play spaces (indoor and outdoor), zoning areas, selecting play equipment, and evaluating the effectiveness of the play environment.
BK-66	Communication Patterns	This module examines how teachers and children interact, which may take the form of one-way communication (the teacher conveying information), two-way communication (the teacher and child exchanging information), or multi-directional communication (interaction occurring between several people). In early childhood education, it is important to develop communication patterns that support children's development and effective teaching and learning processes.
BK-67	Communication Skills	This study material provides an overview of the ability of a young child (0–6 years) to convey messages, ideas and feelings through various means, both verbal and non-verbal. This includes the ability to speak, listen, read body language and use body gestures to express oneself.
BK-68	Communication Theory	This study material emphasises the importance of interaction and the exchange of information between teachers, children, and parents to support children's language, social-emotional, and cognitive development. It covers various communication theories, key elements of communication, and communication strategies for children
BK-69	Principles of Building Relationships	This module outlines how to create good and harmonious relationships between early childhood education centres, families, and the community, which support children's development. This involves open communication, cooperation, and mutual respect between all parties involved in the child's educational process.

BK-70	Mathematics Learning	The study material on early childhood mathematics in early childhood education centres covers the nature of mathematics learning, theories of mathematics learning, number concepts, patterns, geometry, measurement, and data analysis. This learning emphasises a fun, play-based approach that actively involves children to develop an intuitive understanding of mathematical concepts
BK-71	Language Learning	The study materials for early childhood language learning in early childhood education cover various aspects, ranging from the definition of language, stages of language development, and components of language, to effective learning methods. Language learning for young children aims to develop language skills comprehensively, covering listening, speaking, reading, and writing
BK-78	Science Learning	The study materials for early childhood science education in early childhood education centres (PAUD) cover various basic scientific

		concepts tailored to children's abilities and developmental stages. This includes an introduction to oneself, the surrounding environment, plants, animals, and celestial bodies. Learning also emphasises exploration, observation, simple experiments, and the use of various senses to understand the world around them
BK-79	Social Studies	This curriculum covers the nature of social studies learning, theories of social studies learning, concepts of economics, concepts of citizenship, concepts of geography and the environment, concepts of culture and diversity, multiculturalism, and concepts of the global world
	Social Studies	This study material covers the nature of social studies learning, social studies learning theories, AUD economic concepts, citizenship concepts, geography and environmental concepts, culture and diversity concepts, multiculturalism, and global world concepts
BK-80	Art Education	The study materials for visual arts education in early childhood education cover various aspects, ranging from an understanding of visual arts itself and concepts of creativity in early childhood, to various visual arts techniques and activities that can be applied in learning
BK-81	Music Education	The curriculum for music education in early childhood education covers various elements, such as basic musical concepts, teaching methods, Musical Instruments for Early Childhood Education, and musical activities that can be carried out in early childhood education
BK-81	Dance Education	The curriculum for dance education in early childhood education covers the basic concepts of dance, its significance for child development, age-appropriate teaching methods, and the exploration of creative movement. Dance education in early childhood education aims to introduce dance, enhance motor skills, foster creativity, and encourage self-expression through movement.
BK-82	Early Years English Language Learning	The curriculum for English language learning in early childhood education covers various basic materials tailored to the children's age and abilities, such as the introduction of basic vocabulary (colours, animals, family), letters (the alphabet), and an introduction to simple conversation. Effective teaching methods include playing, singing, storytelling, and the use of pictures
BK-83	Graphic Design	This module discusses the fundamental principles of graphic design applicable within the context of early childhood education. The focus includes an understanding of visual elements such as colour, shape, line, texture, and space, used to design engaging, educational, and developmentally appropriate learning materials. Students will study the concept of children's aesthetics, theories of visual perception, and principles of visual communication for early childhood based on theories of cognitive development and children's art. This study also covers basic technical skills in creating simple visual media, both manually and digitally, to support active and enjoyable

		learning in early childhood education.
BK-84	Entrepreneurship Concepts	The core curriculum for entrepreneurship in early childhood education covers an understanding of entrepreneurial values, entrepreneurial concepts, and their application in learning. Some of the values that can be applied include self-confidence, independence, creativity, and a willingness to take risks. The concepts include identifying opportunities, capitalising on opportunities, and thinking creatively. In the classroom, this can be achieved through activities such as role-play, business simulations, or visits to businesses
BK-85	Entrepreneurship Practice	The content of entrepreneurship practice in early childhood education covers various activities designed to introduce entrepreneurial concepts and values to young children. This may include practical

		activities such as market days, cooking classes, or field trips, as well as more theoretical activities such as learning about basic business concepts, the value of money, and simple business planning
BK-87	Animation	This module examines the role, principles, and use of animation as an educational medium that supports the development of young children (0–8 years). The study focuses on understanding the characteristics of animation that are appropriate for children's cognitive, language, socio-emotional, and imaginative development. Students will study the basic concepts of animation, theories of child development relating to visual and symbolic perception, as well as basic skills in evaluating and designing educational animation content that is communicative, simple, and safe for children. Emphasis is also placed on the use of animation as a learning aid in early childhood education settings, both in the form of audio-visual media and interactive digital media.
BK-88	Videography	This module explores the concepts, principles, and application of videography as an effective, enjoyable, and age-appropriate learning medium for young children (0–8 years). The module covers the fundamentals of videography (filming, narration, and narrative flow), the characteristics of child-friendly educational videos, and students' ability to design and produce simple educational videos. Based on child development theory, this module emphasises the importance of visualisation, storytelling, and interactivity in communicating learning messages that are appropriate for children's worlds. Students are also encouraged to understand how video can be used as a medium for documenting the learning process in early childhood education.
BK-88	Performance Concept	The process of presenting artistic works for young children by incorporating elements of music, dance, and visual arts, with the aim of conveying messages, experiences, or ideas through visual and auditory media, whilst engaging the elements of space, time, and the relationship between the artist (child) and the audience.
BK-89	Technical Aspects of Performance	Stage design, lighting, sound design, costumes, props and special effects, which play a vital role in creating an experience for young children
BK-89	Stage Artistic Design Requirements	This study covers stage design, setting and decoration, costume design, make-up, lighting, sound design and props
BK-90	Miniature Set Props	This module covers small-scale models of a set or backdrop to be used in a performance
BK-91	Performance Props	This study material discusses all objects or equipment used in a performance.
BK-92	Performance Costumes	This study covers the arrangement of clothing and accessories worn by performers in a performance
BK-93	Performance Costume Drafts	This study material discusses dressmaking plans or pattern drafting, or a series of drawings or diagrams used to create costumes for use in

		performing arts
BK-94	Performance Art Costume Coordination Techniques	This module covers the process of creating harmonious costume combinations that are appropriate to the theme and characters represented in the performance
BK-95	Make-up for Performance Art	This module covers stage make-up, which is the art and technique of applying make-up used in a performance to enhance the appearance and character of the performers
BK-96	Lighting Design in Performance	This study material discusses the process of planned lighting arrangements to achieve the desired visual effects
BK-96	Lighting Equipment	This study discusses all the equipment used to create lighting effects.

BK-97	Implementation of Stage Design	This module covers the process of implementing the elements designed in the stage design, including planning, physical preparation, execution and evaluation
BK-98	Installing Lighting Equipment	This study material discusses the planning and arrangement of lighting, lighting equipment, and various other lighting elements to support the performance.
BK-99	Stage Design	This module covers the visual planning of the stage, including set design, props and lighting design to support the performance
BK-100	Specifications for Materials and Performance Props	This study covers various types of materials, ranging from the materials used to construction and design details, which may include small objects or large materials
BK-101	Analysis of Performance Spaces	This study examines in depth various aspects related to the spaces or venues used for performing arts.
BK-103	Designing Technical Aspects of Staging	This module covers the planning and technical implementation required to create a safe stage
BK-102	Implementation of Technical Staging Design	This study examines matters relating to stage design, lighting and sound design
BK-104	Performance Time and Duration,	This study material discusses performance timing, including start time, end time, interval time and performance duration
BK-105	Promotional Strategies	This study material discusses strategies for raising awareness, attracting interest and encouraging audiences to attend a performance
BK-106	Performance Budget	This study outlines the budget required for a performance, comprising income, expenditure, funding sources and their allocation.

6. Course Design and Credit Weight Allocation

Courses are established based on the Learning Outcomes (PLO) assigned to the course and the study materials corresponding to those PLOs. Their formation may utilise the following matrix pattern:

Table 6.1 Matrix of PLOs and Study Material

PLOs	Description of PLOs	Study Material
PLO-1	Able to demonstrate character and manners that reflect adaptability, enthusiasm and integrity as a manifestation of piety towards God Almighty.	[1] Islam Religious Education [2] Christian Religious Education [3] Catholic Religious Education [4] Buddhist Religious Education [5] Hindu Religious Education [6] Confucian Religious Education [7] PGRI Studies [8] History and objectives of Pancasila education [9] Pancasila as the nation's identity [10] Pancasila as the foundation of the state [11] Pancasila as the ideology of the nation and state [12] Pancasila as a philosophical system [13] Pancasila and State Policy [14] Pancasila as an ethical system [15] The actualisation of Pancasila values in the 5A: Anti-Corruption, Anti-Intolerance, Anti-Bullying, Anti-Sexual Violence, and Anti-Drugs [16] The correlation between the state law of "Pancasila" and religious law [17] Pancasila as the foundation for the development of science [18] Pancasila as a paradigm of science [19] Pancasila as a paradigm for national life [20] Introduction to Citizenship Education

PLOs	Description of PLOs	Study Material
		[21] Indonesian National Identity and Anti-Intolerance [22] National Integrity [23] The Constitution in Indonesia [24] The Duties and Rights of the State and Citizens [25] The Dynamics of Democracy in Indonesia [26] Law Enforcement in Indonesia [27] Archipelagic Outlook

PLO-2	Evaluating and integrating concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	[1] Islam Religious Education [2] Christian Religious Education [3] Catholic Religious Education [4] Buddhist Religious Education [5] Hindu Religious Education [6] Confucian Religious Education [7] PGRI Studies [8] Community Empowerment [9] Digital Literacy [10] Leadership [11] Non-Formal Education [12] The history of the development of the Indonesian language, the process of recognising Malay as the basis for Indonesian, and the factors behind the selection of Malay as the foundation for Indonesian [13] Language Varieties: Regional varieties, formal and standard varieties, social varieties [14] Spelling rules in Indonesian: The development of Indonesian spelling, rules of Indonesian spelling [15] Basic sentence structure in Indonesian, types of sentences, sentence functions [16] Rules for writing paragraphs in Indonesian, cohesion and coherence in paragraphs. [17] Bibliography rules, elements of a bibliography [18] Rules for writing quotations, types of quotations [19] Standard structure of academic papers [20] Simple Present Tense [21] Simple Past Tense [22] Present Continuous Tense [23] Present Perfect Tense [24] Simple Future Tense [25] composing academic texts of the descriptive text genre in accordance with the theoretical concepts of descriptive text: social function, generic structures, language features. [26] Composing academic texts of the procedure text genre in accordance with the theoretical concepts of procedure texts: social function, generic structures, language features. [27] Composing academic texts of the recount genre in accordance with the theoretical concepts of recount texts: social function, generic structures, language features. [28] Design Thinking [29] Business Model Canvas [30] Prototyping

PLOs	Description of PLOs	Study Material
		[31] Marketing Plan and Channels
PLO-3	Mastering the basic concepts and philosophy, learning theories, curriculum, and adaptive early childhood assessment in line with advances in science and technology in the Early Childhood Education Program Management	[32] Early childhood education curriculum [33] Aspects of religious understanding in early childhood [34] Language aspects of early childhood [35] Cognitive aspects of early childhood [36] Social aspects of early childhood [37] Emotional aspects of early childhood [38] Physical and motor aspects of early childhood [39] Mathematical aspects of early childhood
PLO-4	Able to organise (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	[40] Mathematics Learning [41] Language Learning [42] Science Learning [43] Social Studies Learning [44] Visual Arts Learning [45] Music [46] Dance Education [47] English for Children [48] Digital Literacy
PLO-5	Building (C6) an understanding of early childhood development and characteristics	[49] Theories of child development [50] Learner development [51] Basic concepts of Holistic Integrative Early Childhood Education [52] Nutrition for young children [53] Early childhood health [54] Childcare [55] Children's rights and protection [56] Neuroscience
PLO-6	Able to demonstrate independent and high-quality performance, make appropriate decisions, and uphold scientific ethics in producing (C6) solutions or works	[57] Research design [58] Data collection techniques [59] Data analysis [60] Writing up research results [61] Basic statistical concepts [62] Applications in early childhood education [63] Concepts of academic writing [64] Steps in drafting a proposal [65] Citation techniques [66] Elements of research
PLO-7	Ability to work collaboratively, take responsibility within a group, and document (verify/A5) data validly to support academic integrity	[67] Basic Concepts of Early Childhood Education Management [68] Stages of management [69] Child development [70] Types of services [71] Basic concepts of management [72] Early Childhood Education (PAUD) Learning Models [73] Human Resource Management [74] Student management [75] Monitoring and assessment

PLO-8	Able to establish (C6) effective verbal and written communication to convey	[76] Communication Patterns [77] Communication Skills

PLOs	Description of PLOs	Study Material
	information and build good relationships with young children, parents and relevant parties.	[78] Communication Theory [79] Principles of relationship building
PLO-9	Creating (C6) multimedia products (games and animations) suitable for the needs of young children	[80] Educational innovation [81] Educational games [82] Graphic design [83] Animation [84] Video editing [85] Entrepreneurship concepts [86] Entrepreneurship practice
PLO-10	Ability to creatively design (P5) performing arts (concepts of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	[87] Performance concepts [88] Technical aspects of performance [89] Performance Artistic Design Requirements [90] Performance props [91] Performing arts costumes [92] Performance art design drawings [93] Costume coordination techniques [94] Stage make-up [95] Lighting design in a performance [96] Lighting equipment [97] Implementation of stage design [98] Installing lighting equipment [99] Stage design [100] Specifications for performance materials and components [101] Performance space analysis [102] Designing the technical aspects of the performance [103] Implementation of the technical design of the stage [104] Performance timing and duration [105] Promotional strategy [106] Performance budget

Course determination can be obtained by 'breaking down' the information in the table below.

Table 6.2 Determination of course units through study materials in the PLO descriptor

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
1.1. Religious Education	1.1.1. Islam 1.1.2. Catholic Christianity, 1.1.3. Protestant 1.1.4. Hindu 1.1.5. Buddhism 1.1.6. Confucianism	Islamic, Roman Catholic, Protestant, Hindu, Buddhist and Confucian Religious Education	Islamic Religious Education Christian Religious Education Catholic Religious Education Protestant Religious Education Hindu Religious Education Buddhist Religious Education Confucian Religious Education
1.2. Citizenship Education	1. Introduction to Civics Education; 2. National identity; 3. National integration; 4. The Constitution of Indonesia; 5. The duties and rights of the state and citizens; 6. The dynamics of democracy in Indonesia; 7. Law enforcement in Indonesia; 8. The Archipelagic Concept; and 9. National resilience.	1. Introduction to Civics Education; 2. National identity; 3. National integration; 4. The Constitution of Indonesia; 5. The duties and rights of the state and citizens; 6. The dynamics of democracy in Indonesia; 7. Law enforcement in Indonesia; 8. The Archipelagic Concept; and 9. National resilience.	Civics Education
1.3. Pancasila Education	1. Introduction to Pancasila Education; 2. Pancasila in the study of Indonesian history; 3. Pancasila as the foundation of the state; 4. Pancasila as a national ideology; 5. Pancasila as a philosophical system; 6. Pancasila as an ethical system; and 7. Pancasila as the foundation of values for the development of science	1. Introduction to Pancasila Education; 2. Pancasila in the study of Indonesian history; 3. Pancasila as the foundation of the state; 4. Pancasila as a national ideology; 5. Pancasila as a philosophical system; 6. Pancasila as an ethical system; and 7. Pancasila as the foundation of values for the development of science	Pancasila Education

1.4. Regarding the PGRI	1. The nature of Indonesian as the language of unity and the national language; 2. Exploring texts in academic life (instilling values and the nature of the as a driver of knowledge);	1. The nature of Indonesian as the language of unity and the national language; 2. Exploring texts in academic life (instilling the values and nature of the as a vehicle for knowledge);	PGRI Studies

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
	3. Exploring the world of literature; 4. Designing research proposals and activity proposals; 5. Reporting research findings and activity outcomes; and 6. Expressing oneself through academic articles.	3. Exploring the world of literature; 4. Designing research proposals and activity proposals; 5. Reporting research findings and activity outcomes; and 6. Expressing oneself through academic articles.	
1.5. Indonesian	1. The nature of Indonesian as the language of unity and the national language; 2. Exploring texts in academic life (instilling the values and nature of the as a vehicle for knowledge); 3. Exploring the world of literature; 4. Designing research proposals and activity proposals; 5. Reporting research findings and activity outcomes; and 6. Expressing oneself in academic articles.	1. The nature of Indonesian as the language of unity and the national language; 2. Exploring texts in academic life (instilling the values and nature of the as a vehicle for knowledge); 3. Exploring the world of literature; 4. Designing research proposals and activity proposals; 5. Reporting research findings and activity outcomes; and 6. Expressing oneself in academic articles.	Indonesian Language
1.6. English	1. Simple Present Tense, 2. Continuous Tense, 3. Simple Past Tense, 4. Simple Future Tense, 5. Present Perfect Tense. 6. Descriptive text, 7. Procedural Text, 8. Recount Text	1. Simple Present Tense, 2. Present Continuous Tense, 3. Simple Past Tense, 4. Simple Future Tense, 5. Present Perfect Tense. 6. Descriptive Text, 7. Procedure Text, 8. Recount Text	English
2.1. Basic concepts of learning	1. The nature of learning, 2. The nature of learning, 3. The difference between learning and teaching	1. The nature of learning, 2. The nature of teaching, 3. The difference between learning and teaching	Learning and Instruction in Early Childhood Education

3.1. Theories of learning	1. Behaviourist Theory, 2. Cognitive Theory, 3. Constructivism and 4. Humanistic Theory	1. Basic Concepts Underpinning Education 2. Theories underpinning Education: behaviourist theory, 3. Cognitive theory, 4. Constructivism 5. Humanistic theory	Foundations of Education

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
4.1. Approaches, models, and learning methods	1. Learning Approaches (Contextual, 2. Problem-Based or Project-Based Approach) 3. Learning Models (Direct, Cooperative, Inquiry) 4. Learning Methods (Lecture, Discussion, Question and Answer, Stimulation)	1. Contextual learning approach, 2. Problem-based approach 3. Project-based approach	Foundations of Education
		1. Interest-based learning model, Group with safeguards 2. Interest-based learning model, Corner 3. Interest-based learning model, Area 4. Interest-based learning model, centres 5. Learning methods (storytelling, discussion, question and answer, experiments, field trips)	Learning Environment Management for Early Childhood Education
5.1. Learning resources and materials	1. Basic Concepts of Learning Media and Resources 2. Types of Learning Media for Early Childhood Education 3. Learning Resources for Early Childhood 4. Development and Production of Media 5. Integration of Media and Learning Resources in Early Childhood Education 6. Evaluation and Reflection on the Use of Media 7. Innovations and Current Trends in Early Childhood Education Media 8. Ethics, Culture, and Local Context in Media Selection	1. Basic concepts of media and learning resources in the context of early childhood education, 2. Theoretical foundations for the use of media and learning resources in early childhood education 3. Types of learning media for early childhood 4. Principles of selecting and using educational media; relevant and contextual learning resources for early childhood 5. Development and production of simple media for early childhood education Strategies for the use of media and learning resources in early childhood education 6. Evaluation of the use of media and learning resources in learning activities	Learning Resources and Instructional Media Graphic Learning Media for Early Childhood Education Animated Guidance and Counseling Media for Early Childhood Education Educational Video Editing for Early Childhood Learning

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
6.1. Planning, development, and evaluation of learning	1. Definition and importance of learning planning Components of early childhood education learning planning: 2. Learning objectives (based on developmental milestones and competencies) 3. Thematic learning materials 4. Learning strategies/methods 5. Learning media and resources 6. Core activities (structured and free play) 7. Learning assessment 8. Preparation of learning plan documents (RPPH, RPPM, Syllabus/RPPT) 9. Principles of differentiation and inclusion in learning planning 10. Principles and objectives of early years learning assessment 11. Assessment approaches: authentic, formative, holistic 12. Assessment techniques: observation, anecdotal notes, checklists, portfolios 13. Instruments and tools for early childhood education assessment 14. Reporting evaluation results (child development reports, communication with parents) 15. Follow-up on evaluation results for the Development of Lesson Plans	1. Basic Concepts of Planning 2. Principles of Learning Planning 3. Objectives and Benefits of Learning Planning 4. Components of learning planning (objectives, content, activities, tools and materials, and assessment) 5. Assessment Materials for Early Childhood Learning. 6. Philosophical and theoretical foundations of assessment, 7. Various forms and techniques of assessment 8. Assessment principles relevant to early childhood education. 9. Processing of Assessment Data, Portfolios 10. Reporting and communicating assessment results 11. Using assessment results as a basis for planning learning tailored to the child's needs and evaluating the effectiveness of learning activities. 12. Ethics in the conduct of assessment and challenges that may be encountered in the field, such as time constraints, the number of children, and teacher capacity.	Learning Planning, Assessment of Early Childhood Learning

7.1. the nature of humanity	1. Dimensions of human nature (physical, psychological, social and spiritual); 2. Lifelong human development; 3. Implications of human nature 4. Human nature in relation to education	Philosophy/Logic	Philosophy of Science/Logic
8.1. Foundations of education	1. Philosophical foundations, 2. Psychological foundations,	1. Philosophical foundations, 2. Psychological foundations,	Foundations of Education

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
	3. Sociocultural foundations, 4. Historical foundations, 5. Legal foundations, 6. Scientific and technological foundations	3. Socio-cultural foundations, 4. Historical basis, 5. Legal foundations, 6. Science and technology foundations	
9.1. Principles of education	1. Principle of relevance, 2. Principle of flexibility	1. The principle of relevance, 2. The principle of flexibility	Foundations of Education
10.1 Research design	1. Quantitative research design and 2. Qualitative research design,	1. Quantitative Descriptive Research, 2. Comparative Research, 3. Correlational Research, 4. Experimental Research, 5. Quasi-experimental research, 6. Ex Post Facto Research (Comparative Causal Research)	Statistics Research Methods
		1. Case Study Research 2. Descriptive Research 3. Phenomenological Research 4. Classroom Action Research	Qualitative Research Methods
11.1. Data Collection Techniques	1. Interviews 2. Questionnaires 3. Observation 4. Testing	1. Interviews 2. Questionnaire 3. Observation 4. Testing	Statistics Research Methods
		interviews, observation	Research Methods
12.1. data analysis	1. Quantitative data (introduction to statistics, 2. Descriptive analysis, 3. Inferential analysis, and regression analysis). 4. Qualitative data (thematic analysis, content analysis, and discourse analysis)	1. Quantitative data: introduction to statistics, 2. Descriptive analysis, 3. Inferential analysis, and 4. Regression analysis).	Statistics Research methods
		1. Qualitative data (thematic analysis, content analysis, and discourse analysis)	Research Methods
13.1. Writing up research results	1. Structure of a research report, 2. Scientific writing style, 3. Writing academic papers	1. Structure of a research report, 2. Scientific language, 3. Academic writing	Final Project

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
14.1. Basic concepts of statistics	1. Definition and nature of statistics, 2. Purpose and types of quantitative data	1. Definition 2. The nature of statistics, 3. Objectives and types of quantitative data	Statistics Research methods
Statistics Research methods	Statistics Research methods	Statistics Research methods	Statistics Research methods
16.1. Inferential statistics	range, standard deviation, variance, normality test	1. Range, 2. Standard deviation, 3. Variance, 4. Normality test	Statistics Research methods
17.1. Applications in educational issues	analysis of examination results, item analysis, instrument development, quantitative and qualitative data analysis, multivariate and non-parametric statistics	1. Analysis of examination results, 2. Item analysis, 3. Instrument development, 4. Quantitative statistical data analysis 5. Multivariate and non-parametric	Statistics Research methods
		1. Collection and analysis of qualitative data	Statistics Research methods
		1. Analysis of examination results, 2. Item analysis, 3. Development of assessment instruments, 4. Quantitative data analysis 5. Multivariate and non-parametric statistics, 6. Qualitative data analysis of collected data	Final Project
18.1. Concepts of academic writing	Understanding of the definition, structure, and purpose of a dissertation and scientific work as a form of research	1. Understanding of the definition, 2. structure of research	Research Research Proposal Seminar
		1. the purpose of a dissertation 2. scientific papers as a form of research	Final Project

19.1. Steps in drafting a proposal	The process of drafting a research proposal, from selecting a title, formulating the research question, conducting a literature review, establishing a theoretical framework, choosing research methods, to drawing conclusions and making recommendations	1. the process of drafting a research proposal, 2. selection of a title, 3. problem formulation, 4. literature review, 5. theoretical framework, 6. research methods, 7. conclusions and recommendations	Research Research Proposal Seminar

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
20.1. Citation techniques	understanding of how to cite references correctly (e.g. using APA, MLA or Chicago standards)	1. Understanding of how to cite sources correctly (e.g. using APA, MLA or Chicago standards)	Research Research Proposal Seminar
21.1. Elements of research design	understanding of the elements of research design, such as problem formulation, research objectives, relevant theory, and appropriate research methods	1. Understanding of the elements of research design 2. problem formulation, research objectives, relevant theories, 3. appropriate research methods	Research Research Proposal Seminar
		1. understanding of the elements of research design 2. formulation of the problem, research objectives, relevant theories, and 3. appropriate research methods	Final Project
22.1. Basic concepts of managing nursery schools, playgroups and childcare centres	This module discusses the basic principles of managing early childhood education institutions, specifically Kindergartens (TK), Playgroups (KB), and Childcare Centres (TPA). It covers an understanding of the managerial functions of early childhood education institutions, ranging from planning, organising, and implementation to programme evaluation. Grounded in educational management theory and early childhood development, students will learn how to	1. Fundamentals of managing early childhood education institutions, particularly Nursery Schools (TK), 2. Management of kindergarten institutions, 3. Planning in kindergartens 4. Organisation in kindergartens 5. Programme implementation in kindergartens 6. Evaluation of kindergarten programmes 7. Participatory leadership, holistic learning, and a child-centred management approach in early years education	Kindergarten Administration and Management

	manage the learning environment, human resources, curriculum, finances, facilities and infrastructure, as well as relationships with parents and the community. Emphasis is placed on participatory leadership, holistic learning, and a child-centred management approach.	1. Fundamentals of managing early childhood education units, particularly Nursery Schools (KB), 2. Management of kindergarten institutions 3. Planning in kindergartens 4. Organisation in kindergartens 5. Programme implementation in kindergartens 6. Evaluation of kindergarten programmes 7. Participatory leadership, holistic learning, and a child-centred management approach in early childhood education	Management of Playgroups and Childcare Centers
		1. Fundamentals of managing early childhood education units, particularly Nursery Schools (TPA), 2. Management of TPA institutions	Management of Playgroups and Childcare Centers

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
		3. Planning in TPA 4. Organisation in TPA 5. Programme implementation in TPA 6. Evaluation of TPA programmes 7. Participatory leadership, holistic learning, and a child-centred management approach in the nursery	
23.1. Stages of management	programme planning, programme implementation and programme evaluation	1. Kindergarten programme planning 2. Implementation of the kindergarten programme 3. Evaluation of the Kindergarten Administration and Management programme	Kindergarten Administration and Management
		1. Family Planning Programme Planning 2. Implementation of the family planning programme 3. Evaluation of family planning management programmes	Management of Playgroups and Childcare Centers
		1. Planning of the TPA programme 2. Implementation of the TPA programme 3. Evaluation of the TPA management programme	Management of Playgroups and Childcare Centers
24.1. Learning environment	classroom layout, use of media, application of principles	1. Basic Concepts of the Early Childhood Learning Environment, 2. Philosophical and Theoretical Foundations, 3. Characteristics of an Effective Learning Environment, 4. Types of Learning Environments, 5. Principles of Learning Environment Design and Management, 6. Strategies for Managing the Learning Environment, Evaluation and Reflection on the Management of the	Management of Nursery Schools, Kindergarten Administration and Management, Management of TPA Planning and Instructional Planning for Early Childhood Education Management for Early Childhood Education

25.1. Child development	physical and motor development, emotional and social development, cognitive and language development, artistic development	1. Physical and motor development 2. emotional and social development, 3. cognitive and language development, 4. artistic development	Child Growth and Development
		1. physical and motor development, 2. emotional and social development,	Child Growth and Development

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
		3. cognitive and language development, 4. artistic development	
26.1. Types of service	day care, full-time care, and care based on the setting (government, office, or factory environment)	1. day care, 2. full-time services, 3. services based on the setting (government, office, or factory environments)	Early Childhood Education Program Management
27.1. Basic concepts of management	planning, organising, directing, controlling	1. planning, 2. organising, 3. directing, 4. controlling	Early Childhood Education Program Management
28.1. Early Childhood Education (PAUD) learning models	thematic, play-based, learning through play, other approaches appropriate to children's development	1. thematic, 2. play-based, 3. learning through play, 4. child-centred approaches	Early Childhood Education Curriculum
29.1. Human resources management	management of teaching staff, facilities and infrastructure, finance and community support	1. management of teaching staff, 2. facilities and infrastructure, 3. finance 4. community support	Professional development of educators
30.1. student management	organisation of student activities, discipline, guidance and assessment	1. organisation of student activities, 2. routine-building, 3. care and evaluation	Early Childhood Education Program Management
31.1. Monitoring and assessment	supervision of the learning process, evaluation of learning outcomes, and reports on pupils' progress	1. supervision of the learning process, 2. assessment of learning outcomes, 3. reports on pupils' progress	Assessment of Early Childhood Learning
32.1. Theories of child development	basic concepts of growth and development, stages of development (psychosexual, psychosocial, cognitive, moral), factors influencing development, and various theories of development such as Erikson's psychosocial theory, Piaget's cognitive theory, and Kohlberg's theory of moral development	1. Basic concepts of growth and development, 2. Stages of development (psychosexual, psychosocial, cognitive, moral), 3. Factors influencing development, and 4. Various theories of development such as Erikson's psychosocial theory, Piaget's cognitive theory, and Kohlberg's theory of moral development	Child growth and development,

33.1. The concept of holistic and integrative early childhood education	the concept of holistic and integrative early childhood education, understanding early childhood	1. holistic and integrative, 2. early childhood development, 3. learning approaches,	Child Growth and Development,

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
	development, learning approaches, implementation in early childhood education settings (holistic services)	4. implementation in early childhood education centres (holistic services)	
		1. understanding early childhood development, 2. learning approaches, 3. implementation in early childhood education centres (holistic services)	Child Growth and Development
34.1. Nutrition in Early Childhood	The study of early childhood nutrition covers various important aspects, including the definition of nutrition, nutritional requirements, types of nutrients, nutritional problems, and efforts to achieve a balanced diet. In addition, the study must also consider factors that influence children's nutrition, such as eating behaviour, lifestyle habits, and the social environment	1. the concept of nutrition, 2. nutritional requirements, 3. types of nutrients, 4. nutritional issues, 5. achieving a balanced diet, 6. factors affecting children's nutrition (eating behaviour, lifestyle habits, and social environment)	Health and Nutrition of Young Children
35.1. Neuroscience Theory		1. structure 2. nervous system function, 3. neurological disorders 4. psychological, 5. neuroscience and education	Early Childhood Health and Nutrition
36.1. Early Childhood Health	basic concepts of nutrition, child anatomy and physiology, disease prevention, and child health management	1. basic concepts of nutrition, 2. anatomy and 3. child physiology, 4. disease prevention, 5. child health management	Health and Nutrition of Young Children
37.1. The Concept of the Prenatal Period	stages of foetal development, factors influencing development, and the implications of the prenatal period for subsequent development.	1. Stages of foetal development 2. Factors influencing development 3. implications of the prenatal period for development	Child Growth and Development
38.1. Theories of play	Piaget's theory of cognitive development, Freud's psychoanalytic theory, Vygotsky's theory of	1. Piaget's theory of cognitive development 2. Freud's psychoanalytic theory 3. Vygotsky's social development theory	Play and Games

	social development		
39.1. The role of play in child development	supports children's physical, cognitive, social, emotional and creative development	1. Physical development 2. Cognitive 3. Social	Play and Games

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
		4. emotional and 5. children's creativity	
40.1. Types of games	exploring types of games, including free play, role- play, puzzle games, board games and educational games.	1. types of games 2. Free play 3. Role-play 4. Puzzle games 5. Board games and educational games	Play and Games
41.1. Strategies for implementing play	Implementation of play activities in various settings, such as early years education, schools and the home;	1. implementation of play activities 2. settings, such as early childhood education centres, schools and the home	Play and Games
42.1. Principles and implementation in the curriculum	understanding of the basic principles of the early childhood education curriculum, such as being child- centred and developmentally appropriate, and how these principles are applied in curriculum design, teaching and learning, and assessment	1. Basic principles of the early childhood education curriculum 2. children's needs 3. their development 4. Principles of curriculum development 5. delivery of learning, 6. assessment	Early Childhood Education Curriculum
43.1. Aspects of child development	covering six main aspects: religious and moral values, physical and motor skills, cognitive development, language, social and emotional development, and the arts. In addition, health and nutrition, as well as the influence of the child's environment	Child development, Detection and stimulation of child development, Basic concepts of religious, moral, physical-motor, language, cognitive, social-emotional and artistic development	Child development, Detection and stimulation of child development, Basic concepts of religious, moral, physical-motor, language, cognitive, social-emotional and artistic aspects
44.1. Planning and management	This study covers planning, including needs identification, programme development and action plans; planning models; the development of play programmes; and evaluation	1. Planning 2. Needs identification 3. Programme development 4. action plans	Learning Planning
		1. planning models 2. Development of play programmes 3. evaluation	Microteaching

		1. planning model 2. development of play programmes 3. evaluation	Field Experience

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
45.1. Types of learning media	print, audio, visual, audio-visual, digital, three-dimensional	1. print media 2. Audio 3. visual 4. audiovisual 5. digital 5. three-dimensional	Media and Learning Resources
46.1. principles of assessment	must be objective, continuous, meaningful and used for the child's development	1. objective 2. continuous 3. meaningful 4. child development	Assessment of Early Childhood Learning
47.1. types of assessment	formative assessment, summative assessment and initial assessment	1. Formative assessment 2. Summative assessment 3. Initial assessment	Assessment of Early Childhood Learning
48.1. Assessment instruments	anecdotal notes, checklists, student work, photo series	1. anecdotal notes 2. checklists 3. student work 4. photo series	Assessment of Early Childhood Learning
49.1. Applications in learning	monitoring progress, lesson planning, feedback, identifying obstacles	1. progress monitoring 2. lesson planning 3. feedback 4. identification of barriers	Assessment of Early Childhood Learning
50.1. Aspects of religious and moral understanding in early childhood	This teaching material covers: Basic Concepts of Religious and Moral Values in Early Childhood, Theories of Moral and Religious Development in Early Childhood, Characteristics of Moral and Religious Development in Early Childhood, Strategies and Methods for Developing Religious and Moral Values, The Role of the Environment in the Development of Religious and Moral Values	1. Basic Concepts of Religious and Moral Values in Early Childhood 2. Theories of Moral and Religious Development in Early Childhood 3. Characteristics of Moral and Religious Development in Early Childhood 4. Strategies and Methods for Developing Religious and Moral Values 5. The Role of the Environment in the Development of Religious and Moral Values	Basic Concepts of Morality, understanding of religion,

51.1. Language Aspects of Early Childhood	This study covers material on: Basic Concepts of Language Development in Early Childhood, Theories of Language Development, Stages of Language	1. Basic Concepts of Early Childhood Language Development 2. Theories of Language Development	Basic Concepts of Language and Literacy in Early Childhood

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
	Development in Early Childhood, Factors Influencing Language Development, Strategies for Stimulating Language Development, Early Detection of Language Disorders and Intervention	3. Stages of Language Development in Early Childhood 4. Factors Influencing Language Development 5. Strategies for Stimulating Language Development 6. Early Detection of Language Disorders and Intervention	
52.1. Cognitive Aspects of Early Childhood	This module covers: Basic concepts of early childhood cognitive development, Theories of cognitive development, Stages and characteristics of early childhood cognitive development, Factors influencing cognitive development, Strategies for developing children's cognitive abilities, The importance of a supportive play and learning environment	1. Basic concepts of cognitive development in early childhood 2. Theories of cognitive development 3. Stages and characteristics of cognitive development in early childhood 4. Factors influencing cognitive development 5. Strategies for developing children's cognitive abilities 6. The importance of a supportive play and learning environment	Basic Concepts of Morality, Religious Understanding, and Social-Emotional Development
53.1. Social Aspects of Young Children	Concepts and characteristics of early childhood social development, theories of social development, factors influencing social development, social behaviours developing in children, strategies for children's social development, the role of teachers and the environment in social development	1. Concept 2. Characteristics of social development in early childhood 3. Theories of social development 4. Factors influencing social development 5. Social behaviour developing in children 6. Strategies for children's social development: the role of teachers and the environment in social development	Basic Concepts of Social and Emotional Studies in Early Childhood

54.1. Emotional Aspects of Early Childhood	This study discusses the concepts, principles, and theories related to the emotional development of young children (0–8 years), as well as how children learn to recognise, express, and manage their emotions. This study covers an understanding of basic and complex emotions, stages of emotional development, and factors influencing children's emotional regulation. It also emphasises the role of educators and the environment in creating an	1. concepts, principles 2. theories related to the emotional development of young children (0–8 years) 3. learning to recognise, express, and manage their emotions 4. types of basic and complex emotions 5. Stages of emotional development 6. factors influencing children's emotional regulation 7. The role of educators and the environment in	Basic Concepts of Social and Emotional Studies in Early Childhood

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
	emotionally safe atmosphere to support the development of children's self-confidence, empathy, and emotional resilience.	creating an emotionally safe environment 8. Building children's self-confidence, empathy, and emotional resilience.	
55.1. Physical and motor aspects of early childhood	This study discusses the physical and motor development of young children (0–8 years), covering physical growth, gross and fine motor coordination, and the relationship between motor development and cognitive, social, and emotional aspects. This study is based on theories of child development and focuses on the importance of stimulating movement through enjoyable activities appropriate to the child's age. It also emphasises the importance of creating a safe, healthy environment that supports the exploration of movement as part of the child's learning process.	1. aspects of physical and motor development in early childhood (0–8 years), 2. physical growth 3. gross and fine motor coordination 4. the relationship between motor development and cognitive, social, and emotional aspects 5. theories of child development 6. the importance of movement stimulation through enjoyable, age-appropriate activities creating a safe, healthy environment, 7. exploration of movement as part of the child's learning process.	Basic Concepts and Development of Physical Motor Skills in Early Childhood
56.1. The Concept of Communication	This study covers various aspects, ranging from the definition of communication to theories related to the development of communication in children. Communication in children can be verbal (words) or non-verbal (body language, facial expressions, and so on). Communication is also important in supporting children's language, emotional, social, and cognitive development.	1. Definition of communication 2. Theories related to the development of communication in children 3. Communication in children can be verbal (words) or non-verbal (body language, facial expressions, and so on). Communication 4. children's language, emotional, social, and cognitive development	Effective communication in early childhood care
57.1. Communication strategies	This study covers communication strategies for early childhood, which involve the use of various methods to help children develop language skills and interact with their surroundings. This includes the use of appropriate language, visual	1. Communication strategies for early childhood 2. Methods for developing language skills 3. Appropriate language use 4. Visual aids 5. positive social interaction	Effective communication in early childhood care

	aids, and positive social interaction		
58.1. Communication theory	The subject matter of early childhood communication theory covers various aspects, such as theories of language development, social interaction, cognition, and the influence of the environment on children’s communication skills; this study discusses effective	1. Early childhood communication theory covers various aspects 2. theories of language development, social interaction, cognition, and the influence of the environment on children’s communication skills,	Effective communication in early childhood care

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
	communication strategies, the roles of parents and teachers in facilitating communication, and the impact of communication on children's overall development.	3. effective communication strategies 4. the role of parents and teachers in facilitating communication, 5. the impact of communication on children's overall development.	
59.1. communication skills	The subject matter of early childhood communication skills covers several key aspects, including: an understanding of communication itself, the characteristics of communication in early childhood, methods for developing communication skills, and examples of activities that can be implemented. A thorough understanding of these aspects is essential for improving children's ability to communicate effectively and efficiently	1. communication skills in early childhood 2. understanding of communication itself 3. characteristics of early childhood communication 4. methods for developing communication skills 5. children's ability to communicate effectively and efficiently	Effective communication in early childhood care
60.1. Concepts of management	The study of management concepts in early childhood education covers planning, organisation, implementation and evaluation. The Early Childhood Education Program Management must also take into account aspects such as the implementation of learning, the recruitment and training of experts, the utilisation of the environment, and the development of policy frameworks.	1. Planning 2. Organisation 3. implementation, 4. evaluation	Effective Communication
		1. delivery of learning	Professional Ethics in Education
		1. development of specialist staff 2. Utilisation of the environment 3. Policy development	Professional Development
61.1. lesson planning	The scope of study for the concept of learning planning in early childhood education includes the identification of learning objectives, analysis of children's needs, selection of appropriate methods and media, preparation of materials	1. identification of learning objectives, 2. analysis of children's needs 3. selection of methods 4. characteristics of young children 5. activity planning, development of assessment methods,	Instructional Planning for Early Childhood Education

	and resources, planning of activities, development of assessment methods, and communication of expectations. This planning also takes into account the characteristics of young children and the principles of relevance and adaptation	1. appropriate media 2. preparation of materials and resources 3. communicating expectations 4. principles of relevance 5. Adaptation	Management of the Early Childhood Education Environment

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
62.1. Evaluation	The study of the concept of learning evaluation in early childhood education covers the objectives, functions, principles, characteristics, methods, and forms of evaluation. This evaluation helps teachers and parents to understand children's learning comprehensively, in terms of physical, cognitive, social-emotional, language, and motor development	1. objectives 2. Functions 3. Principles 4. characteristics 5. methods 6. Forms of evaluation 7. Evaluation in physical aspects 8. cognitive 9. Social-emotional 10. Language 11. Motor	Assessment of Early Childhood Learning
63.1. Human resources and support staff	The scope of the study on human resources (HR) and support staff in early childhood education (PAUD) includes an analysis of teaching staff, educational support staff, parents, and the community associated with early childhood education institutions. This study covers the competencies, training, motivation, leadership, and respective roles of each group in supporting the success of the learning process in PAUD	1. analysis of teaching staff 2. Analysis of support staff 3. Analysis of parents 4. Analysis of the community associated with early childhood education institutions. 5. Competencies 6. training 7. Motivation 8. leadership 9. The respective roles in supporting the success of the learning process in early childhood education	Early Childhood Education Program Management
64.1. Curriculum	The scope of study for the early childhood education curriculum includes the curriculum foundations, curriculum components, principles of curriculum development, and learning models appropriate to the needs of young children. The early childhood education curriculum must also take into account aspects of child development (religious values, physical and motor skills, cognitive development, language, social-	1. Curriculum foundations 2. Curriculum components 3. principles of curriculum development, 4. learning models appropriate to the needs of young children 5. aspects of child development (religious values, physical and motor skills, cognitive development, language, social-emotional development, and the arts	Early Childhood Education Curriculum

	emotional development, and the arts)		

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
65.1. Learning Models in Early Childhood Education	This module examines various learning models specifically designed for young children (aged 0–8 years), based on child development theory and child- centred learning principles. Students will study a range of approaches and learning models applicable to early years education, such as thematic, centre- based, Montessori, Reggio Emilia, HighScope, and others. This study also emphasises the interconnection between children's developmental characteristics, learning needs, and the design of activities that are contextual, enjoyable, and play- based. The primary objective of this study is to equip students with the ability to select, apply, and develop appropriate, creative, and inclusive learning models.	1. learning models specifically designed for early childhood (0–8 years) (thematic, centre-based, Montessori, Reggio Emilia, HighScope) 2. theories of child development 3. child-centred learning principles 4. contextual, enjoyable, and play-based activity design	Learning Planning
		1. characteristics of child development, 2. learning needs, 3. contextual, enjoyable and play-based activity design 4. the ability to select, apply and develop appropriate, creative and inclusive learning models.	Management of the Early Childhood Education Environment
66.1. Learning Innovation	The scope of study on innovation and learning in early childhood education includes learning innovations implemented in early childhood education, comparisons of early childhood education across various countries in various aspects, ranging from learning media and methods to the approaches used. Learning innovations in early childhood education are often linked to the use of digital technology, play-based approaches, and local wisdom	1. learning innovation 2. Comparisons of early childhood education across different countries in various aspects, ranging from learning materials, teaching methods, to the approaches used 3. digital technology 4. play-based approaches, 5. local wisdom	Innovative Early Childhood Education

67.1. Educational Toys	This module discusses the concepts, types, functions, and utilisation of educational play equipment (EPE) as a medium for stimulating the development of young children (0–8 years). The module emphasises	1. concepts 2. types 3. functions, 4. Utilisation of educational play equipment (APE)	Learning Media and Resources

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
	the importance of EPE as an integral part of play-based learning processes, in line with children's developmental stages. Students will understand the principles of design, selection, and use of EGMs based on theories of children's cognitive, motor, socio-emotional, and language development. The material also covers the development of students' creativity in designing EGMs that are safe, contextually appropriate, and support active and enjoyable learning.	5. media for stimulating early childhood development (0–8 years) 6. design principles 7. selection 8. use of educational toys based on theories of children's cognitive, motor, socio-emotional and language development 9. Development of students' creativity	
68.1. Organisation of the learning environment	This study discusses the principles, concepts, and strategies for arranging a play environment that supports the learning process and optimal development of young children (0–8 years). The play environment is understood as an integral part of child-centred learning that focuses on play, exploration, and interaction. This study is based on child development theories and pedagogical principles that emphasise the importance of a physical, social, and psychological environment that is safe, challenging, and stimulates all aspects of a child's development. Students will learn about planning and organising play spaces (indoor and outdoor), zoning areas, selecting play equipment, and evaluating the effectiveness of the play environment.	1. theories of child development 2. Pedagogical principles emphasising the importance of a physical, social, and psychological environment that is safe, challenging, and stimulates all aspects of a child's development 3. planning	Learning planning
		1. principles, concepts 2. strategies for organising the play environment to support the learning process and optimal development of young children (0–8 years) 3. The play environment is understood as an integral part of child-centred learning that focuses on play, exploration and interaction 4. Organisation of play spaces (indoor and outdoor) 5. Zoning of areas 6. selection of play equipment 7. Evaluation of the effectiveness of the play environment	Instructional Planning for Early Childhood Education

69.1. Communication patterns	This study refers to the way teachers and children interact, which can take the form of one-way communication (the teacher conveys information), two-way communication (the teacher and child	1. Effective communication patterns 2. Communication Practices	Effective Communication in Childcare

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
	exchange information), or multi-directional communication (interaction occurs between several people). In early childhood education, it is important to develop communication patterns that support children's development and effective teaching and learning processes.		
70.1. Communication Skills	This study provides an overview of the ability of a young child (0–6 years) to convey messages, ideas, and feelings through various means, both verbal and non-verbal. This includes the ability to speak, listen, read body language, and use body gestures to express oneself.	1. Basic concepts of communication 2. Communication skills 3. Types of communication skills 4. Communication ethics	Effective Communication in Parenting
71.1. Communication theory	This study emphasises the importance of interaction and the exchange of information between teachers, children and parents in supporting children's language, social-emotional and cognitive development. It covers various communication theories, key elements of communication, and communication strategies for children	1. Figures shaping the foundations of communication 2. Current perspectives on communication	Effective Communication in Parenting
72.1. Principles of building relationships	This study material provides an overview of how to create good and harmonious relationships between early childhood education units, families, and the community, which support children's development. This involves open communication, cooperation, and mutual respect between all parties involved in the child's educational process.	1. National Early Childhood Education Standards 2. Early Childhood Education Services 3. Evaluation and Guidance 4. Early Childhood Education Development Plan 5. Early Childhood Education Governance	Early Childhood Education Program Management Delivery
		1. Educator Competencies 2. Professional development of teachers 3. Professional Code of Ethics 4. Educational regulations and policies	Professional Development

		5. Child development	
		1. Basic concepts of the professional code of ethics 2. Professionalism 3. The nature and status of teachers	Professional Ethics

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
		4. Relationships between pupils, teachers, parents and the community	
73.1. Mathematics education	The subject matter of mathematics learning for early childhood in early childhood education (PAUD) includes the nature of mathematics learning, theories of mathematics learning, number concepts, patterns, geometry, measurement, and data analysis. This learning emphasises an approach that is enjoyable, play-based, and actively involves children to develop an intuitive understanding of mathematical concepts	1. Basic mathematical concepts 2. Theories of mathematics learning 3. Mathematics learning strategies	Mathematics education
74.1. Language Learning	The scope of early childhood language learning in early childhood education covers various aspects, ranging from the concept of language, stages of language development, and language components, to effective learning methods. Language learning in early childhood aims to develop language skills comprehensively, covering listening, speaking, reading, and writing	1. Basic concepts of language 2. Vocabulary Development 3. Literacy skills	Basic Concepts of Language and Literacy in Early Childhood
75.1. Science Learning	The content of early childhood science learning in early childhood education covers various basic scientific concepts tailored to children's abilities and developmental stages. This includes an introduction to oneself, the surrounding environment, plants, animals, and celestial bodies. Learning also emphasises exploration, observation, simple experiments, and the use of various senses to	1. Concepts of science learning 2. Methods of science learning 3. Implementation of Early Childhood Science Learning	Early Childhood Science Education

	understand the surrounding world		
76.1. Social Studies Learning	This study covers the nature of social studies learning, theories of social studies learning, concepts of economics for early childhood, concepts of citizenship, concepts of geography and the environment, concepts of culture and diversity, multiculturalism, and concepts of the global world	1. Social concepts 2. Social skills 3. Character and social skills 4. The environment as a learning resource 5. The process of developing social skills	Social studies learning for early childhood

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
77.1. Art Education	The subject matter for visual arts education in early childhood education covers various aspects, ranging from an understanding of visual arts itself and the concept of creativity in young children to various visual arts techniques and activities that can be applied in the learning process	1. The concept of creativity in children 2. Understanding visual arts 3. Visual arts techniques 4. Art education strategies	Early Childhood Art Education
78.1. Music Education	The subject matter for music education in early childhood education covers various elements, such as basic concepts of music, teaching methods, Musical Instruments for Early Childhood Education, and musical activities that can be carried out in early childhood education	1. Basic concepts of music 2. Basic music teaching methods 3. Getting to know Musical Instruments for Early Childhood Education 4. Types of musical activities 5. Practising playing Musical Instruments for Early Childhood Education	Basic Music Education, Musical Instruments for Early Childhood Education
79.1. Dance Education	The curriculum for dance education in early childhood education covers the basic concepts of dance, its significance for child development, age- appropriate teaching methods, and the exploration of creative movement. The aim of dance education in early childhood education is to introduce children to dance, improve their motor skills, foster creativity, and enable self-expression through movement.	1. Basic concepts of children's dance and drama 2. Teaching methods for children's dance and drama 3. Development of skills in dance and drama, movement, music and expression 4. Choreography and make-up 5. Dance and drama practice	Teaching Dance and Drama to Young Children
80.1. English Language Learning for Children	The curriculum for English language learning in early childhood education covers a range of basic materials tailored to the children's age and abilities, such as the introduction of basic vocabulary (colours, animals, family), letters (the alphabet), and an introduction to simple conversation. Effective teaching methods include playing, singing,	1. Language development theory 2. English Teaching Methods 3. English learning resources 4. English teaching practice	English for Early Childhood Education

	storytelling, and the use of pictures		
81.1. Graphic Design	This module discusses the fundamental principles of graphic design applicable within the context of early childhood education. The focus of the module includes an understanding of visual elements such as colour, shape, line, texture, and space, which are used	1. Basic principles of graphic design 2. Visual elements 3. Concepts of aesthetics and visual perception 4. Visual communication 5. Manual and digital visual media	Graphic Design

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
	to design engaging, educational, and developmentally appropriate learning materials. Students will study the concept of children's aesthetics, theories of visual perception, and principles of visual communication for early childhood based on theories of cognitive development and children's art. This module also covers basic technical skills in creating simple visual materials, both manually and digitally, that support active and enjoyable learning in early childhood education.		
82.1. Entrepreneurship	The core study materials on the fundamentals of entrepreneurship in early childhood education cover an understanding of entrepreneurial values, entrepreneurial concepts, and their application in learning. Some values that can be applied include self-confidence, independence, creativity, and a willingness to take risks. The concepts include identifying opportunities, capitalising on opportunities, and thinking creatively. In learning, this can be achieved through activities such as role-play, business simulations, or visits to businesses	1. basic concepts of entrepreneurship 2. identifying business opportunities 3. management and marketing 4. business plan 5. entrepreneurial ethics 6. Technology-based entrepreneurship	Technology-based Entrepreneurship

	The practical entrepreneurship curriculum in early childhood education covers a range of activities designed to introduce entrepreneurial concepts and values to young children. These may include practical activities such as market days, cooking classes, or field trips, as well as more theoretical activities such as learning about basic business concepts, the value of money, and simple business planning		
83.1. Animation	This module discusses the role, principles, and use of animation as an educational medium that supports the development of young children (0–8 years). The study focuses on understanding the characteristics of	1. basic principles of animated media 2. Characteristics of animation tailored to children's needs 3. visual and symbolic perception in children's	Animation Media AUD

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
	animation that are appropriate for children's cognitive, language, socio-emotional, and imaginative development. Students will study the basic concepts of animation, theories of child development relating to visual and symbolic perception, as well as basic skills in evaluating and designing educational animation content that is communicative, simple, and safe for children. Emphasis is also placed on the use of animation as a learning aid in early childhood education settings, both in the form of audio-visual media and interactive digital media.	animation 4. designing educational content for children	
84.1. Videography	This module explores the concepts, principles, and application of videography as an effective, enjoyable, and age-appropriate learning medium for early childhood (0–8 years). The module covers the fundamentals of videography (shooting, narration, and narrative flow), the characteristics of child- friendly educational videos, and students' ability to design and produce simple educational videos. Based on child development theory, this study emphasises the importance of visualisation, storytelling, and interactivity in communicating learning messages that are appropriate for children. Students are also encouraged to understand how video can be used as a medium for documenting the learning process in early childhood education.	1. basic concepts and principles of videography 2. characteristics of educational videos for children 3. designing and producing videos	Educational Video Editing for Early Childhood Learning

85.1. Performance concepts	The process of presenting works of art for early childhood, incorporating elements of music, dance and visual arts, with the aim of conveying messages, experiences or ideas through visual and auditory media, whilst engaging with the elements of space, time and the relationship between the artist (child) and the audience.	1. Concepts of performance art 2. elements of music, dance and visual arts 3. visual and auditory media 4. elements of performance (space, time) 5. The relationship between the artist and the audience	Production Management for Early Childhood Arts

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
86.1. Technical aspects of performance	stage design, lighting, sound design, costumes, props and special effects, which play a vital role in creating an experience for young children	1. Stage layout 2. Lighting 3. sound design 4. costumes 5. use of props 6. Special effects on stage	Production Management for Early Childhood Arts
87.1. requirements for stage design	This study discusses stage design, setting and decoration, costume design, make-up, lighting, sound and props	1. Stage design 2. Set design and decoration 3. Costume design 4. make-up 5. sound design 6. Props	Production Management for Early Childhood Arts
88.1. Miniature set props	This study discusses small-scale models of a set or backdrop to be used in a performance	1. Small-scale models of performance props 2. Types of performance props 3. The purpose of small-scale models of performance props	Production Management for Early Childhood Arts
89.1. performance props	This study discusses all objects or equipment used in a performance.	1. Supporting equipment for performances 2. The purpose of supporting performance equipment 3. Preparing performance props	Production Management for Early Childhood Arts
90.1. Performance costumes	This study discusses the arrangement of clothing and accessories used by performers in a performance	1. The purpose of performance costumes 2. Arranging and selecting appropriate costumes 3. Types of performance costumes	Costume Design for Children's Performing Arts
91.1. Working drawings for performing arts costumes	This study discusses dressmaking plans or pattern drafting, or a series of drawings or diagrams used to create costumes for use in performing arts	1. planning performance costumes 2. costume design sketches 3. Costume Design for Children's Performing Arts	Costume Design for Children's Performing Arts
92.1. Techniques for coordinating performance art costumes	This study discusses the process of creating harmonious costume combinations that are in keeping with the theme and characters represented in the performance	1. clothing colour combinations 2. Textures and the use of accessories 3. Costume accessories 4. Layering of accessories 5. Body proportion measurements	Costume Design for Children's Performing Arts

94.1. Stage make-up	This study discusses stage make-up, which is the art and technique of applying make-up used in a performance to enhance the appearance and character of the performers	1. concepts of performance make-up 2. Stage make-up techniques 3. Types of stage make-up 4. Facial expression effects	Hairstyling and make-up in the performing arts

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
95.1. Lighting design in performances	This study discusses the process of planned lighting arrangements to achieve the desired visual effects	1. Concepts of lighting design in performances 2. The function of lighting design in performances 3. Types of lighting	Stage Design in the Performing Arts
96.1. Lighting equipment	This study discusses all the equipment used to create lighting effects.	1. concepts of stage lighting 2. Lighting Effects 3. Types of lighting equipment 4. Lighting control	Stage Design
97.1. Implementation of Stage Design	This study discusses the process of the elements designed in stage design, including planning, physical preparation, implementation and evaluation	1. planning, physical preparation, implementation and evaluation of stage design 2. Stages of stage design implementation 3. Key elements in the implementation of stage design	Stage Decoration in the Performing Arts
98.1. Installing lighting equipment	This study discusses the planning and arrangement of lighting, lighting equipment and various other lighting elements to support a performance.	1. Planning 2. lighting setup, 3. lighting equipment, 4. other lighting elements to support the performance.	Set Design
99.1. Stage Design	This study discusses the visual planning of the stage, including set design, props and lighting design to support the performance	1. Visual planning of the stage 2. Decor 3. Props 4. Lighting design to support the performance	Set Design
100.1. Specifications for materials and components of performance props	This study covers various types, ranging from the materials used to construction and design details, and may include small objects or large materials	1. materials used, 2. construction details 3. Design, 4. small objects or large materials	Stage Decoration Design for Early Childhood Performances
101.1. Analysis of Performance Spaces	This study discusses an in-depth examination of various aspects related to the space or venue used for artistic performances.	1. the concept of the performance space or venue 2. Aspects of performance spaces	Stage Design
102.1. Designing the technical aspects of the stage	This study discusses the planning process and technical implementation required to create a safe stage	1. planning 2. Technical implementation 3. Creating a safe stage	Stage Design

103.1. Implementation of the technical aspects of stage design	This study discusses matters related to stage design, lighting and sound design	1. stage design, 2. lighting 3. sound design	Set design

Study Materials	Elements in the Study Materials/Learning Materials	Course Formation	Course Name
104.1. Performance Time and Duration,	This study discusses performance timing, which includes start time, end time, interval time, and performance duration	1. Performance timing, including start time, 2. End time, 3. Interval times, 4. Performance duration	Performance Management
105.1. Promotion strategies	This study discusses strategies to raise awareness, attract interest and encourage audiences to attend a performance	1. Definition and Objectives of Promoting Early Childhood Art, 2. Ethics in the Promotion of Children's Art, 3. Appropriate Promotional Media for Early Childhood Education, 4. Strategies for Planning the Promotion of Children's Art, 5. Creative Promotion Techniques in the Early Childhood Education Environment, 6. The Use of Technology in Promoting Children's Artwork 7. Evaluating the Success of Promotion Strategies	Performance Management
106.1. Performance Budget	This study outlines the budget required for a performance, comprising income, expenditure, funding sources and their allocation.	1. Budgeting/the budget required for a performance, comprising 2. revenue, 3. expenditure, 4. funding sources and their use.	Performance Management

Table 6.3 Calculation of Credit Weight for Each Course

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Islamic Religious Education	PLO 1. Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of piety towards God Almighty.	I-1.1.1: Students consistently perform obligatory acts of worship as a form of personal piety.	10	90 hours × (1 credit/2 hours/week) = 2 credits	2 credits
			I-1.1.2: Students demonstrate a religious attitude in their daily campus life through positive activities such as reminding others of kindness.			
			I-2.1.1: Students are able to demonstrate honesty and responsibility in their academic work.			
			I-2.1.2: Students actively reject acts of violence, bullying, and drug abuse both in the classroom and within the social environment.	20		
		PLO 2. Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional knowledge and practice	I-3.1.1: Students are able to explain the historical origins and development of Islam in Indonesia.	10		
			I-3.1.2: Students demonstrate a tolerant attitude and respect for religious and cultural diversity in group discussions or projects.	15		
			I-3.2.1: Students analyse the contribution of Islam to the development of science and culture across different eras.	15		
			I-3.2.2: Students are able to formulate a critical reflection on the role of Islam in addressing the challenges of modernity			

			and globalisation.			
			I-4.1.1: Students can explain the compatibility of democratic values and human rights with Islamic teachings.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-4.1.2: Students are able to provide examples of the application of Islamic principles in the defence of human rights and social justice.			
			I-4.2.1: Students analyse contemporary political and legal issues through an Islamic values-based approach.			
			I-4.2.2: Students are able to construct critical arguments regarding legal and political phenomena using an Islamic perspective.	20		
2	Catholic Religious Education	PLO 2: Evaluate and integrate concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional knowledge and practice	I-1.1.1: able to explain the fundamentals of Catholic doctrine, such as the Trinity, the Incarnation, and the Sacraments, by referring to the Holy Scriptures and the Catechism of the Catholic Church.	5	90 hours x (1 credit/2 hours/week) = 2 credits	2 credits
			I-1.2.1: able to analyse specific passages of Scripture, relate them to Catholic teaching, and explain their relevance in modern life.	5		
			I-1.3.1: Able to provide concrete examples of the application of the value of love (agape) in social relationships, such as concern for others or forgiveness, in accordance with the teachings of Jesus Christ.	10		

			I-2.1.1: Can explain the meaning and importance of the sacraments in the Catholic Church, such as the Eucharist and Reconciliation, as well as their role in spiritual growth.	10		
			I-2.2.1: Able to analyse contemporary moral issues (e.g. abortion, euthanasia, or social	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			justice) using Catholic moral principles and the Church's social doctrine.			
		PLO 1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to the One True God.	I-3.1.1: Able to compose and lead simple prayers or spiritual reflections that reflect Catholic spirituality, with attention to theological structure and meaning.	10		
			I-3.2.1: Able to explain the historical development of the Catholic Church, including the role of major councils and key figures, as well as its relevance to the faith today.			
			I-4.1.1: Demonstrates an open and respectful attitude in interfaith dialogue, whilst remaining grounded in the identity of the Catholic faith, through discussions or group activities.			
			I-4.2.1: Able to identify and explain how Catholic values can be integrated into the local cultural context without losing the essence of the Church's teachings.			
			I-4.3.1: Be able to plan or participate in acts of charity (e.g., community service or charitable activities) that reflect the charitable spirit of the Catholic Church.			
3	Christian Religious Education	PLO 2: Evaluate and integrate concepts of religion, nationality,	I-1.1.1: Students consistently perform mandatory worship as a form of personal devotion.	5	90 hours x (1 credit/2	2 credits

		the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to	I-1.2.1: Students demonstrate a religious attitude in their daily campus life through positive activities such as reminding others of kindness.	10	hours/week) = 2 credits	

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		support the development of professional knowledge and practice	I-1.3.1: Students are able to demonstrate honesty and responsibility in their academic work.	10		
			I-2.1.1: Students actively reject acts of violence, bullying and drug abuse both in the classroom and within their social environment.	10		
			I-2.2.1: Students are able to explain the origins and historical development of Christianity in Indonesia.	10		
			I-2.3.1: Students demonstrate a tolerant attitude and respect for religious and cultural diversity in group discussions or projects.	10		
		PLO 1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	I-3.1.1: Students analyse the contributions of Christian religion and culture to the development of science and culture across different eras.	5		
			I-3.2.1: Students are able to formulate a critical reflection on the role of Islam in addressing the challenges of modernity and globalisation.	5		

			I-3.3.1: Students can explain the alignment of democratic values and human rights with Christian teachings	10		
			I-4.1.1: Students are able to provide examples of the	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			application of Islamic principles in the defence of human rights and social justice.			
			I-4.2.1: Students analyse contemporary political and legal issues through a Christian values-based approach	10		
			I-4.3.1: Students are able to construct critical arguments regarding legal and political phenomena using a Christian perspective	10		
4	Hindu Religious Education	PLO 1. Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	I-1.1.1 Students are accustomed to performing prayers, meditation, rituals, and the practice of dharma as a tangible expression of their faith and devotion to Sang Hyang Widi Wasa	5	90 hours x (1 credit/2 hours/week) = 2 credits	2 credits
		PLO 2. Evaluate and integrate concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional	I-2.1.1 Students develop a conceptual model of śraddhā based on the teachings of the Vedas and Upanishads as a foundation for strengthening the faith of Hindus	5		
			I-2.2.1 Developing contextual solutions based on Hindu teachings to address issues of spirituality and the divine in modern life.	10		

		knowledge and practice	I-3.1.1 Developing a conceptual framework regarding human existence and the four aims of life (dharma, artha, kāma, mokṣa) based on Hindu literature.	10		
			I-3.2.1 Developing a strategic concept for the social	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			contribution of Hindus to national development based on the values of dharma and seva (social service).			
			I-4.1.1 Developing a framework for the contribution of Hindu values to the formation of Indonesian law and socio-cultural norms through a dharma-based approach.	10		
			I-4.2.1 Designing a model of synergy between the teachings of yajña, financial contributions (taxes), and national spirit in strengthening citizen participation.	10		
			I-4.3.1 Developing a design for an educational campaign based on the teachings of ahimsa, strī-dharma, and raja-dharma to promote gender justice and moral democracy.	10		
			I-5.1.1 Developing a conceptual framework on moderation, pluralism, and inclusivity based on the teachings of the Vedas and the Mahabharata.	10		

			I-5.2.1 Developing a model for interfaith dialogue based on the principles of ‘vasudhaiva kutumbakam’ and ‘ekam sat viprah bahudha vadanti’ to strengthen tolerance and religious freedom.	10		
5	Buddhist Religious Education	PLO 1. Able to demonstrate character and conduct that reflect adaptability,	I-1.1.1 : Demonstrate respect, discipline and	5	90 hours x (1 credit/2	2 credits

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		enthusiasm and integrity as an expression of devotion to the One Supreme God.	tolerance in worship activities and social interactions.		hours/week) = 2 credits	
		PLO 2. Evaluating and integrating religious, national, constitutional, linguistic and technology-based entrepreneurial concepts with the 5A values (anti-violence, anti-drugs, anti- bullying, anti-intolerance and anti- corruption) to support the development of professional knowledge and practice	I-2.1.1 : Provide examples of the application of Saddha in daily life (e.g. in the family, education, work).	5		
			I-2.2.1 : List the main Buddhist moral values (Buddhist Pancasila, sila).	10		
			I-3.1.1 : Explain the concept of humanity in Buddhist teachings (Anatta, Kamma, etc.).	10		
			I-3.2.1 : Explain the role of Buddhists in the development of the nation and state.	10		
			I-4.1.1 : Analysing Buddhist teachings relevant to the principles of democracy and human rights.	10		
			I-4.2.1 : Explaining the contribution of Buddhist values to tolerance and diversity.	10		
			I-4.3.1 : Provide constructive criticism of social practices from a Buddhist perspective.	10		
			I-5.1.1: Explaining the principle of moderation in Buddhism (the Middle Way, avoiding extremes).	10		

			I-5.2.1 : Explaining the importance of pluralism and tolerance in a diverse society.	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
6	Confucian Religious Education	PLO 1. Able to demonstrate character and etiquette that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	I-1.1.1 : Students can explain the importance of respecting ancestors.	5	90 hours x (1 credit/2 hours/week) = 2 credits	2 credits
			I-1.1.2: Students demonstrate participation in ritual exercises (jing).			
		PLO 2. Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional knowledge and practice	I-2.1.1: Students are able to identify humanistic values in the teachings of Ru.	5		
			I-2.2.1 : Students explain the characteristics of a junzi	10		
			I-2.2.2 : Students relate the concept of junzi to national leadership.	10		
			I-3.1.1 : Students identify the value of Ru in relation to the social system.			
			I-3.2.1: Students explain the values of moderation, plurality and inclusivity in Ru's teachings.			
			I-3.2.2: Students analyse examples of the application of these values in a pluralistic society.	10		
			I-4.1.1: Students create a model or conceptual framework based on the teachings of Ru.	10		

			I-4.2.1 : Students are able to design a framework or policy proposal based on Confucian values to enhance citizen participation.	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-4.3.1 : Students develop an educational campaign plan incorporating Confucian values.	10		
			I-5.1.1 : Students explain the concepts of He, Zhong, and Shu and their application in social life.	10		
			I-5.2.1 : Students design a cross-faith moral education programme.	10		
7	Indonesian Language	PLO-1 Able to demonstrate character and manners that reflect adaptability, enthusiasm, and integrity as a manifestation of piety towards God Almighty	I-1.1.1 Students explain the nature of the Indonesian language as the primary language, reflecting the character of the nation	10	95 hours x (1 credit/(2.1 hours/credit)) = 2 credits	2 credits
			I-1.1.2 Students explain the status of the Indonesian language as a variety of science			
		PLO 2 Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional knowledge and practice	I-2.1.1 Students identify linguistic aspects in the history of the Indonesian language, spelling, and Indonesian grammar	20		
			I-3.1.1 Students apply linguistic analysis and grammar to linguistic cases	10		
			I-3.2.1 Students are able to analyse the use of spelling and Indonesian language rules with correct writing conventions	15		

			I-3.3.1 Students are able to create simple article topics related to linguistic phenomena	20		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-3.4.1 Students are able to collect data in the field	20		
8	Pancasila Education	PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm, and integrity as a manifestation of devotion to God the Almighty	I-1.1.1: Able to explain the meaning and essence of each principle of Pancasila in depth using relevant examples within the context of national and state life.	5	95 am × (1 credit point / (2.4 minutes per week per semester)) = 2 credit points	2 credits
			I-1.2.1: Able to provide examples of the application of Pancasila values in daily life, such as in social interactions, work ethics, and decision-making.	5		
			I-1.3.1: Can explain the historical background to the formation of Pancasila as the state ideology, including the role of the nation's founding figures in the formulation of Pancasila.	5		
			I-1.4.1 Can analyse contemporary issues (e.g. corruption, intolerance, or globalisation) using the values of Pancasila as a basis for solutions.	5		

		PLO 2 Evaluate and integrate concepts of religion, nationhood, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional knowledge and practice	I-2.1.1 Able to explain the relationship between Pancasila as the state ideology and the 1945 Constitution as the constitutional foundation.	10		
			I-2.2.1 Demonstrate an attitude of tolerance and humanity that is fair and civilised in group discussions or simulated community activities.	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-3.1.1 Can identify and analyse challenges to the implementation of Pancasila, such as radicalism or liberalism, and propose solutions based on Pancasila values.	10		
			I-3.2.1 Is able to demonstrate a spirit of unity in group work, respect the diversity of team members, and contribute to common goals in accordance with the third principle of Pancasila.	10		
			I-4.1.1 Can explain the concept of Pancasila democracy, distinguish it from other forms of democracy, and provide examples of its application in the system of government.	10		
			I-4.2.1 Demonstrate an understanding and attitude that reflects social justice through case studies or project activities focused on the equitable distribution of welfare.	10		
			I-4.3.1 Be able to construct logical and structured written or oral arguments to uphold the values of Pancasila in discussions or debates on national issues.	10		

9	Civics Education	PLO-1 Able to demonstrate character and manners that reflect adaptability, enthusiasm, and integrity as an expression of devotion to God the Almighty	I-1.1.1 Students are able to explain the importance of Citizenship Education in character development.	5	95 hours × 91 credits/(2.1 hours/credit)) = 2 credits	2 credits
			I-1.2.1 Students identify forms of intolerance and	5		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			explain the value of national identity in national life.			
			I-1.3.1 Students can convey the concept of national integration within diversity in written and oral form.	5		
		PLO 2 Evaluate and integrate concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional knowledge and practice	I-2.1.1 Students explain changes in the system of government and the role of citizens in the constitution.	5		
			I-2.2.1 Students outline the rights and obligations of Indonesian citizens from a citizenship perspective.	5		
			I-3.1.1 Students can evaluate democratic practices in Indonesia.	5		
			I-3.2.1 Students are able to identify and evaluate forms of human rights violations and discrimination.	5		
			I-4.1.1 Students identify human rights violations occurring in society.	5		
			I-4.2.1 Students can explain the principles of the Wawasan Nusantara concept in a reasoned manner.	5		

			I-4.3.1 Students analyse strategic issues in national and state life (political, social, economic).	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-4.4.1: Students critique regional autonomy policies and are able to explain their impact on regional development.	10		
			I-4.5.1: Students can explain the main components of the national strategy in addressing global challenges.	10		
			I-4.6.1: Students are able to identify the boundaries of a state's territorial waters and airspace based on national and international law.	10		
			I-4.7.1: Students explain the principles and implementation of regional autonomy within the framework of the Unitary State of the Republic of Indonesia.	10		
10	English	PLO 1. Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.	I-1.1.1 Use English orally and in writing in discussions, presentations and writing without plagiarism.	10	90 hours x (1 credit/(2.1 hours/module/seme ster)) = 2 credits	2 credits

		PLO 2. Evaluating and integrating concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional knowledge and practice	1-1.1.2 Distinguishing between academic and non- academic texts and identifying errors in language usage.	20		
			I-2.1.1 Identify and distinguish tenses in different academic texts and explain their functions.			
			I-2.1.2 Composing new academic texts	20		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			(summaries/reports) using the correct tenses and creating practice exercises on tenses.			
			I-2.2.1 Identify and distinguish academic text genres based on generic structure and language features, and describe the function of each section.			
			I-2.2.2 Drafting an academic text outline, developing text examples, and designing assessment tools (rubrics/worksheets) based on genre conventions.			
			1-3.1.1 Analysing differences in structure and language features across academic text genres, explaining the function of each section, and identifying inconsistencies.			
			I-3.2.1 Composing complete academic texts, developing frameworks/templates, and designing new academic text examples in accordance with generic structures and language features.	20		
11	PGRI Studies	PLO 2: Evaluating and integrating concepts of religion, nationality, the constitution, language, and technology-based	I-1.1.1 Identifying the core values and nature of the PGRI organisation and their relevance in	4	98 hours x (1 credit/2 hours/week) = 2 credits	2 credits

		entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to	the current educational context			
			1-1.2.1 Applying PGRI values (nationalism, professionalism, unity) in case studies of teacher professional ethics	6		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		support the development of professional knowledge and practice	I-1.3.1 Analysing the role of the PGRI organisation in resolving educational issues within the local community (district/city)	4		
			I-2.1.1 Creating an infographic/essay on the history of PGRI Central Java and its current relevance	4		
			I-2.2.1 Designing strategies for resolving organisational issues among teachers based on PGRI principles in their respective regions	6		
			I-2.3.1 critically assess the background to the establishment of the PGRI organisation based on the social, political and educational context of the time.	4		
			I-3.1.1 evaluate the historical development of the PGRI in Central Java Province, highlighting its strategic role and contribution to teacher professionalism.	4		

			I-3.2.1 Compiling an evaluation portfolio based on field data (interviews, documents, news reports), then reflecting on its impact on the teaching profession.	8		
			I-3.3.1 Conduct a critical review or create an infographic presenting a comparative analysis between PGRI mechanisms and	4		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			those of other organisations in addressing issues of membership, advocacy, or policy.			
			I-4.1.1 Compiling a policy brief for the District/Municipal PGRI based on real-life case studies they have researched.	4		
			I-4.2.1 Communicate decisions made based on the analysis of information and data regarding the Pancasila Student Profile	8		
			I-4.3.1 analyse the role of PGRI organisations in resolving educational issues within the local community (district/city)	4		
		PLO 1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.	I-5.1.1 critically assess the background to the establishment of the PGRI organisation based on the social, political and educational context of the time.	8		
			I-6.1.1 presenting the results of the analysis in the form of infographics/mind maps/digital posters using accurate data and references.	7		
		PLO 2: Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based	I-7.1.1 communicate the results of their analysis, both orally and in writing, regarding the contribution of PGRI to the strengthening of teaching staff through	8		

		entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional knowledge and practice	science and technology-based programmes			
			I-7.2.1 deliver a group presentation accompanied by a brief report, and be able to answer questions from the audience with logical and evidence-based arguments			
			I-7.3.1 apply communication styles and approaches when conveying ideas about PGRI in accordance with the characteristics			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			of the audience and the situation at hand (for example, to senior teachers, students, or the general public).			
			I-7.3.2 demonstrate professional conduct as an adaptive and reflective educator, by communicating science, technology, engineering and mathematics (STEM)-based learning strategies relevant to the challenges of the Industry 4.0 era and digital disruption.	7		
			I-7.3.3 developing a mini-project (e.g. a simple learning application, a learning intervention design, or a digital campaign), and then presenting it in an open forum or exhibition.	8		
12	Community Service Program	PLO 1: Demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	I-1.1.1 Analysing creative and innovative early childhood education (PAUD) programme plans as part of the implementation of the university's threefold mission	10	190 hours x (1 credit/ (2.4 minutes/week/se me ster)) = 4 credits	4 credits
			I-2.1.1 Implementing the designed early childhood education (PAUD) programme effectively and efficiently	10		
			I-3.1.1 Establishing positive and empathetic relationships by applying effective communication	10		

		PLO 2: Evaluate and integrate concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-	I-4.1.1 Implementing programmes directly within the community	10		
			I-4.2.1 Designing SMART programme objectives and goals as a manifestation of collaboration and partnership with stakeholders	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	I-4.3.1 Identifying problems and challenges encountered in the community	10		
			I-5.1.1 Identifying the root causes of each problem using a comprehensive approach	10		
			I-5.2.1 Determining solutions to problems in the community	10		
13	Final Project	PLO 1. Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.	I-1.1.1 Compiling a background and literature review based on current theories.	18	271/45=6	6 credits
			I-1.1.2 Examine the relationship between theory and the research focus.			
			I-1.2.1 Develop a line of reasoning from theory to the formulation of the research problem.	19		
			I-1.2.2 Creating a concept map (mind map) to support systematic thinking.			
		PLO 2. Evaluating and integrating concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional knowledge and practice	I-2.1.1 Drafting sections of a proposal (background, problem statement, objectives, benefits, methods).	19		
			I-2.1.2 Selecting the appropriate methodological approach.			
			I-2.2.1 Compiling a report on the results of the final project.			
			I-2.2.2 Analysing and summarising findings in accordance with procedures.			

		PLO 7. Able to work collaboratively, take responsibility within a group, and document (verify/A5) data validly to support academic integrity	I-3.1.1 Compiling appendices of data, interviews, questionnaires, or observations in accordance with the format.	19		
			I-3.1.2 Ensuring the authenticity of data from one's own work.			
			I-3.2.1 Compiling data appendices, interviews, questionnaires, or observations in accordance with the format.	19		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 8. Able to establish (C6) effective verbal and written communication to convey information and build good relationships with young children, parents and relevant parties.	I-3.2.2 Ensuring the authenticity of data from one's own work.	19		
			I-4.1.1 Writing systematic reports from the introduction to the conclusion.			
			I-4.1.2 Using standard and coherent academic language.			
			I-4.2.1 Preparing informative and concise presentation slides.	19		
			I-4.2.2 Delivering the content of a presentation with confidence and clarity.	19		
14	Technology-Based Entrepreneurship	PLO 1. Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.	I-1.1.1 Students analyse real-world problems in society through the 'empathise' and 'define' stages, using observation and interview techniques	15	45	195/45 = 4 credits
			I-1.1.2 Students design creative technology- based product or service prototypes that meet community needs using the 'ideate' and 'prototype' approaches	15		
			I-2.1.1 Students analyse quantitative and qualitative data to evaluate several alternative solutions to technology-based entrepreneurial problems.			
			I-2.1.2 Students formulate final decision recommendations and provide logical justifications regarding the selection of the best alternative solution independently.			

			I-3.1.1 Students complete the task of creating a pitch deck in accordance with their assigned role within the team, meeting the agreed quality standards and deadlines.			
			I-3.1.2 Students present their individual contributions to the team’s successful pitch	15		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			and receive professional feedback on their work			
		PLO 2. Evaluate and integrate concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional knowledge and practice	I-4.1.1 Students develop the components of the Business Model Canvas, which include customer segments, value proposition, distribution channels, customer relationships, and revenue streams based on market analysis.	15	30	
			I-4.1.2 Students determine a value proposition relevant to the needs of the target market and evaluate its potential to generate a sustainable revenue stream	15		
			I.4.2.1 Students design a technology-based business model in line with their field of expertise to solve specific problems in society.			
			I-5.1.1 Students convert the Business Model Canvas into a comprehensive business plan covering marketing, operational and financial strategies in line with market needs.			
			I.5.1.2 Students design a technology-based product prototype as a tangible solution to the problems identified in the BMC			

			and test its feasibility through user simulations			
			I-6.1.1 Students conduct segmentation, targeting, and positioning analysis based on market data and present the results in the form of a clear and measurable STP matrix.			
			I-6.1.2 Students design a marketing mix and SWOT analysis to support strategic			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			decisions in the development of a technology-based business model.			
			I.6.2.1 Students create a comprehensive digital marketing strategy that includes channel selection (social media, marketplaces, websites) and content creation methods to increase consumer reach			
			I.6.2.2 Students design an interactive landing page that integrates brand identity and campaign effectiveness measurement features (e.g. conversion or traffic tracking).			
			I.6.3.1 Students analyse human resource and supply chain requirements for technology-based business operations, taking into account efficiency and sustainability.			
			I.6.3.2 Students formulate business operational strategies based on the results of HR and supply chain needs analysis to ensure the smooth running of business activities.	15	15	
			I-6.4.1 Students calculate the initial and operational capital requirements for technology-based business models, taking into account growth scenarios	15	75	

			I.6.4.2 Students prepare short- and medium- term financial projections covering cash flow, profit and loss, and break-even point estimates.	15		
			I-6.5.1 Students develop product prototypes and test their viability through the collection of user data and the evaluation of brand attributes on packaging	15		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-6.5.2 Students prepare a detailed business plan covering product test results, branding strategies, and data-driven decision-making recommendations for business implementation	15		
			I-7.1.1 Students evaluate various data-driven solution alternatives and determine the appropriate decision, both individually and in groups	15		
			I-7.1.2 Students provide follow-up recommendations and guidance to team members regarding the selected alternative solutions, both independently and collaboratively	15	15	
			I-8.1.1 Students present the key messages of a product persuasively using effective visual media appropriate to the target audience (e.g. investors or users).	15	15	
		PLO 10: Able to creatively design (P5) performing arts (concepts of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	I-9.1.1 Able to compile an analysis of business needs and opportunities within the context of early childhood education.	15	15	
			I-9.1.2 Explain examples of appropriate technology for early childhood education services.			

15	Educational Professional Ethics	PLO 1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.	"I-1.1.1: Students are able to explain the concept of character and conduct based on religious values."	9	110 hours × (1 credit/ (2.4 minutes/week/se me ster)) = 2 credits	2 credits
			"I-1.1.2: Students can explain the importance of character and manners in social life."	9		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			"I-1.2.1: Design creative and ethically sound solutions based on the context of the problem faced"	9		
			"I-2.2.1: Students are able to explain the role of leaders in educational organisations and society."			
			"I-2.2.2: Students can relate leadership functions to the achievement of the organisation's vision."			
		PLO 2: Evaluate and integrate concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti- bullying, anti-intolerance, and anti- corruption) to support the development of professional knowledge and practice	"I-3.1.1: Students demonstrate a disciplined attitude in completing individual and group tasks."	9		
			"I-3.1.2: Students demonstrate integrity in academic processes and teamwork."	9		
			"I-3.2.1: Drawing up a fund management plan (allocation, use and reporting) in accordance with the principles of accountability and transparency. Assessment: Preparation of a budget plan document (RAB)."	9		

			"I-4.1.1: Students can compare leadership styles based on the type of organisation (educational, social, and cultural)."	9		
			"I-4.1.2: Students can identify effective leadership styles based on case studies."			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			"I-4.2.1: Students are able to describe leaders' strategies for managing organisational change."			
			I-4.2.2: Students are able to provide leadership solutions to organisational problems based on data and contextual analysis.			
		PLO 6: Able to demonstrate independent and high-quality performance, make appropriate decisions, and uphold scientific ethics in producing (C6) solutions or work	"I-5.1.1: Students are able to identify the fundamental ethical values in the teaching profession."	9		
			"I-5.1.2: Students are able to provide examples of the application of ethical values (honesty, fairness, responsibility) in an educational context."	10		
			"I-5.2.1: Students are able to explain the content of the Indonesian teachers' code of ethics relating to professional responsibility."	10		
			"I-5.2.2: Students are able to distinguish between professional and unprofessional conduct based on case studies."	9		

			"I-5.3.1: Students demonstrate attendance, punctuality, and timely completion of tasks as a form of responsibility."			
			"I-5.3.2: Students demonstrate good cooperation and do not take over or shirk responsibility in group work."			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			"I-5.4.1: Students are able to explain the ethical considerations underlying professional decision-making."			
			"I-5.4.2: Students are able to develop alternative solutions based on ethical values and professional responsibility."			
16	Foundations of Education	PLO 1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.	I-1.1.1 Students analyse the interconnection of these principles with the application of the values of justice, inclusivity, and diversity in early childhood education practice	10	93 Hours	2 ECTS
			I.1.2.2 Students practise empathy and respect for diversity through the design of inclusive and harmonious learning activities	10		
			I-2.1.1 Students formulate educational objectives that integrate spiritual values into the character development of young children.			
			I-2.1.2 Students evaluate the suitability of spiritual educational objectives with children's developmental needs and the social context			

			I-2.2.1 Students construct logical arguments regarding the role of the spiritual dimension in the formation of professional ethics for early childhood educators	10		
			I-2.2.2 Students present an analysis of the relationship between pupils' morality and the application of spiritual values in the educational process	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 2: Evaluate and integrate concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti- bullying, anti-intolerance, and anti- corruption) to support the development of professional knowledge and practice	I-3.1.1 Students analyse the psychological factors causing intolerance and corrupt behaviour based on studies of child development and personality theory in early childhood.	10		
			I-3.1.2 Students analyse psychology-based educational intervention strategies to prevent intolerance and corrupt behaviour in early childhood education settings.			
			I-4.1.1 Students analyse the influence of social stratification, ethnic groups, and cultural dynamics on learners' learning experiences within the early childhood education context.			
			I-4.1.2 Students identify potential conflicts in the educational environment arising from sociological factors and propose approaches to their resolution.	10		
		PLO 3: Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with	I.-5.1.1 Students compare the implications of educational theory on the design of the early childhood education curriculum and its suitability to children's developmental needs.	10		

		advancements in science and technology in the management of early childhood education	I-5.1.2 Students evaluate the suitability of teaching methods and assessment strategies based on the differences in the educational theories adopted			
			I-6.1.1 Students analyse the main components of the PAUD curriculum (objectives, content, methods, evaluation) and assess their suitability for child development.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-6.1.2 Students evaluate opportunities for integrating science and technology into the early childhood education curriculum to enhance the effectiveness of learning, and present the results of their analysis in a presentation or written report.	10		
			I-6.2.1 Students present these ideas in a reasoned manner, drawing on the foundational philosophical, sociological and psychological principles of education.	13		
17	Student Development	PLO 1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	I.-1.1.1 Students explain the main concepts of the theories of cognitive, social, emotional, and moral development by Piaget, Erikson, and Vygotsky in a coherent manner.	10	96 hours	2 credits
			I-1.1.2 Students compare the differences in focus and stages of development between the theories of Piaget, Erikson, and Vygotsky based on case studies of young children			
			I-1.2.1 Students analyse the relationship between child development theories (Piaget, Erikson, Vygotsky) and the application of humanistic and national values in the			

			context of early childhood education			
			I-1.2.2 Students provide examples of the application of humanistic and national values based on child development theories in daily learning activities.	10		
		PLO 2 Evaluate and integrate concepts of religion, nationalism, the	I-2.1.1 Students describe the biological and psychological factors that influence early	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti- intolerance, and anti-corruption) to support the development of professional knowledge and practice	childhood development based on theoretical studies and observational findings			
			I-2.1.2 Students explain the environmental and cultural factors that impact child development and provide real-life examples within the context of early childhood education			
			I.2.2.1 Students evaluate the influence of internal and external factors on the success of early childhood learning processes through case studies or field observations.			
			I-2.2.2 Students formulate recommendations for learning strategies based on the results of an analysis of the impact of developmental factors on children's learning processes.	10		
		PLO 5 Building (C6) an understanding of early childhood development and characteristics	I-3.1.1 Students develop a programme design for stimulating children's development that is appropriate to the age characteristics and individual needs of young children.	16		
			I-3.1.2 Students present the stimulation programme and explain its relevance to relevant theories of child development	10		

			I-3.2.1 Students develop a learning plan that incorporates humanistic and national values			
18	Internship-Curriculum Analysis (2)	PLO 2. Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to	I-1.1.1 Demonstrating an objective and transparent attitude when collecting curriculum data at partner schools.	10	90 hours/45 hours = 2 credits	2 credits

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		support the development of professional knowledge and practice				
		PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with developments in science and technology in the management of early childhood education	I-2.1.1 Analysing the alignment between the school's operational curriculum and national early childhood education standards, as well as the needs of learners.	20		
		PLO 4. Able to develop (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, arts, social studies, language and literacy) within meaningful play activities	I-3.1.1 Formulating innovative and contextual alternative solutions to address learning challenges.	20		
			I-3.2.1 Applying curriculum analysis concepts to identify the root causes of learning problems encountered in the field.	20		
		PLO 7. Able to collaborate, take responsibility within a group, and document (evidence/A5) data validly to support academic integrity	I-4.1.1 Selecting the most appropriate alternative solutions based on the results of critical evaluation and evidence from curriculum analysis.	20		

19	Internship - Development of Lesson Plans (2)	PLO 2: Evaluating and integrating concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti- bullying, anti-intolerance, and anti- corruption) to support the development of professional knowledge and practice	I-1.1.1 Reflecting on personal attitudes regarding integrity in the curriculum analysis process as the basis for developing educational lesson plans	10	95 hours x (1 credit/(2.1 hours/credit)) = 2 credits	2 credits
		PLO 3: Mastering the basic concepts and	I-2.1.1 Designing ICT-based early childhood education learning planning	20		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		philosophy, learning theories, curriculum, learning models, and early childhood assessment that are adaptable to developments in science and technology in the management of early childhood education	concepts that are in line with curriculum standards and learners' needs.			
			I-2.2.1 Designing a learning plan that integrates these solutions with the principles of safe, comfortable, and challenging learning	20		
		PLO 4: Able to develop (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-3.1.1 Applying the concept of critical solution-based learning planning in designing learning improvements.	20		
		PLO 7: Able to collaborate, take responsibility within a group, and document (evidence/A5) data validly to support academic integrity	I-4.1.1 Selecting the best alternative solutions that align with the principles of safety, comfort, enjoyment and challenge in learning planning.			

20	Internship - Development of Learning Media (2)	PLO 2: Evaluating and integrating concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti- bullying, anti-intolerance, and anti- corruption) to support the development of professional knowledge and practice	I-1.1.1 Integrating the values of integrity (honesty, consistency, and responsibility) in the selection of content, sources, and media design.	10	95 hours x (1 credit/(2.1 hours/credit)) = 2 credits	2 credits
		PLO 3: Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and	I-2.1.1 Analysing the suitability of teaching materials with the objectives of the early childhood education curriculum and the needs of learners using ICT principles.	15		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		adaptive early childhood assessment in line with developments in science and technology in the management of early childhood education	I-2.2.1 Designing prototypes of learning media that are creative, interactive, and in line with early childhood education curriculum standards.	20		
		PLO 4: Able to develop (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-2.3.1 Formulating innovative solutions based on learning media to improve the quality of learning in accordance with the PAUD curriculum.	15		
		PLO 7: Able to collaborate, take responsibility within a group, and document (evidence/A5) data validly to support academic integrity	I-3.1.1 Applying the concepts of educational media development to produce contextual alternative solutions.	15		
			I-4.1.1 Selecting the most appropriate and judicious learning media solution based on the results of a critical evaluation.	15		
21	Internship - Teaching Practice (4)	PLO 2: Evaluating and integrating concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship	I-1.1.1 Creating innovative alternative teaching methods when facing sudden challenges in the classroom to maintain a safe, comfortable, and enjoyable atmosphere.	10	180 hours/45 = 45 credits	4 credits

		with the 5A values (anti-violence, anti-drugs, anti- bullying, anti-intolerance, and anti- corruption) to support the development of professional knowledge and practice	I-1.2.1 Integrating an enthusiastic attitude into the planning and implementation of active, interactive, and contextual learning activities.	10		
			I-1.3.1 Integrating values of integrity into the implementation of lesson plans, including the use of learning resources and student assessment.	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 3: Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with developments in science and technology in the management of early childhood education	I-2.1.1 Analysing pedagogical concepts and essential materials relevant to the early childhood education curriculum based on empirical data.	25		
			I-2.2.1 Formulating plans to address issues in the quality of learning grounded in professional ethics	25		
			I-2.3.1 Integrating professional ethical values (honesty, responsibility, fairness) into the planning and implementation of curriculum management.	25		
			I-2.4.1 Integrating professional ethical values (honesty, responsibility and fairness) into the drafting of documents and the implementation of the operational curriculum.	25		
		PLO 4: Able to develop (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, arts, social studies, language and literacy) within meaningful play activities	I-3.1.1 Generating innovative recommendations for improving the quality of learning through the management of a relevant and practical operational curriculum.	25		

		PLO 7: Able to collaborate, take responsibility within a group, and document (evidence/A5) data validly to support academic integrity	I-4.1.1 Selecting the most appropriate and contextually relevant alternative solutions to be applied in the management of the operational curriculum.	25		
22	Assessment of Early Childhood Learning	PLO 3. Mastering the basic concepts and philosophy, learning theories,	I-1.1.1: able to explain the characteristics of effective assessment	5	10	96/45 : 2.13 Rounded to 2 credits

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		curriculum, learning models, and early childhood assessment that are adaptable to advances in science and technology in the management of early childhood education	I-1.2.1: able to explain the relationship between evaluation, assessment and measurement	5		
			I-2.1.1: able to plan appropriate learning activities	4	8	
			I-3.1.1: able to explain the characteristics of effective assessment in AUD	4		
		PLO 5. Developing (C6) an understanding of the development and characteristics of young children	I-4.1.1: can explain how formative assessment can be used to monitor the cognitive, socio- emotional and physical development of young children, using concrete examples.	10	20	
			I-4.2.1: can identify at least three characteristics of early childhood development that must be considered when designing assessment tools.	10		
			I-5.1.1: can create one assessment instrument (e.g. a motor development checklist) appropriate for the developmental stage of children aged 4–6 years.	4	8	

			I-5.2.1: can analyse assessment results to identify the individual developmental needs of a child and provide appropriate learning recommendations.	4		
			I-6.1.1: is able to design early childhood learning assessments			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-7.1.1: can correctly define early childhood learning assessments.			
			I-7.1.2: can list at least three objectives of early childhood learning assessment with examples of their application.	10	10	
		PLO 8. Be able to establish (C6) effective verbal and written communication to convey information and build good relationships with young children, parents and relevant parties.	I-7.2.1: be able to distinguish between formative and summative assessment using specific examples.	10	10	
			I-7.2.2: can name at least two assessment tools (e.g. observation, portfolio) relevant to AUD.			
			I-8.1.1: can create one assessment tool (e.g. an observation rubric) appropriate to the developmental domains of early childhood.			
			I-8.1.2: can explain the relationship between the assessment instrument and the learning objectives of early childhood education.	10	10	
			I-8.2.1: can demonstrate the implementation of assessment through simulation using a child- friendly approach.	10	10	

			I-8.2.2: can analyse assessment results to provide feedback that supports the child's development.	10	10	
23	Learning and Instruction in Early	PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and early	I-1.1.1 Identifying the main characteristics of behaviourist, cognitive, and constructivist	5	25	95/45 : 2 Rounded to 2 credits

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Childhood Education	childhood assessment that are adaptable to developments in science and technology in the management of early childhood education	theories in the context of early childhood education.			
			I-1.2.1 Compare the strengths and weaknesses of context-based learning approaches for early childhood.	5		
			I-1.3.1 Analysing the impact of the application of learning theories on children's behaviour and learning outcomes.	5		
			I-1.4.1 Formulating critical conclusions regarding the most relevant learning theories for case- based AUD.	5		
		PLO 4. Able to develop (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-2.1.1: Outlining early childhood learning content across various domains	5		
			I-2.1.2: Analysing the suitability of ECE learning philosophies based on religion, science, literacy and mathematics	5		
			I-2.1.3: Designing enjoyable and meaningful learning activities tailored to children's interests.	10	30	

			I-2.2.1: Selecting appropriate media and play materials relevant to the theme and learning objectives			
			I-2.2.2: Developing lesson plans and teaching plans that reflect holistic learning			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-2.2.3: Analysing the suitability of learning materials in line with the Developmentally Appropriate Practices (DAP) approach.	10		
		PLO 5. Building (C6) an understanding of the development and characteristics of young children	I-3.1.1: Explaining the developmental stages of young children according to child development theory.	10		
			I-3.2.1: Analysing children's responses to learning in a multicultural context.	10	20	
			I-3.2.2: Compiling a child's learning profile based on the results of observation and informal assessment.	10		
			I-3.2.3: Formulating learning needs that are responsive to children's diversity.			
			I-3.3.1: Designing learning experiences that stimulate all aspects of a child's development			
			I-3.4.1: Identifying forms of diversity (gender, culture, special needs) within the early years education setting			

			I-3.4.2: Designing inclusive and non-discriminatory learning activities	15	15	
24	Play-Based Learning and Games	PLO 2: Evaluating and integrating concepts of religion, nationalism, the constitution,	I.1.1.1 Students explain examples of games that reflect the values of togetherness and tolerance	8	16	96/45: 2.1 Rounded to 2 credits

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti- bullying, anti-intolerance, and anti- corruption) to support the development of professional knowledge and practice	I.1.1.2 Students analyse traditional games rich in national values			
			I.1.2.1 Students develop game designs that instil religious and nationalistic values			
			I.1.2.2 Students evaluate the suitability of values within the context of early childhood development			
		PLO 3: Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and early childhood assessment that are adaptable to developments in science and technology in the management of early childhood education	I.2.1.1 Students explain the theory and stages of play in early childhood	8	16	
			I.2.1.2 Students relate theory to children's developmental needs	8		
			I.2.2.1 Students present the differences between symbolic, constructive and rule-based play			
			I.2.2.2 Students analyse the relevance of play types to aspects of child development			
		PLO 4: Able to design (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I.3.1.1 Students design traditional games relevant to the early childhood education curriculum	8		
			I.3.1.2 Students present designs for games based on local culture to stimulate social-emotional development			
			I.3.2.1 Students design simple digital play media appropriate for the children's age	8		
			I.3.2.2 Students evaluate the effectiveness of digital games in terms of children's			

			engagement			
25	Guidance and Support for Early Childhood Education	PLO 3 Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment	I-1.1.1: Students explain the characteristics and approaches of each theory of early childhood guidance	16	32	100/45 : 2.2 Rounded to 2 credits

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		in line with developments in science and technology in the management of early childhood education	I-1.1.2: Students analyse the relevance of Guidance and Support for Early Childhood Education theory to the characteristics of young children	16		
			I-1.2.1: Students identify the strengths and weaknesses of individual and group guidance			
			I-1.2.2: Students analyse the context of using both services according to children's needs			
		PLO 5 Building (C6) an understanding of the development and characteristics of young children	I-2.1.1: Students compile a list of guidance needs based on the results of child observations	16	32	
			I-2.1.2: Students evaluate the alignment of guidance needs with early childhood development standards	16		
			I-2.2.1: Students analyse the influence of family background on guidance needs			
			I-2.2.2: Students present recommendations for differentiated guidance services for children with special needs			

		PLO 8 Able to establish (C6) effective verbal and written communication to convey information and build good relationships with young children, parents and relevant parties.	I-3.1.1: Students develop individual guidance programmes based on assessment data	16	32	
			I-3.1.2: Students present a guidance programme	16		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			design based on developmental evaluation results			
			I-3.2.1: Students design a simple evaluation tool to monitor children's development during guidance			
			I-3.2.2: Students evaluate the effectiveness of the guidance programme based on periodic evaluation results			
26	Health and Nutrition	PLO-3: "Mastering the basic concepts and philosophy, learning theories, curriculum, and adaptive early childhood assessment in line with advances in science and technology in the management of early childhood education"	I-1.1.1 Explain the 6 essential macro- and micronutrients for early childhood.	16	48	96/45 = 2.1 Rounded to 2 credits
			I-1.1.2 Identify the impact of malnutrition on aspects of child development.	16		
			I-1.2.1 Describe common infectious diseases affecting young children.			
			I-1.2.2 Link the concept of sanitation to disease prevention in early childhood education.			
		PLO-5: Develop a comprehensive and	I-2.1.1 Explain the relationship between iron deficiency and children's cognitive	16		

		contextual understanding of the development and characteristics of young children.	abilities.			
			I-2.1.2 Analysing case studies of children with malnutrition and motor delays.	16	48	
			I-2.2.1 Developing recommendations for a balanced diet for pre-school children.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-2.2.2 Detailing the daily energy requirements of children aged 1–6 years based on age.			
		PLO-8: Be able to establish effective communication, both verbally and in writing, and use information technology in early childhood education.	I-3.1.1 Design a digital poster on healthy menus for children aged 4–6 years.	16		
			I-3.1.2 Compiling an educational leaflet containing child nutrition guidelines in digital format.	16		
			I-3.2.1 Deliver an oral presentation on the prevention of stunting in early childhood education.			
			I-3.2.2 Using infographics or short videos to present health topics.			
27	Basic Concepts of Language and Literacy in Early Childhood	PLO 3. "Mastering the basic concepts and philosophy, learning theories, curriculum, and assessment for early childhood that are adaptable to developments in science and technology in the management of early childhood education"	I-1.1.1 Describe the stages of language development in children aged 0–6 years.	16	48	96/45: 2.1 Rounded to 2 credits
			I-1.1.2 Identify common language disorders in young children.	16		
			I-1.2.1. Analysing theories of early literacy in young children.			
			I-1.2.2. Distinguishing between emergent literacy and conventional literacy.			
		PLO 4 Able to develop (C6) early childhood education (ECE) learning content (religion, ethics,	I-2.1.1. Develop a storytelling activity plan to improve children's speaking skills.	16		
			I-2.1.2 Designing language games to enhance the vocabulary of young	16	48	

		science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	children.			
			I-2.2.1 Designing picture-reading activities for pre-school children.			
			I-2.2.2 Organising early writing activities using age-appropriate materials.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 5 Developing (C6) an understanding of early childhood development and characteristics	I-3.1.1 Students are able to identify the stages of language development in young children.	16		
			I-3.1.2 Students are able to describe the factors that influence children's language acquisition.	16		
			I-3.2.1 Students are able to observe and record the forms of children's language development in everyday activities.			
			I-3.2.2. Students are able to distinguish between expressive and receptive language development.			
28	Basic Concepts of Mathematics in Early Childhood	PLO 3. Mastery of basic concepts and philosophy, learning theories, curriculum, learning models, and early childhood assessment that are adaptable to developments in science and technology in the management of early childhood education	I-1.1.1. Explain the characteristics of mathematics suitable for early childhood	8	16	96/45 : 2.1 Rounded to 2 credits
			I-1.1.2 Distinguish the scope of AUD mathematics from formal mathematics	8		
			I-1.1.3 Analysing the urgency of contextual mathematics learning for early childhood	8	16	
			I-1.2.1 Describing progressive and constructivist educational philosophies in the context of early childhood mathematics			
			I-1.2.2 Analysing the relevance of the play-based approach in developing mathematical concepts			
			I-1.3.1 Analysing the role of Piaget's and Vygotsky's theories in the stages of early childhood mathematics learning			

			I-1.3.2. Developing mathematics learning strategies in accordance with theories of children's cognitive development			
			I-1.4.1 Designing learning experiences for early childhood mathematics	8		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 4. Ability to Compile (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-2.1.1. Analysing numeracy development milestones based on children's age groups	8	16	
			I-2.1.2 Evaluate the relationship between numeracy indicators and ECE mathematics content.			
			I-2 2.1. Developing classification, pattern and measurement activities within the context of local culture.	8		
			I-2.2.2. Designing mathematics learning content that is integrated with other domains (science, art, language)	8	18	
		PLO 5. Developing (C6) an understanding of the development and characteristics of young children	I-3.1.1. Linking children's mathematical abilities to stages of cognitive development	10		
			I-3.1.2. Classifying children's numeracy skills based on age and environmental stimulation	10	30	
			I-3.2.1 Designing differentiation strategies in play-based mathematics activities	10		
			I-3.2.2. Evaluating the influence of the environment on children's motivation and interest in learning mathematics	10		
29	Basic Concepts of Moral and	PLO 3. Mastering the basic concepts and	I-1.1.1 Defining the Essence of Early Childhood Education (PAUD) Comprehensively	16	32	96/45 : 2.1 credits

	Religious Development	philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with developments in science and technology in the management of early childhood education	I-1-1.2. Linking Moral and Religious Values to the Essence of Early Childhood Education	16		
			I-1.2.1. Concluding the Essence of Early Childhood Education as a Holistic Foundation			
			I-1.2.2. Integrating Morality and Religion into Early Childhood Education Practice			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 4. Able to design (C6) ECE learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-2.1.1. Analysing the Suitability of Learning Models	16	32	
			I-2.1.2. Evaluating the Integration and Effectiveness of Choices			
			I-2.2.1. Interpreting learning strategies in the implementation of moral and religious values			
			I-2.2.2. Linking and Evaluating Interpretations	16		
		PLO 5. Developing (C6) an understanding of the development and characteristics of young children	I-3.1.1. Analysing the Need for Innovation in the Teaching of Moral and Religious Values	16	32	
			I-3.1.2. Designing Innovative Learning Approaches			
			I-3.1.3. Considering Implementation and Sustainability	16		
30	Basic Concepts of Emotional Development in Early Childhood	PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with advances in science and technology in the management of early childhood education	I-1.1.1. Synthesising social-emotional theories to understand the mechanisms of child behaviour formation.	12	24	96/45 : 2.1 ECTS
			I-1.2.1 Analysing various concepts of children's social-emotional development from theory and research findings to understand the dimensions that need to be mapped.	12		
		PLO 4. Ability to Design (C6) early childhood education (ECE)	I-2.1.1. Evaluating children's social-emotional characteristics within the context of culture, family environment, and early childhood education.	12	24	

		learning content (religion, ethics, science, technology, engineering, mathematics, art, social	I-2.2.1 Assess the alignment of children's socio-emotional characteristics with the	12		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		studies, language and literacy) within meaningful play activities	context of early childhood development and their socio-cultural environment.			
			I-3.1.1 Synthesising theory and empirical data to identify patterns of interrelationships between aspects of child development.	12	12	
		PLO 5. Developing (C6) an understanding of early childhood development and characteristics	I-4.1.1 Formulating a social-emotional development map for children that indicates achievements and areas requiring intervention	12	12	
			I-5.1.1 Formulating evaluation instruments and procedures to assess the success of strategies for children's social-emotional development.	12	24	
			I-5.2.1 Formulating evaluation procedures that measure the effectiveness of strategies for children's social-emotional development.	12		
31	Basic Concepts of Social Studies in Early Childhood	PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and early childhood assessment that are adaptable to developments in science and technology in the	I-1.1 1. Explain the definition and scope of social studies for early childhood education.	19	38	96/45 : 2.1 Rounded to 3 credits
			I-1.1.2 Identify the elements of social studies relevant to AUD.			
			I-1.2.1. Analysing the stages of social development in children aged 0–6 years.	19		

		management of early childhood education	I-1.2.2 Linking social development theory to the learning needs of social studies.			
		PLO 4 Able to design (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, art, social	I.2.1.1 Designing role-play activities that reflect the value of cooperation.	19	58	
			I-2.1.2 Developing a learning plan on social rules through picture stories.			
			I-2.2.1 Designing activities to explore the school's surroundings with the children.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		studies, language and literacy) within meaningful play activities	I-2.2.2 Developing mini-projects to introduce professions to young children.			
		PLO 5: Developing (C6) an understanding of the development and characteristics of young children	I-3.1.1 Identifying the characteristics of social interaction in pre-school children.	19		
			I-3.1.2 Explaining the importance of socialisation in shaping a child's character.			
			I-3.2.1 Explain the influence of the family environment on children's social behaviour.			
			I-3.2.2 Analysing the role of teachers in stimulating children's social development.	20		
32	Basic Concepts of Physical and Motor Development in Early Childhood	PLO 3: Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with advancements in science and technology in the management of early childhood education	I-1.1.1 explains the basic concepts of physical and motor development in early childhood (0–6 years), including the differences between gross and fine motor skills, with a minimum accuracy of 80% in the written assessment.	16	32	96/45 : 2 ECTS
			I-2.1.1 is able to design learning activities or games that support the physical and motor development of young children, with a minimum success rate of 80% based on a simulation assessment.	16		

		PLO 4: Able to develop (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, arts, social studies, language and literacy) within meaningful play activities	I-3.1.1 is able to link theories of physical/motor development (such as Gallahue's or Gesell's motor development theories) with early childhood education or care practices, demonstrated by the preparation of an analytical report that meets the criteria of the assessment rubric.	16	32	
			I-3.1.2 is able to identify the stages of physical and motor development in young children based on age through case analysis with a minimum accuracy rate of 85%.	16		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 5: Developing (C6) an understanding of the development and characteristics of young children	I-4.1.1 Develops instructions that encourage children to resolve conflicts or share their emotional experiences in a positive manner	16	32	
			I-5.1.1 is able to evaluate factors influencing the physical and motor development of young children (such as nutrition, environment, and stimulation) through observation and written reports, achieving a minimum score of 75% based on the assessment rubric.			
			I-6.1.1 is able to design and present physical/motor activity guidelines for young children based on developmental theory, with a minimum audience satisfaction rate of 80% based on the presentation evaluation.	16		
33	Basic Concepts of Early Childhood Education	PLO 3. Mastery of the basic concepts and philosophy, learning theories, curriculum, learning models, and assessment of young children that are adaptable to advances in science and technology in the management of early childhood education	I-1.1.1 Explain the concept of early childhood from the perspective of child development and education.	5		96/45 : 2.1 Rounded to 2 ECTS
			I-1.2.1 Explain the characteristics of early childhood across various age stages (0–6 years)	5		
			I-2.1.1 Outline the philosophical, psychological, socio-cultural and religious foundations of early childhood	5		

			education			
		PLO 4. Ability to Design (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-2.2.1 Describe the functions of basic concepts in early childhood education	5	20	
			I-2.3.1 Identify the functions of basic concepts in early childhood education	5		
			I-2.4.1 Defining the scope of basic concepts in early childhood education	5		
			I-3.1.1 Identifying the nature of early childhood education	5		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-4.1.1 Describing appropriate approaches to early childhood education	20	20	
		PLO 5. Developing (C6) an understanding of the development and characteristics of young children	I-4.1.1 Describe appropriate approaches to early childhood education	5	17	
			I-5.1.1 Classify the theories underpinning early childhood education practice in Indonesia	6		
			I-5.1.2. Outline the theories that can be applied in Indonesian education	6		
			I-5.1.3 Classifying the theoretical frameworks underpinning early childhood education practices in Indonesia	24	24	
34	Early Childhood Education Curriculum	PLO 3: Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with developments in science and technology in the management of early childhood education	I-1.1:1 Students can identify the main differences between classical and modern learning theories.	13	26	136/45 : 3 ECTS
			I-1.1.2: Students are able to explain the application of learning theories in early childhood education (PAUD) learning activities.	13		
			I-1.2.1: Students can relate learning theories to the developmental stages of young children.	13	26	
			I-1.2.2: Students are able to analyse the application of learning theories in accordance with children's characteristics.	13		

			I-2.1.1 Students can develop a curriculum design in accordance with the principles of child development.			
			I-2.2.1: Students are able to develop teaching materials in accordance with the curriculum and children's characteristics.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-2.2.2: Students can integrate technology or science and technology into learning strategies.			
		PLO 4: Able to develop (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-3.1: Students can identify the strengths and weaknesses of early childhood education learning models.	13	26	
			I-3.1.2: Students are able to select learning models based on children's needs.	13		
			I-3.2.1: Students are able to design technology- and innovation-based early childhood education learning models.	13	28	
			I-3.2.2: Students can develop modules or lesson plans using innovative learning models.	15		
			I-4.1: 1. Students can distinguish between formative, summative and diagnostic assessment in early childhood education.			
			I-4.1.2: Students are able to identify assessment principles appropriate for young children.			
			I-4.2.1: Students are able to create observation-based assessment tools for child development.			
			I-4.2.2: Students can compile child development reports based on assessment results.			

		PLO 8: Able to establish (C6) effective verbal and written communication to convey information and build good	I-5.1: 1. Students can develop a Daily Lesson Plan (RPPH) incorporating play-based activities that integrate across developmental domains.	15	30	

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		relationships with young children, parents and relevant parties.	I-5.1.2: Students are able to design play-based activities centred on children's values and character.			
			I-5.2.1: Students can create themes, sub-themes, and cross-curricular learning activities in line with the early childhood education curriculum.			
			I-5.2.2: Students are able to develop media and aids that support cross-curricular thematic activities.	15		
35	Digital Literacy	PLO 4 Able to design (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, arts, social studies, language and literacy) within meaningful play activities	I-1.1.1. Students explain the concept of digital literacy and its role in early childhood education	16 hours	32 hours	96/45: 2.1 rounded to 2 credits
			I-1.1.2 Students identify types of digital media relevant to early childhood	16 hours		
			I-2.1.1 Students analyse the advantages and disadvantages of digital media in learning			
			I-2.1.2 Students evaluate the impact of digital literacy on children's social interaction			
		PLO 5 Developing (C6) an understanding of the development and characteristics of young children	I-2.1.1 Students outline children's developmental needs that can be supported by digital literacy	16 hours	32 hours	
			I-2.1.2 Students compare the suitability of digital media for the 3–4, 4–5, and 5–6 age groups	16 hours		

			I-2.2.1 Students evaluate the risks of excessive digital media use on child development			
			I-2.2.2 Students provide recommendations for safe digital media appropriate to developmental stages			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 8 Able to establish (C6) effective oral and written communication to convey information and build good relationships with young children, parents and relevant parties.	I-3.1.1. Students design digital literacy-based learning activities tailored to children's needs	16 hours	32 hours	
			I-3.1.2 Students present a plan for integrating digital media into the PAUD Lesson Plan	16 hours		
			I-3.2.1 Students design simple digital assessment tools to monitor children's development			
			I-3.2.2 Students evaluate the effectiveness of digital literacy-based learning based on assessment results			
36	Research Methods	PLO 3: Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with developments in science and technology in the management of early childhood education	I-1.1.1 Be able to distinguish between knowledge, science and the philosophy of science.	12	48	96/45 : 2.1 credits
			I-1.1.2 Explain the ethical values relevant to the research process.	12		
			I-1.2.1 Formulating a clear and logical research problem.	12		
			I-2.2.2 Formulating testable research hypotheses.			
			I-1.3.1 Explain the basic steps of qualitative and quantitative research methods.			
			I-1.3.2 Provide examples of cases and appropriate methodological approaches.			
		PLO 7:	I-2.1.1 Able to determine the appropriate sampling technique.	12		

		Able to collaborate, take responsibility within a group, and document (verify/A5) data validly to support academic integrity	I-2.1.2 Designing an experimental design with appropriate control variables. I-2.2.1 Identify types of validity and reliability in research.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-2.2.2 Develop instruments whilst considering validity and reliability.	12	12	
		PLO 8: Be able to establish (C6) effective oral and written communication to convey information and build good relationships with young children, parents and relevant parties.	I-3.1.1 Designing instruments in accordance with the research objectives.	12	12	
			I-3.1.2 Use questionnaires, interviews or observation appropriately.	12	24	
			I-3.2.1 Using appropriate data analysis techniques (e.g. statistical or thematic).	12		
			I-3.2.2 Interpreting data analysis results based on the research question.			
			I-3.3.1 Writing a complete proposal in accordance with scientific structure.			
			I-3.3.2 Presenting the proposal's findings orally using effective presentation media.			
37	Microteaching	PLO 2 Evaluating and integrating concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti- bullying, anti-intolerance, and anti- corruption) to support the development of professional knowledge and practice	I-1.1.1: Analysing the characteristics of learners based on developmental aspects within the existing cultural environment	6	96 hours x (1 credit/(2.1 hours/credit)) = 2 credits	2 credits
			I-1.2.1: developing learning materials by utilising technology as an engaging medium and learning resource	6		
			I-2.1.1: identifying learning approaches, models and resources comprehensively	6		
			I-2.2.1: designing technology-based learning resources in accordance with learners' needs	6		

		PLO 4 Able to develop (C6) early childhood education (ECE) learning content (religion, ethics, science, technology,	I-3.1.1: designing a variety of learning tools and instruments in line with learning objectives and learners' needs	6		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		engineering, mathematics, arts, social studies, language and literacy) within meaningful play activities	I-3.2.1: design TPACK for diverse learning assessments in line with learning objectives and learners' needs	6		
			I-3.3.1: Selecting learning media appropriate to the	6		
			I-3.4.1: Developing activity scenarios in line with the learning sequence	6		
			I-3.5.1: applying opening techniques that capture children's attention	8		
			I-3.6.1: delivering learning segments based on the Lesson Plan	8		
			I-3.7.1: using learning resources effectively.	8		
			I-3.8.1: reflecting on the strengths and weaknesses of teaching practice	16		
		PLO 7 Able to collaborate, take responsibility within a group, and document (substantiate/A5) data validly to	1-4.1.1: self-assessment and group assessment of teaching performance	8		
38	Holistic Integrative Early Childhood Education	PLO 3 Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with	I-1.1.1 Explain the components of early childhood education and care (PAUD HI) services: health, nutrition, care, protection, and education.	29	58	145/45 : 3.2 Rounded to 3 ECTS
			I-1.1.2 Identify the links between aspects of			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		and technology in the management of early childhood education	I-1.2.1 Explaining the principle of intersectorality in the integrated health approach.			
			I-1.2.2 Outline the objectives of integrated services for child development.	29		
		PLO 5. Developing (C6) an understanding of early childhood development and characteristics	I-2.1.1 Designing service activities that integrate nutrition and health.	29	58	
			I-2.1.2 Establishing collaboration with the health and social sectors for children.			
			I-2.2.1 Designing the roles of parents, community health workers and teachers in the implementation of PAUD HI.			
			I-2.2.2 Developing a community-based approach for integrated services.	29		
		PLO 8. Be able to establish (C6) effective verbal and written communication to convey information and build good relationships with young children, parents and relevant stakeholders.	I-3.1.1 Expressing concern for the fulfilment of children's basic rights.			
			I-3.1.2 Delivering service initiatives in line with children's actual needs.			
			I-3.2.1 Carry out tasks collaboratively in human rights-based activities.			
			I-3.2.2 Making ethical decisions in the holistic care of young children.	29	29	
39	Innovative Learning for Early Childhood	PLO 3: Mastering the basic concepts and philosophy, learning theories,	I-1.1.1 Students produce a report analysing early childhood learning needs based on observation.	14	22	145/45 : 3.02 Rounded to 3 credits

	Education	curriculum, learning models, and adaptive early childhood assessment in line with developments in science and technology in the management of early childhood education	I-1.2.1 Students develop a lesson plan based on innovative learning using a child-centred model.	14		
			I-2.1.1 Students create a learning activity design using educational applications.	14		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-2.2.1 Students develop Musical Instruments for Early Childhood Education for innovative learning activities.	14		
		PLO 4: Able to develop (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-3.1.1 Students produce a paper on the concept and application of STEAM learning within the context of early childhood education.	14		
			I-3.2.1 Students design thematic teaching materials based on STEAM.	14		
		PLO 5: Developing (C6) an understanding of the development and characteristics of young children	I-4.1.1 Students create a set of educational play materials (APE) or creative teaching material modules.	14		
			I-4.2.1 Students create short educational video content that can be shared via social media.	15		
			I-5.1.1 Students develop an assessment rubric to measure the effectiveness of innovative learning strategies.	16	30	
				16		
40	English Language Learning for Early Childhood Education	PLO 3 Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood	I-1.1.1 Students explain second language acquisition theories relevant to early childhood education	16	96 hours	2 credits
			I-1.1.2 Students analyse the relationship between language theory and children's cognitive development			

		assessment in line with developments in science and technology in the management of early childhood education	I-1.2.1 Students compare the advantages and disadvantages of the play-based versus thematic approaches			
			I-1.2.2 Students assess the suitability of these approaches for the early childhood education context	32		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 4 Able to design (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-2.1.1 Students identify songs and games appropriate to children's language development			
			I-2.1.2 Students analyse the role of storytelling in enhancing children's vocabulary			
			I-2.2.1 Students evaluate the effectiveness of using play-based methods on children's motivation to learn	32		
			I-2.2.2 Students provide recommendations for play strategies to improve language skills			
		PLO 8 Able to establish (C6) effective oral and written communication to convey information and build good relationships with young children, parents and relevant parties.	I-3.1.1 Students develop play-based English language activity plans tailored to children's developmental needs			
			I-3.1.2 Students present lesson plans that integrate English language activities with daily themes			
			I-3.2.1 Students design simple assessment tools for children's listening and speaking skills	16		
			I-3.2.2 Students evaluate the effectiveness of English language learning based on assessment results			

41	Science Learning for Early Childhood Education	PLO 3 Mastering basic concepts and philosophies, learning theories, curricula, learning models, and early childhood assessment that are adaptable to developments in science and technology in the management of early childhood education	I-1.1.1 Identifying science themes relevant to child development.	16	36 hours	96/45 : 2.1 Rounded to 2 ECTS
			I-1.1.2 Explaining simple concepts about nature, objects and living things to children.	16		
			I-1.2.1 Explain the objectives of science learning for young children.			
			I-1.2.2 Describe the impact of science learning on children's thinking skills.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 4. Able to organise (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-2.1.1 Designing activities for observing the natural environment (water, soil, plants).	16		
			I-2.1.2 Explaining exploration methods using simple tools for children.	16	42 hours	
			I-2.2.1 Designing small experiments such as mixing colours or objects floating and sinking.			
			I-2.2.2 Developing experimental activity steps in line with children's developmental stages.			
		PLO 5. Building (C6) an understanding of the development and characteristics of young children	I-3.1.1 Making teaching aids from recycled/natural materials (e.g. a water cycle model).	16		
			I-3.1.2 Explaining the use of concrete materials in introducing scientific concepts to children.	16		
			I-3.2.1 Selecting appropriate materials based on children's developmental indicators.			
			I-3.2.2 Linking the choice of materials to science learning objectives.			
42	Parenting and Family Education for Early Childhood	PLO 3 Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood	I-1.1.1 Explaining the various functions of the family (educational, social, economic, etc.) in a child's life.	15	15	95/45 : 2.1 Rounded to 2 credits
			I-1.1.2 Identify the role of parents as the child's first and primary educators.	15	15	

		assessment in line with developments in science and technology in the management of early childhood education	I-1.2.1 Explaining the cultural values that can be transmitted through the family.			
			I-1.2.2 Describe forms of positive discipline within the family.			
		PLO 5. Developing (C6) an understanding of	I-2.1.1 Designing parenting activities based on children's developmental needs.	15	15	

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		the development and characteristics of young children	I-2.1.2 Developing educational materials for parents in educating young children.	15	15	
			I-2.2.1 Designing a two-way communication system between teachers and families.			
			I-2.2.2 Identifying communication barriers and ways to overcome them in the context of early childhood education.			
		PLO 8 Able to establish (C6) effective verbal and written communication to convey information and build good relationships with young children, parents and relevant parties.	I-3.1.1 Conveying the importance of the family's role in the success of a child's education.	17	17	
			I-3.1.2 Demonstrating an empathetic attitude towards families from different backgrounds.	18	18	
			I-3.2.1 Carrying out counselling duties for parents in a professional manner.			
			I-3.2.2 Act ethically and respect family norms when interacting within family education programmes.			
43	Inclusive Education	PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with developments in science and technology in the management of	I-1.1.1: Explain the concept of inclusion and how it differs from integration.	16 hours	96 hours	2 credits
			I-1.1.2: Outlining the principles of inclusivity in early childhood education.	16 hours		
			I-1.2.1: Identifying the types of special needs in young children.			

		early childhood education programmes	I-1.2.2: Describing the developmental characteristics of children with special needs.			
		PLO 4. Ability to design (C6) early childhood	I-2.1.1: Designing lesson plans that take into	16 hours		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	account the needs of children with special needs.			
			I-2.1.2: Adapting child-friendly and inclusive learning methods.	16 hours		
			I-2.2.1: Designing group activities that involve all children without discrimination.			
			I-2.2.2: Developing cooperative learning strategies to foster empathy in children.			
		PLO 5. Developing (C6) an understanding of the development and characteristics of young children	I-3.1.1: Adapting learning materials so that they can be used by all children.	16 hours		
			I-3.1.2: Developing easily accessible visual/auditory aids.	16 hours		
			I-3.2.1: Designing a classroom environment that supports the engagement of all children.			
			I-3.2.2: Creating a learning environment free from stigma and discrimination.			
44	Professional Development of Educators	PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and	I-1.1.1: Explaining the concept of professionalism in the context of early childhood education.	10	95/45 : 2.1 Rounded to 2 credits	2 credits
			I-1.1.2: Identify the core competencies of early childhood educators.	10		

		adaptive early childhood assessment in line with developments in science and technology in the management of	I-1.2.1: Explaining the principles of professional ethics for early childhood educators.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		early childhood education and care (PAUD)	I-1.2.2: Distinguishing between professional and unprofessional conduct.			
		PLO 5 Developing (C6) an understanding of early childhood development and characteristics	I-2.1.1: Designing short-term and long-term self-development programmes.	15		
			I-2.1.2: Identifying competency needs.	15		
			I-2.2.1: Keeping a reflective journal of teaching experiences.			
			I-2.2.2: Evaluating one's own strengths and weaknesses.			
		PLO 8 Able to establish (C6) effective oral and written communication to convey information and build good relationships with young children, parents and relevant parties.	I-3.1.1: Participating in teacher discussion forums or workshops.	15		
			I-3.1.2: Initiating activities to share good practice.	15		
			I-3.2.1: Compile a list of professional contacts.			
			I-3.2.2: Actively communicate with the early years education professional community.			
45	Instructional Planning for Early Childhood Education	PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with developments in science and technology in the management of	I-1.1.1 Identify the basic principles of ECE learning planning.	15	140/45 credits	2 credits
			I-1.1.2 Explain the relationship between learning principles and practice.	15		
			I-1.2.1 Describe the early childhood education curriculum as a guide for lesson planning.			
			I-1.2.2 Linking children's characteristics to			

		early childhood education and care (PAUD)	planning needs.			
		PLO 4 Able to develop (C6) early childhood education learning content (religion, ethics, science, technology,	I-2.1.1 Develops lesson plans using a relevant thematic approach.	20		
			I-2.1.2 Developing a Lesson Plan (RPPH) tailored to the child's developmental stage.	20		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-2.2.1 Organising the content of the semester programme based on the academic calendar.			
			I-2.2.2 Developing an integrated weekly programme.			
		PLO 5 Building (C6) an understanding of the development and characteristics of young children	I-3.1.1 Designing learning based on local wisdom.	20		
			I-3.1.2 Organising activities that are responsive to children's needs within their social environment.	20		
			I-3.2.1 Integrating digital media into lesson planning.			
			I-3.2.2 Developing teaching materials that support blended learning.			
46	Learning Environment Management for Early Childhood Education	PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with developments in science and technology in the management of early childhood education provision	I-1.1.1 Explaining the main components of a proposal (title, background, problem statement, etc.).	15	96/45 credits	2 credits
			I-1.1.2 Outline the relationships between sections within the proposal structure.	15		
			I-1.2.1 Compiling a literature review from various current scientific sources.			
			I-1.2.2 Explain the theories underpinning the research.			
		PLO 4. Able to develop (C6) early childhood education (ECE)	I-2.1.1 Formulating problems based on phenomena observed in the field.	15		
			I-2.1.2 Formulating research objectives in	20		

		learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	line with the research question.			
			I-2.2.1 Determine the appropriate research approach and type.			
			I-2.2.2 Developing a detailed data collection design and techniques.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 5. Developing (C6) an understanding of the development and characteristics of young children	I-3.1.1 Developing logical and communicative presentation slides.	20		
			I-3.1.2 Presenting the contents of a proposal systematically in a seminar forum.	11		
			I-3.2.1 Responding to questions or suggestions from lecturers/seminar participants in a scholarly manner.			
			I-3.2.2 Making revisions based on feedback received.			
47	Research Proposal Seminar	PLO 3 Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and adaptive early childhood assessment in line with developments in science and technology in the management of early childhood education (PAUD)	I-1.1.1 Explain the main components of a proposal (title, background, problem statement, etc.).	16	96 hours	2 credits
			I-1.1.2 Outline the relationships between sections within the proposal structure.	16		
			I-1.2.1 Compiling a literature review from various current scientific sources.			
			I-1.2.2 Explain the theories underpinning the research.			
		PLO 6 Able to demonstrate independent and high-quality performance, make appropriate decisions, and uphold scientific ethics in producing (C6) solutions or works	I-2.1.1 Compiling logical and communicative presentation slides.	16		
			I-2.1.2 Presenting the contents of a proposal systematically in a seminar forum.	16		
			I-2.2.1 Respond to questions or suggestions from lecturers/seminar participants in a scientific manner.			

			I-2.2.2 Making revisions based on the feedback received.			
48	Statistics	PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and early childhood assessment that are	I-1.1.1. Identify appropriate types of data and measurement scales.	10	96 hours	2 credits
			I-1.1.2 Explain the characteristics of data distribution in early childhood education studies.	10		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		adaptable to developments in science and technology in the management of early childhood education and care (PAUD)	I-1.2.1. Calculating the mean, median, mode and standard deviation of early childhood education data.			
			I-2.2.2. Interpreting the results of the calculations in a practical context.			
		PLO 7 Able to work collaboratively, take responsibility within a group, and document (verify/A5) data validly to support academic integrity	I-2.1.1 Entering data into SPSS or Excel.	10		
			I-2.1.2 Managing data in the form of tables and graphs.	15		
			I-2.2.1 Conducting basic descriptive and inferential tests using statistical software.			
			I-2.2.2 Presenting data analysis results in the form of a report.			
		PLO 8 Able to establish (C6) effective oral and written communication to convey information, and build good relationships with young children, parents, and relevant parties.	I-3.1.1 Drawing conclusions from descriptive and inferential data.	15		
			I-3.1.2 Linking the results of the analysis to the research question.	16		
			I-3.2.1 Explain the rationale for selecting the type of statistical test.			
			I-3.2.2 Critiquing the limitations of the analytical methods used.			
49	Exploratory Study	PLO 4. Able to develop (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies,	I-1.1.1: Describe the types of exploratory activities that support cognitive, social-emotional and motor skills.	16	96/45	2 credits
			I-1.1.2: Linking exploratory activities to children's developmental stages.	16		
			I-1.2.1: Developing lesson plans that integrate exploratory activities.			

		language and literacy) within meaningful play activities	I-1.2.2: Identifying tools and materials that support children's exploratory activities.			
		PLO 5. Developing (C6) an understanding of	I-2.1.1: Actively involving children in the exploration process.	16		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		early childhood development and characteristics	I-2.1.2: Applying a scientific approach in the implementation of exploratory learning.	16		
			I-2.2.1: Using observation tools to assess the success of exploratory activities.			
			I-2.2.3: Providing reflective feedback on children's exploration outcomes.			
		PLO 8 Able to establish (C6) effective oral and written communication to convey information, and build good relationships with young children, parents, and relevant parties.	I-3.1.1: Identifying barriers to the implementation of exploration-based learning.	16		
			I-3.1.2: Analysing the main causes of these challenges.	16		
			I-3.2.1: Designing exploration projects based on the child's immediate environment.			
			I-3.2.2: Designing educational games that facilitate free and structured exploration.			
50	Learning Resources and Instructional Media	PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and early childhood assessment that are adaptable to developments in science and technology in the management of early childhood education	I-1.1.1 explains the basic principles of early childhood education in accordance with its philosophical foundations	8	96 hours	2 credits
			I-1.1.2 links the philosophy of early childhood education with the principles of active and meaningful learning.	8		
			I-1.2.1 Compare the theories of Piaget, Vygotsky and Bronfenbrenner in the context of child learning.	8		

			I-1.2.2 draw up a diagram showing the relationship between learning theories and teaching practice in early childhood education classrooms.			
			I-2.1.1 Analysing the strengths and limitations of applying science and technology in early childhood education			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I.2.1.2 Designing technology-based authentic assessment rubrics appropriate to the children's age.	8		
		PLO 4. Able to develop (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I.3.1.1 designs learning themes that integrate two or more content areas into play-based activities.	8		
			I-3.1.2 explain the relationship between learning content and child development.	8		
			I-4.1.1 creating activity sheets that incorporate literacy concepts (letters, words, stories)	8		
			I-4.1.2 Compiles activity sheets for children to develop literacy and numeracy in a contextual manner.			
			I-4.1.3 Evaluates the effectiveness of the materials and activity sheets based on children's feedback	10		
			I-4.1.4 Revise activity sheets based on observations of children's interests and engagement.	10		
		PLO 9. Creating C6) multimedia products (games and animations) appropriate for the needs of young children	I-5.1.1 developing a simple storyboard for an educational game based on a child's character.	10		
			I-5.1.2 Selecting interactive features appropriate to the cognitive development of young children.			
			I-6.1.1 Identify animated characters suitable	10		

			for the world of children.			
51	Learning Strategies and Models in Early	PLO 4 Able to design (C6) early childhood education learning content (religion,	I-1.1.1. Describe the principles of early childhood development in the selection of learning strategies.	16	96 hours	2 credits

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Childhood Education	ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-1.1.2. Cite examples of the application of strategies appropriate to the child's age and stage of development.			
			I-2.1.1. Identifying the characteristics of thematic, centre-based and project-based learning models.	16		
			I-2.1.2 Explain the advantages and disadvantages of each learning model.			
		PLO 5 Developing (C6) an understanding of early childhood development and characteristics	I-2.1.1 Developing lesson plans based on the centre, thematic, or project-based models.	16		
			I-2.1.2 Determining objectives, activity steps, and evaluation based on learning strategies.			
			I-2.2.1 Assessing the effectiveness of learning through observation of children's activities.	16		
			I-2.2.2 Compiling reflective notes based on the results of implementation in the classroom.			
		PLO 8 Be able to establish (C6) effective verbal and written communication to convey information and build good relationships with young children, parents and relevant parties.	I-3.1.1 Designing thematic learning strategies tailored to children's interests.	16		
			I-3.1.2 Apply the principle of learning through play in learning strategies.			
			I-3.2.1 Designing project-based learning utilising local potential (culture, environment).	16		
			I-3.2.2 Creating learning models based on			

			inclusion and diversity.			
52	Child Growth and Development	PLO 3 Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and	I-1.1.1 Explaining the indicators for each aspect of child development.	24	145 hours	3 credits
			I-1.1.2 List examples of development appropriate to each age stage.	24		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		adaptive early childhood assessment in line with developments in science and technology in the management of early childhood education	I-1.2.1 Describe the roles of the environment, genetics and parenting styles.			
			I-1.2.2 Provide examples of the impact of external factors on child development.			
		PLO 4 Able to design (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-2.1.1 Align learning objectives with children's developmental needs.	24		
			I-2.1.2 Developing learning activities that support all aspects of development.			
			I-2.2.1 Analysing the results of child development assessments.	24		
			I-2.2.2 Adapting learning strategies and resources based on assessment results.			
		PLO 5 Building (C6) an understanding of the development and characteristics of young children	I-3.1.1 Using developmental observation tools systematically.	24		
			I-3.1.2 Interpreting observation data to improve learning.			
			I-3.2.1 Compiling reflective reports based on children's development.	25		
			I-3.2.2 Formulating recommendations for future learning based on the results of the reflection.			
53	Early Childhood Education Program Management	PLO 6 Able to demonstrate independent and high-quality performance, make appropriate decisions, and uphold scientific ethics in producing (C6) solutions or works	I-1.1. 1. Explain the functions of planning, organising, implementation, and evaluation.	20	96	96/45 : 2.1 credits
			I-1.1.2 Provide examples of the application of management functions in early childhood education units.	25		

			I-2.1.1 Drawing up an annual work plan for the early childhood education institution.			
			I-2.1.2 Manage the institution’s human resources, facilities and infrastructure, and finances.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 7 Able to collaborate, take responsibility within a group, and document (verify/A5) data validly to support academic integrity	I-2.1.1. Processing the results of institutional assessments and the quality of early childhood education services.	25		
			I-2.1.2 Developing quality improvement programmes based on evaluation results.	26		
			I-2.2.1 Developing proposals for innovations in the governance of early childhood education institutions.			
			I-2.2.2 Explaining the steps for implementing managerial innovations.			
54	Management of Playgroups and Childcare Centers	PLO 4 Able to develop (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-1.1.1: Developing a daily activity schedule for young children based on developmental stages.	30	96/45	2 credits
			I-1.1.2: Designing developmental stimulation activities appropriate to the children's age and needs.	20		
			I-1.2.1: Designing learning spaces and areas appropriate to the needs of children aged 0–4 years.			
			I-1.2.1: Providing educational toys that support children's motor, cognitive, and social-emotional development.			
		PLO 5 Building (C6) an understanding of early childhood development and characteristics	I-2.1.1: Developing the RKH and weekly programme with developmental achievement indicators.	20		

			I-2.1.2: Developing routine, structured, and free-play activities appropriate to children's needs.	26		
			I-2.2.1: Compiling periodic reports on children's development based on observation results.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-2.2.2: Conducting evaluations and making improvements to activities based on the teacher's reflections.			
55	Kindergarten Administration and Management	PLO 4 Able to develop (C6) early childhood education learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-1.1.1: Designing play-based learning activities in accordance with the curriculum.	20	96/45 = 2.1 credits	2.1 = 2 credits
			I-1.1.2: Adapting activities to the developmental indicators of children aged 4–6 years.	30		
			I-1.2.1: Organising the classroom layout to support children's motor, cognitive and social activities.			
			I-1.2.2: Providing educational media and play equipment (APE) appropriate to children's needs.			
		PLO 5 Developing (C6) an understanding of the development and characteristics of young children	I-2.1.1: Developing lesson plans and curriculum maps based on content standards and child development.	20		
			I-2.1.2: Determining appropriate objectives and activity steps.	26		
			I-2.2.1: Compiling reports on children's developmental progress based on observation.			
			I-2.2.2: Reflecting to improve teaching methods and approaches.			
56	Educational Video	PLO 5	I-1.1.1: Developing a storyboard for early childhood learning.	10	96	96/45 = 2.2,

	Editing for Early Childhood Learning	Developing (C6) an understanding of the development and characteristics of young children	I-1.1.2: Designing visual/audio content in accordance with AUD learning principles. I-1.2.1: Using observation tools to assess the effectiveness of media in learning. I-1.2.2: Analysing children's learning outcomes following the use of video media.	10		rounded to 2 credits

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 9 Creating (C6) multimedia products (games and animations) suitable for the needs of young children	I-2.1.1: Operating basic video editing applications (e.g. Canva, CapCut, Filmora, etc.).	10		
			I-2.1.2: Combining images, audio and text into a single educational video product.	10		
			I-2.2.1: Using transitions, animations and colours appropriately in videos.			
			I-2.2.2: Adjusting the duration and pace of the video to suit the attention span of children with hearing impairments.			
		PLO 10 Able to creatively design (P5) performing arts (concepts of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	I-3.1.1: Drafting a description of the media and its intended use.	25		
			I-3.1.2: Presenting the concepts and benefits of media in an academic forum.	25		
			I-3.2.1: Record and analyse feedback from lecturers/peers.			
			I-3.2.2: Modifying video media based on evaluation results.			
57	Graphic Learning Media for Early Childhood Education	PLO 5 Developing (C6) an understanding of the development and characteristics of young children	I-1.1.1 Developing educational posters, picture cards, or flipcharts.	15	30	96/45 = 2.2, rounded to 2 credits
			I-1.1.2 Ensuring that the design and content are appropriate for the child's developmental stage.	15		
			I-1.2.1 Assessing children's engagement with graphic media.			
			I-1.2.2 Analysing the impact of media on children's understanding.			

		PLO 9 Creating (C6) multimedia products (games and animations) suitable for the needs of young children	I-2.1.1 Creating graphic media using applications such as Canva, CorelDraw, or Photoshop.	15	30	
			I-2.1.2 Arranging the composition of colours, text, and illustrations harmoniously.	16		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I-2.2.1 Using child-friendly fonts, symbols and illustrations.			
			I-2.2.2 Ensuring the legibility and clarity of the message in the media.			
		PLO 10 Able to creatively design (P5) performing arts (concepts of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	I-3.1.1 Compiling narrative documentation of the graphic design process.	15	36	
			I-3.1.2 Explain how to use media effectively to AUD teachers.	21		
			I-3.2.1 Identifying feedback from lecturers and peers.			
			I-3.2.2 Revising the design based on evaluation results.			
58	Animated Guidance and Counseling Media for Early Childhood Education	PLO 5 Developing (C6) an understanding of the development and characteristics of young children	I-1.1.1 Developing an educational storyline related to the social-emotional issues of young children.	20	96	2 credits
			I-1.1.2 Describe characters and settings appropriate to the child's developmental stage.	20		
			I-1.2.1 Developing an evaluation tool to assess children's responses to animated media.			
			I-1.2.2 Reflecting on and revising the animation based on feedback.			
		PLO 9 Students are able to use animation	I-2.1.1 Creating simple animations lasting 1–3 minutes for young children.	20		

		software to create BK AUD media	I-2.1.2 Incorporating engaging and age-appropriate elements of sound, movement and text.	20		
			I-2.2.1 Simplify visual messages in animations for children aged 4–6 years.			
			I-2.2.2 Adjust the pace and colour of the animation to maintain children’s attention.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 10 Able to creatively design (P5) performing arts (concepts of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	I-3.1.1 Compiling a comprehensive animation media development report complete with documentation.	15		
			I-3.1.2 Presenting the production process in a coherent manner to lecturers and peers.	11		
			I-3.2.1 Integrating the results of discussions/feedback into the animation revisions.			
			I-3.2.2 Compiling a personal reflection on the creative and collaborative process.			
59	Music Education for Early Childhood	PLO 4 Able to develop (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, art, social studies, language and literacy) within meaningful play activities	I-1.1 1. Identify aspects of musical development in early childhood.	20	96	96 / 45 = 2.1, rounded to 3 credits
			I-1.1.2 Develop an explanation of musical development based on child development theory.	15		
			I-2.1.1. Describing the approaches used in AUD music education.			
			I-2.1.2 Providing examples of musical activities appropriate to children's characteristics			
		PLO 9 Creating (C6) multimedia products (games and animations) suitable for the needs of young children	I-2.1.1 Applying interactive music applications in learning activities.	15		
			I-2.1.2 Developing a plan for musical activities using digital media.	15		
			I-2.2.1 Designing simple digital music learning media for early childhood learners.			

			I-2.2.2 Explaining the functions and how to use such digital music media.			
		PLO 10 Able to creatively design (P5) performing arts (concepts of directing, stage artistry, performance costume	I-.3.1.1 Compiling a description of creative and innovative music learning activities.	16		
			I-3.1.2 Present ideas for activities orally in front of a group.	15		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		coordination techniques, make-up, lighting, and staging techniques)	I-3.2.1 Write a reflection on the process and outcomes of the music activity.			
			I-3.2.2. Identifying strengths and challenges during the learning process.			
60	Dance and Drama Education for Children	PLO 3: "Mastering the basic concepts and philosophy, learning theories, curriculum, and assessment for early childhood that are adaptable to developments in science and technology in the management of early childhood education"	I.1.1.1. Students can name at least 3 philosophies of dance and drama relevant to early childhood education.	15	96 /45	2 ECTS
			I.1.1.2. Students are able to explain the role of dance and drama in child development.	15		
			I.1.2.1. Students can relate specific learning theories to dance and drama activities.			
			I.1.2.2. Students can provide examples of the application of learning theories in dance and drama education for AUD.			
		PLO 7: Able to work collaboratively, take responsibility within a group, and document (verify/A5) data validly to support academic integrity	I.2.1.1. Students can identify the components of the early childhood education curriculum related to dance and drama.	10		
			I.2.2.2. Students can relate the curriculum to the learning objectives for dance and drama in early childhood education.	10		
			I.2.2.1. Students are able to design learning objectives that support the three aspects of development (cognitive, motor, and			

			social- emotional).			
			I.2.2.2. Students can explain the relationship between artistic activities and child development.			
		PLO 10: Able to creatively design (P5) performing arts (concepts of directing, stage design, performance costume	I.3.1.1. Students are able to analyse examples of children's drama/dance scripts.	10		
			I.3.1.2. Students can organise the elements of directing in a structured manner.	15		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		coordination techniques, make-up, lighting, and staging techniques)	I.3.2.1. Students can devise a simple performance plan appropriate to the developmental stage of the AUD.	11		
			I.3.2.2. Students can explain how directing influences children's interactions and emotions.	15		
			I.4.1.1. Students can create stage set designs that are safe and support the visualisation of the story.			
			I.4.1.2. Students can explain the basic aesthetic principles used in such decorations.			
			I.4.2.1. Students are able to select combinations of colours and shapes that suit children's interests and imagination.			
			I.4.2.2. Students can produce artistic sketches whilst taking into account the principles of child-centred design.			
61	Children's Visual Arts Education	PLO 3 Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and early childhood assessment that are adaptable to developments in science and technology in the management of early childhood education and care (PAUD)	I-1.1.1 Describe theories of children's visual arts development.	15	10	1596 / 45 = 2.1 (rounded to 2) ECTS
			I-1.1.2 Distinguish the distinctive characteristics of children's artworks according to age stages.	15		
			I-2.1 1.Explain the aims and benefits of visual arts for early childhood.			
			I-2.1.2 Compiling development needs based on observations of children's work.			

		PLO 7 Able to work collaboratively, take responsibility within a group, and	I-2.1.1. Designing activities involving drawing, colouring, or collage.	20	20	
			I-.2.1.2. Determine learning objectives and the media to be used.	11		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		document (evidence/A5) data validly to support academic integrity	I-2.2.1 Identifying the appropriate materials to use in art activities.			
			I-2.2.2 Designing simple aids from natural or recycled materials.			
		PLO 10 Able to creatively design (P5) performing arts (concepts of directing, stage design, performance costume coordination techniques, make-up, lighting, and staging techniques)	I-3.1.1 Expressing learning ideas through discussion or presentation.	15	30	
			I-3.2.2 Write a brief description of a visual arts activity idea.	15		
			I-3.2.1 Writing a reflection on the learning process undertaken.			
			I-3.2.2 Summarising the successes and challenges encountered.			
62	Stage Decoration Design for Early Childhood Performances	PLO 1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm, and integrity as an expression of devotion to God Almighty	I.1. 1. Students complete individual and group assignments without plagiarism, and consistently acknowledge their own and their team members' contributions in every process and outcome of their work.	5	10	150 / 45 = 3.3 (rounded to 3) credits
		PLO 10. Able to creatively design (P5) performing arts (concepts of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	I.1.1.1. Systematically describe the epistemological concepts, historical development, and theories of performing arts, and explain their relevance to the design of aesthetic and functional stage art.	5		
			1.1.2.1. Analyse the functions and interrelationships of stage artistic	10	20	
				10		

			elements such as set design, structure, and support systems in supporting a contextual performance concept.	15	30	
			1.1.2.2. Designing the artistic layout of a performance by applying set design principles and stage safety standards appropriate to the production's requirements and the performance's aesthetics.	15		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			I.1.2.3. Students are able to design the conceptual foundation of the artistic design by integrating the results of analysis of the epistemology, history, and theory of performing arts.	25	25	
			I. 2.1.1. Identifying and explaining the aesthetic and technical functions of artistic design elements such as backdrops, platforms, cycloramas, furniture, and ornaments in various types of performance stages	25	65	
			I. 2.1.2. Designing stage sets for performances, taking into account the relationship between spatial concepts, script/performance requirements, and the desired visual character.	40		
			I.2.1.3. Producing detailed sketches or models of the stage design, demonstrating the integration of visual elements that support the atmosphere and narrative of the performance			
			I.2.1.4. Selecting materials and construction systems that comply with safety standards, technical efficiency, and aesthetic principles in stage design.			

			I.2.1.5. Evaluate the results of the implementation of the performance's artistic design based on aspects of functionality, aesthetics, safety, and suitability to the spatial context and type of stage.			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
63	Costume Design for Children's Performing Arts	PLO 1: Demonstrating character and conduct that reflect adaptability, enthusiasm, and integrity as an expression of devotion to God Almighty	Able to complete individual tasks on time in accordance with instructions and established quality standards.	30	60	96 / 45 = 2.1, rounded to 3 credits
		PLO 10. Able to creatively design (P5) performing arts (concept of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	Able to identify the differences between traditional hairstyling techniques, men's hairstyling, and modern variations.	30		
			Able to maintain the shape and quality of hairstyles throughout the duration of the performance.	39	39	
64	Stage Makeup and Hairstyling for Performances	PLO 1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm, and integrity as an expression of devotion to God	Able to complete individual tasks according to the schedule and instructions provided.	30	60	96 / 45 = 2.1 (rounded to 2) credits
			Able to participate actively, contribute, and collaborate effectively within a group.	30		
		PLO 10. Able to creatively design (P5) performing arts (concept of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	Able to identify the types and functions of traditional Javanese clothing according to category (traditional attire, bridal wear, dance costumes).	36	36	
			Accurately identify the theme and purpose of a performance.			
			Create sketches or stage design plans that are in harmony with the theme.			

			Integrate elements of make-up, costumes and lighting in accordance with the characters and atmosphere of the performance.			
65	Musical Instruments for Early Childhood Education	PLO 3: "Mastering the basic concepts and philosophy, learning theories,	I-1.1.1 can articulate the philosophical concepts of music education, including aesthetic, cognitive, and socio-emotional	8	48	96 / 45 = 2.1 (rounded to 2) ECTS

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		curriculum, and assessment for early childhood education that are adaptable to advances in science and technology in the management of early childhood education"	values, as well as their relevance to early childhood learning using concrete examples.			
			I-1.2.1 is able to explain how the use of Musical Instruments for Early Childhood Education supports the holistic development of young children, covering motor, cognitive, emotional, and social aspects, with reference to child development theory.	8		
			I-2.1.1 designs play-based musical instrument learning activities that specifically train children's fine and gross motor skills, such as rhythmic movements or hand coordination, with clear and age-appropriate instructions.	8		
			I-2.2.1 is able to design play-based musical instrument learning activities that encourage children's creative expression, such as simple improvisation or sound exploration, whilst taking into account freedom of expression and variety of activities.	8		

		PLO 7: Able to collaborate, take responsibility within a group, and document (evidence/A5) data validly to support academic integrity	I-3.1.1 is able to work collaboratively in a group to design creative music instrument learning activities, demonstrating active contribution, effective communication, and a balanced division of tasks to meet the needs of young children.	8		
			I-3.2.1 produces collaborative designs for musical instrument learning activities appropriate to the developmental stage of young children, incorporating elements of creativity and engaging approaches, such as	8	8	

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			games or stories, to support enjoyable learning.			
			I-4.1.1 is able to compile a documentation report on music instrument learning activities containing accurate data, such as activity descriptions, observation results, and evaluations, whilst ensuring the accuracy and relevance of the information presented.	8	8	
			I-4.2.1 is able to compile documentation reports on music instrument learning activities with a clear and logical structure, covering an introduction, main body (activity design, implementation, and evaluation), and conclusion, using a systematic and easily understandable format.	8	8	
		PLO 10: Able to creatively design (P5) performing arts (concept of direction, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	I-5.1.1 is able to design a directing concept for a simple musical performance that encourages young children to express their emotions and creativity through playing Musical Instruments for Early Childhood Education, taking into account narrative elements or themes appropriate to their age.	8	8	

			I-5.2.1 is able to design a musical performance direction concept that actively involves young children, such as through interactive activities or simple roles in the performance, to ensure the children's full participation and enthusiasm.	8	8	
			I-6.1.1 is able to design costumes for children's musical performances that ensure freedom of movement and safety, using	8	8	

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			child-friendly materials and designs that do not hinder physical activity during the performance.			
			I-6.2.1 is able to design music performance outfits that are visually in harmony with the performance theme, using relevant colour elements, patterns, or accessories to enhance the artistic expression of young children.	8	8	
66	Studies in Performing Arts for Children	"PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and assessment of young children that are adaptable to developments in science and technology in the management of early childhood education "	I.1. 1.1 Students can explain at least 3 learning theories relevant to early childhood performing arts.	30	60	96 / 45 = 2.1 (rounded to 1) ECTS
			I.1.1.2 Students can identify appropriate assessment methods to evaluate the outcomes of early childhood performing arts.			
			I.2.2.1. Students carry out group tasks in accordance with agreed roles.			
		"PLO 7. Able to collaborate, take responsibility within a group, and document (substantiate/A5) data validly to support academic integrity"	I.2.2.1. Students carry out group tasks in accordance with agreed roles.			
			I.2.2.2 Students produce comprehensive documentation of performing arts activities (covering at least the process and outcomes) that meets data validity criteria.			
			I-2.2.2 identifies the application of literary theory in academic works			

		PLO 10. Able to creatively design (P5) performing arts (directing concepts, stage design, performance costume coordination techniques, make-up, lighting design, and staging techniques)	I.1.2.3. Students are able to design creative artistic elements (sets, costumes, lighting, props) that reflect the theme and style of the performance.			
			I.1.2.5. Students are able to evaluate and adjust production standards based on feedback, quality standards, and the	30		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			expectations of the audience and all components of the performing arts production			
			I.1.2.4. Students are able to implement production components professionally in accordance with schedules, roles, and industry work procedures.	36	36	
			I.1.2.2. Students are able to draw up an efficient resource management plan (human resources, time and budget) to support the smooth running of the production			
67	Performing Arts Management for Educational Contexts for Educational Contexts	"PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, and assessment for early childhood education that are adaptable to developments in science and technology in the management of early childhood education"	I.1.1.1. Accurately describe the basic concepts of learning.	30	60	96 / 45 = 2.1 (rounded to 3 credits)
			I.1.1.2 Explain the philosophy of learning appropriate to the performing arts.			
			Determining learning objectives in accordance with the characteristics of the learners.			
			Developing a logical and systematic curriculum structure or learning model.			
		PLO 7. Able to collaborate, take responsibility within a group, and document (verify/A5) data validly to support academic integrity	Making a tangible contribution to the division of group tasks.	30		
			Respecting the opinions and ideas of other group members.	36	35	
			Compiling activity documentation in a coherent and clear manner.			
			Using documentation formats that meet standards.			

			Ensuring documentation is easily accessible and verifiable.			
		PLO 10. Able to creatively design (P5) performing arts (conceptual direction,	I.2.1.1. Analysing facial anatomy to determine the appropriate make-up			

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	techniques for characters, fantasy roles, and Javanese brides, both aesthetically and functionally.			
			I.2.1.2. Designing character and fantasy make-up concepts based on the script, performance theme, and visual requirements of the characters portrayed.			
			I.2.2.1. Designing character and fantasy make-up concepts based on the script, performance theme, and visual requirements of the characters portrayed.			
			"I.2.2.2. Practising Javanese bridal make-up in accordance with traditional norms, types of paes, and the accompanying cultural philosophy. "			
			I.2.2.3 Evaluating the results of make-up application from the perspectives of aesthetics, character suitability, and visual effectiveness in supporting the delivery of the performance's message.			
68	Properties and Props for Performing Arts	"PLO 3. Mastering the basic concepts and philosophy, learning theories, curriculum, learning models, and	Students can explain at least 3 principles of creating performing arts props that are appropriate for early childhood development.	30	60	96 / 45 = 2.1 (rounded to 32 credits)

		adaptive early childhood assessment in line with developments in science and technology in the management of early childhood education"	Students are able to identify learning models and assessments appropriate for the use of props in early childhood education.			
		"PLO 7. Able to collaborate, take responsibility within a group, and	Students complete the assigned tasks on time and to the required quality standards.	30		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		document (substantiate/A5) data validly to support academic integrity"	Students produce comprehensive documentation from planning, through the creation process, to the use of materials.	36	36	
		PLO 10. Able to creatively design (P5) performing arts (concept of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	Students are able to explain the functions and characteristics of various types of props (hand, set, stage).			
			Students can identify performance props in various examples of theatre or performing arts.			
			Students classify props based on their role and use on stage.			
			Students create visual/3D designs for backdrops or stage installations in accordance with the performance concept.			
69	Performing Arts Space and Stage Design	PLO 1. Able to demonstrate character and conduct that reflect adaptability, enthusiasm, and integrity as an expression of devotion to God Almighty	Complete individual assignments by the deadline with honest results free from plagiarism.	30	60	96 / 45 = 2.1 (rounded to 2) credits
			Demonstrate commitment and responsibility in the division of roles and group cooperation.			
		PLO 10. Able to creatively design (P5) performing arts (concept of directing, stage artistry, performance costume coordination techniques, make-	Identify types of stages and explain their characteristics and functions within the context of performing arts.	30		
			Present a comparative analysis of the use of various types of stage according to the			

		up, lighting, and staging techniques)	needs of the performance.			
			Evaluate stage layouts based on the technical and artistic requirements of the performance.			
				36	36	

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			Provide recommendations for stage design to achieve optimal visual and functional results.			
70	Educational Multimedia Development	PLO 5 Building (C6) an understanding of the development and characteristics of young children	I-1.1.1 Demonstrating enthusiasm in designing and creating visual and audio assets, and integrating all assets and media components.	5	10	96/45 = 2.1 (rounded to 2) credits
			I-1.2.1 Demonstrates an adaptive approach to developments in creative media when designing and producing visual and audio assets and integrating them into multimedia.	5		
		PLO 9 Creating (C6) multimedia products (games and animations) appropriate for the needs of early childhood	I.1.3.1 Able to identify aspects of early childhood development that require support through multimedia.	10	20	
			I.1.3.2 Able to formulate learning objectives appropriate to the needs of young children.			
		PLO 10 Able to creatively design (P5) performing arts (concepts of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	I-2.1.1 Create visual and audio assets that support the design of technology-based media.	10		
			I-2.2.1 Integrate all visual and audio assets to create effective creative media within the context of Early Childhood Teacher Education.	15		

71	Research Methods for Educational Multimedia	PLO 5: Developing (C6) an understanding of the development and characteristics of young children	I-1.1.1 Demonstrating enthusiasm in designing and creating visual and audio assets, and integrating all assets and media components.	15	45	96 / 45 = 2.1 (rounded) 2 credits
			I-1.2.1 Demonstrates an adaptive attitude towards developments in creative media when designing and creating visual and audio assets and integrating them into multimedia.	15		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO 9: Creating (C6) multimedia products (games and animations) suitable for the needs of early childhood	I.1.3.1 Able to identify aspects of early childhood development that require support through multimedia.	15		
			I.1.3.2 Able to formulate learning objectives appropriate to the needs of young children.	15	15	
		PLO 10: Able to creatively design (P5) performing arts (concepts of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	I-2.1.1 Create visual and audio assets to support the design of technology-based media.	36	36	
			I-2.2.1 Integrate all visual and audio assets to create effective creative media within the context of Early Childhood Teacher Education.			
72	Educational Multimedia Project Management	PLO 5 Building (C6) an understanding of the development and characteristics of young children	I-1.1.1 Analysing the needs of young children in multimedia-based learning.	15	30	96 / 45 = 2.1 (rounded) 2 credits
			I-1.1.2 Formulating measurable learning objectives.	15		
			I-1.2.1 Developing a project framework in accordance with the stages of multimedia production.			
			I-1.2.2 Determine the required resources (team, tools, time).			
		PLO 9 Creating (C6) multimedia products (games and animations) suitable for early childhood needs	I-2.1.1 Drawing up a project schedule using management applications such as Trello or Asana.	15	35	

			I-2.1.2 Managing team tasks using online collaborative features.	20		
			I-2.2.1 Compiling regular project progress reports using digital templates.			
			I-2.2.2 Presenting project outcomes through interactive multimedia presentations.			
		PLO 10 Able to creatively design (P5) performing arts (concepts of directing,	I-3.1.1 Compile daily/weekly project work schedules.	10	21	

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		stage artistry, performance costume coordination techniques, make-up, lighting, and staging techniques)	I-3.1.2 Reporting on work progress within the specified timeframe.	11		
			I-3.2.1 Developing project evaluation tools.			
			I-3.2.2 Revising the product based on feedback from lecturers, peers, or users.			
73	Integrated Educational Multimedia Production and Management	PLO 5 Building (C6) an understanding of the development and characteristics of young children	I-1.1.1 Students can explain the pre-production, production, and post-production stages in a sequential and accurate manner.	15	30	96 / 45 = 2.1 (rounded to 2) credits
			I-1.2.1 Students are able to identify technical requirements (audio, video, animation, graphics) in multimedia content development correctly and appropriately.	15		
		PLO 9 Create (C6) multimedia products (games and animations) suitable for the needs of early childhood	I-2.1.1 Students can draw up a multimedia project plan covering the schedule of activities, division of tasks, budget allocation, and resources.	15	30	
			I-2.2.2 Students can apply time management and teamwork techniques in multimedia projects through documentation or field practice.	15		
		PLO 10 Able to creatively design (P5) performing arts (concepts of directing, stage artistry, performance costume coordination techniques, make-up, lighting, and	I-3.1.1 Students can demonstrate the functionality and quality of multimedia outputs based on technical aspects (resolution, sound, transitions) and aesthetic	15	31	

		staging techniques)	aspects (colour, layout, visual harmony).			
			I-3.2.1 Students are able to systematically compile a multimedia project evaluation report, covering success indicators as well as the constraints/challenges encountered during the production process.	16		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
74	Application and Implementation of Educational Multimedia Components	PLO 5 Building (C6) an understanding of the development and characteristics of young children	I-1.1.1 Identifying the characteristics of young children in multimedia learning.	15	30	96 / 45 = 2.1 (rounded to 2) credits
			I-1.1.2 Determining the appropriate type of media (audio, visual, animation).	15		
			I-1.2.1 Designing a learning sequence with integrated multimedia elements.			
			I-1.2.2 Creating a storyboard or initial design for interactive media.			
		PLO 9 Creating (C6) multimedia products (games and animations) suitable for the needs of early childhood	I-2.1.1 Using software (e.g. Canva, Adobe Spark, Powtoon) to create educational media.	15	30	
			I-2.1.2 Editing and compiling components (text, images, sound) into a single media product.	15		
			I-2.2.1 Creating an account and uploading content to a platform (YouTube, educational blog).			
			I-2.2.2 Promoting media to target audiences such as teachers and parents.			
		PLO 10 Able to creatively design (P5) performing arts (concept of directing, stage artistry, performance costume coordination techniques, make-up,	I-3.1.1 Create a work plan and timeline for media completion.	15	31	
			I-3.1.3 Document the work process in the form of a report.	16		
			I-3.2.1 Using a media evaluation rubric to			

		lighting, and staging techniques)	assess the final outcome. I-3.2.2 Identifying weaknesses and revising the product.			
75	Parent–Child Communication and Caregiving	PLO 3: "Mastering the basic concepts and philosophy, learning theories, curriculum, and assessment of early childhood	I-1.1.1 explains the principles of effective communication in child-rearing, including verbal and non-verbal communication, with a minimum accuracy of 80% in a written assessment.	16	36	96 / 45 = 2.1 (rounded to 2) ECTS

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		education that are adaptable to advances in science and technology in the management of early childhood education"				
		PLO 4: Able to develop (C6) early childhood education (ECE) learning content (religion, ethics, science, technology, engineering, mathematics, arts, social studies, language and literacy) within meaningful play activities	I-2.1.1 is able to identify children's communication needs based on their developmental stage (toddlers, pre-schoolers and primary school children) through case analysis with a minimum accuracy rate of 85%.	16		
			I-2.2.1 Designing Parent–Child Communication and Caregiving strategies that support children's emotional and social development, demonstrated by the preparation of a communication plan assessed as meeting the criteria of the assessment rubric.	16	16	
		PLO 8: Able to establish (C6) effective verbal and written communication to convey information and build good relationships with young	I-3.1.1 is able to apply active communication techniques, such as listening with empathy and providing positive feedback, in child-rearing simulations with a minimum success rate of 80%	16	48	

		children, parents and relevant parties.	I-3.2.1 evaluate the impact of caregiving communication on children's behaviour through observation and written reports achieving a minimum score of 75% based on the assessment rubric.	16		
			I-4.1.1 is able to develop and present a child-rearing communication guide based on communication theory and child development, with a minimum audience	16		

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			satisfaction rate of 80% based on the presentation evaluation			
76	Community Service Program-Digital Literacy	PLO1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.	I-1.1.1 Students actively contribute to the planning of team activities	5	10	150 / 45 = 3.3 (rounded to 3) credits
			I-1.1.2 Able to carry out Community Service (Community Service Program) activities from the initial survey, implementation, programme evaluation, and digital literacy activities within the community	5		
		PLO2: Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti- bullying, anti-intolerance, and anti- corruption) to support the development of professional knowledge and practice	I-1.1.3 Able to carry out digital literacy Community Service (Community Service Program) activities effectively	10	20	
77	Community Service Program – Inclusive and Exclusive Leadership	PLO1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	I-1.1.1 Able to analyse issues relating to Community Service (KKN) activities through leadership approaches within the local community	5	10	150 / 45 = 3.3 (rounded to 3) credits
			I-1.1.2 Able to apply leadership in Community Service Program activities whilst upholding the values of courtesy, responsibility and independence	5		

		PLO2: Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based	I-1.1.3 Able to provide concrete examples of inclusive/exclusive leadership within the local community.	10	20	

Course No.	Course Name	PLO Assigned to the Course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti- corruption) to support the development of professional knowledge and practice				
78	Community Service Program – Non-Formal Education	PLO1: Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.	I-1.1.1 Students are able to apply non-formal education knowledge in daily life and community engagement during the practical work placement	5	10	150 / 45 = 3.3 (rounded to 3) credits
			I-1.2.1 Able to use polite language and respect local norms when interacting with the local community	5		
		PLO2: Evaluate and integrate concepts of religion, nationality, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti- bullying, anti-intolerance, and anti- corruption) to support the development of professional knowledge and practice	I-1.3.1 Able to compile a summary of challenges based on field data.	10	20	

Table 6.4 PLO – Course Mapping Matrix

No	Credit	Course	PLO									
			1	2	3	4	5	6	7	8	9	10
Semester 1												
1	2	Islamic Religious Education	√	√								
		Catholic Religious Education	√	√								
		Christian Religious Education	√	√								
		Hindu Religious Education	√	√								
		Buddhist Religious Education	√	√								
		Confucian Religious Education	√	√								
2	2	PGRI Studies	√	√								
3	2	Civics Education	√	√								
4	2	Learning and Instruction in Early Childhood Education			√	√	√					
5	2	Basic Concepts of Early Childhood Education			√	√	√					
6	2	Student Development	√	√			√					
7	2	Parenting and Family Education for Early Childhood			√		√			√		
8	3	Child Growth and Development			√	√	√					
9	2	Foundations of Education	√	√	√							
	19											
Semester 2												
1	2	Indonesian Language	√	√								
2	2	English	√	√								
3	2	Pancasila Education	√	√								
4	2	Educational Professional Ethics	√	√				√				
5	2	Play-Based Learning and Games		√	√	√						
6	3	Innovative Learning for Early Childhood Education			√	√	√					
7	2	Parent-Child Communication and Caregiving			√	√				√		
8	3	Holistic and Integrative Early Childhood Education			√		√			√		
9	2	Digital Literacy				√	√			√		

	21											

No	Credit	Course	PLO									
			1	2	3	4	5	6	7	8	9	10
Semester 3												
1	3	Early Childhood Education Curriculum			√	√				√		
2	2	Basic Concepts of Moral and Religious Development			√	√	√					
3	2	Basic Concepts of Language and Literacy in Early Childhood			√	√	√					
4	2	Basic Concepts of Physical and Motor Development in Early Childhood			√	√	√					
5	2	Basic Concepts of Social Studies in Early Childhood			√	√	√					
6	2	Learning Strategies and Models in Early Childhood Education				√	√			√		
7	2	Health and Nutrition			√		√			√		
8	2	Science Learning for Early Childhood Education			√	√	√					
9	2	Early Childhood Education Program Management						√	√			
	19											
Semester 4												
1	2	Basic Concepts of Mathematics in Early Childhood			√	√	√					
2	2	Basic Concepts of Emotional Development in Early Childhood			√	√	√					
3	2	Assessment of Early Childhood Learning			√		√			√		
4	2	Instructional Planning for Early Childhood Education			√	√	√					
5	2	Learning Environment Management for Early Chilhood			√	√	√					

6	2	Learning Resources and Instructional Media			√	√					√	
7	2	Kindergarten Administration and Management				√	√					

No	Credit	Course	PLO									
			1	2	3	4	5	6	7	8	9	10
8	2	Guidance and Support for Early Childhood Education			√		√			√		
9	2	Exploratory Study										
	19					√	√			√		
Semester 5												
1	2	Educational Video Editing for Early Childhood Learning					√				√	√
2	2	Graphic Learning Media for Early Childhood Education					√				√	√
3	2	Animated Guidance and Counseling Media for Early Childhood Education					√				√	√
4	2	Music Education for Early Childhood				√					√	√
5	2	Dance and Drama Education for Children			√				√			√
6	2	Children's Visual Arts Education			√				√			√
7	2	Stage Decoration Design for Early Childhood Performances	√									√
8	2	Costume Design for Children's Performing Arts	√									√
9	2	Stage Makeup and Hairstyling for Performances	√									√
10	2	Statistics			√				√	√		
	20											
Semester 6												
1	2	Research Methods			√				√	√		
2	2	Microteaching		√		√			√			
3	4	Technology-Based Entrepreneurship	√	√								√

4	2	Management of Playgroups and Childcare Centers				√	√					
5	2	English Language Learning for Early Childhood Education			√	√			√			
6	2	Inclusive Education			√	√	√					
7	2	Professional Development of Educators			√		√			√		

No	**Credit**	**Course**	**PLO**									
			1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	16											
Semester 7												
1	2	Internship-Curriculum Analysis		√	√	√			√			
2	2	Internship – Development of Lesson Plan		√	√	√			√			
3	2	Internship - Development of Learning Media		√	√	√			√			
4	4	Internship-Teaching Practice		√	√	√			√			
5	2	Research Proposal Seminar			√			√				
6	2	Musical Instruments for Early Childhood Education			√				√			√
7	2	Studies in Performing Arts for Children			√				√			√
8	2	Performing Arts Management for Educational Contexts			√				√			√
9	2	Properties and Props for Performing Arts			√				√			√
10	2	Performing Arts Space and Stage Design			√				√			√
6	2	Educational Multimedia Development					√				√	√
7	2	Research Methods for Educational Multimedia					√				√	√
8	2	Educational Multimedia Project Management					√				√	√
9	2	Integrated Multimedia Production and Management					√				√	√

10	2	Applications and Implementation of Multimedia Components					√				√	√
	22											
Semester 7												
1	4	Community Service Program - Problem Solving	√	√								
	2	Community Service Program-Digital Literacy	√	√								

No	Credit	Course	PLO									
			1	2	3	4	5	6	7	8	9	10
	2	Community Service Program – Inclusive and Exclusive Leadership	√	√								
	2	Community Service Program – Non- Formal Education	√	√								
2	6	Final Project	√	√					√	√		
	10											

7. Organisation of programme courses

List the distribution of courses by category as specified in the "Course Groups" section of Table 7.1 below

Table 7.1. Course Organisation

No	Credit	Course Code	Course Name	Course Group				Course Group					
				Compulsory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK
1	2	1525221601	Islamic Religious Education			√					√		
		1525221601	Catholic Religious Education								√		
		1525221601	Christian Religious Education								√		
		1525221601	Hindu Religious Education								√		
		1525221601	Buddhist Religious Education								√		
		1525221601	Confucian Religious Education								√		
2	2	1525121602	Indonesian			√							√
3	2	1525121603	Pancasila Education			√					√		
4	2	1525121604	Civics Education			√					√		
5	2	1525221605	English				√		√				
6	2	1525221606	PGRI Studies				√		√				
7	4	1525244607	Community Service Program				√					√	
8	6	1525765659	Final Project				√					√	
9	4	1525244628	Technology-Based Entrepreneurship				√		√				
10	2	1525321610	Professional Ethics in Education	√				√					

No	Credit	Course Code	Course Name	Course Group				Course Group					
				Compulsory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK
11	2	1525321611	Foundations of Education	√				√					
12	2	1525321612	Student Development	√									√
13	2	1525322613	Internship-Curriculum Analysis	√					√				
14	2	1525322614	Internship - Development of Lesson Plan	√					√				
15	2	1525322615	Internship-Development of Learning Media	√					√				
16	4	1525344616	Internship-Teaching Practice	√					√				
17	2	1525321617	Assessment of Early Childhood Learning	√					√				
18	2	1525322618	Learning and Instruction in Early Childhood Education	√									√
19	2	1525332619	Play-Based Learning and Games	√									√
20	2	1525321620	Guidance and Support for Early Childhood Education	√					√				
21	2	1525321621	Health and Nutrition	√					√				
22	2	1525321622	Parent-Child Communication and Cregiving	√					√				
23	2	1525332623	Basic Concepts of Language and Literacy in Early Childhood	√					√				
24	2	1525332624	Basic Concepts of Mathematics in Early Childhood	√					√				
25	2	1525332625	Basic Concepts of Moral and Religious Development	√					√				

No	Credit	Course Code	Course Name	Course Group				Course Group					
				Compulsory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK
26	2	1525331626	Basic Concepts of Emotional Development in Early Childhood	√					√				
27	2	1525332627	Basic Concepts of Social Studies in Early Childhood	√					√				
28	2	1525332628	Basic Concepts of Physical and Motor Development in Early Childhood	√					√				
29	2	1525331629	Basic Concepts of Early Childhood Education	√									√
30	3	1525331630	Early Childhood Education Curriculum	√						√			
31	2	1525632631	Digital Literacy	√								√	
32	2	1525721632	Research Method	√							√		
33	2	1525322633	Microteaching	√						√			
34	3	1525321634	Holistic Integrative Early Childhood Education	√									√
35	3	1525331635	Innovative Learning for Early Childhood Education	√									√
36	2	1525321636	English Language Learning for Early Childhood Education	√					√				
37	2	1525331637	Science Learning for Early Childhood Education	√				√					
38	2	1525321638	Parenting and Family Education for Early Childhood	√					√				

No	Credit	Course Code	Course Name	Course Group				Course Group					
				Compulsory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK
39	2	1525331639	Inclusive Education	√									√
40	2	1525321640	Professional Development of Educators	√				√					
41	2	1525321641	Instructional Planning for Early Childhood Education	√					√				
42	2	1525622642	Learning Environment Management for Early Childhood Education	√					√				
43	2	1525723643	Research Proposal Seminar	√						√			
44	2	1525321644	Statistics	√						√			
45	2	1525762645	Exploratory Study	√								√	
46	2	1525322646	Learning Resources and Educational Media	√					√				
47	2	1525331647	Learning Strategies and Early Childhood Education Models	√					√				
48	3	1525331648	Child Growth and Development	√									√
49	2	1525321649	Early Childhood Education Program Management	√					√				
50	2	1525622650	Management of Playgroups and Childcare Centers	√					√				
51	2	1525626251	Kindergarten Administration and Management	√					√				
52	2	1525626252	Educational Video Editing for Early Childhood Learning		√								

No	Credit	Course Code	Course Name	Course Group				Course Group					
				Compulsory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK
53	2	1525626253	Graphic Learning Media for Early Childhood Education		√				√				
54	2	1525626254	Animated Guidance and Counseling Media for Early Childhood Education		√				√				
55	2	1525332655	Music Education for Early Childhood		√				√				
56	2	1525332656	Dance and Drama Education for Children		√				√				
57	2	1525331657	Children's Visual Arts Education		√				√				
58	2	1525331658	Stage Decoration Design for Early Childhood Performances		√				√				
59	2	1525331659	Costume Design for Children's Performing Arts		√				√				
60	2	1525331660	Stage Makeup and Hairstyling for Performances		√				√				
61	2	1525321661	Musical Instruments for Early Childhood Education		√							√	
62	2	1525321662	Studies in Performing Arts for Children		√							√	
63	2	1525321663	Performing Arts Management for Educational Contexts		√							√	
64	2	1525321664	Properties and Props for Performing Arts		√							√	

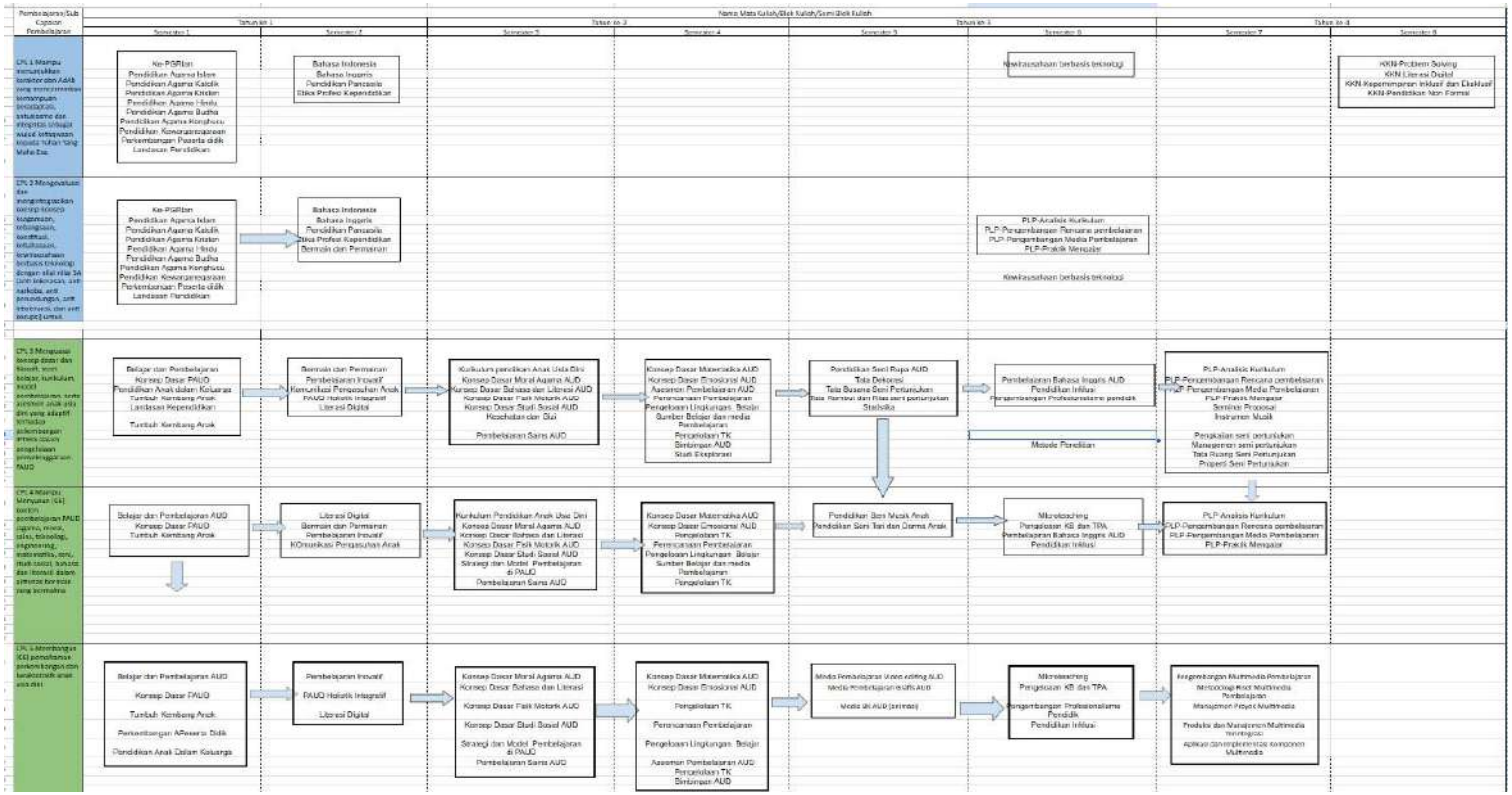
No	Credit	Course Code	Course Name	Course Group				Course Group					
				Compulsory Course	Elective Course	Compulsory Courses in the Curriculum	UPGRIS Distinctive MK	MPK	MKK	MKB	MPB	MBB	MKDK
65	2	1525321665	Performing Arts Space and Stage Design		√							√	
66	2	1525321666	Educational Multimedia Development		√							√	
67	2	1525321667	Research Methods for Educational Multimedia		√							√	
68	2	1525321668	Educational Multimedia Project Management		√							√	
69	2	1525321669	Integrated Multimedia Production and Management		√							√	
70	2	1525321670	Applications and Implementation of Multimedia Components		√							√	
71	2	BB24121627	Community Service Program – Digital Literacy				√					√	
72	2	BB24121608	Community Service Program – Inclusive and Exclusive Leadership				√					√	
73	2		Community Service Program – Non-Formal Education				√					√	

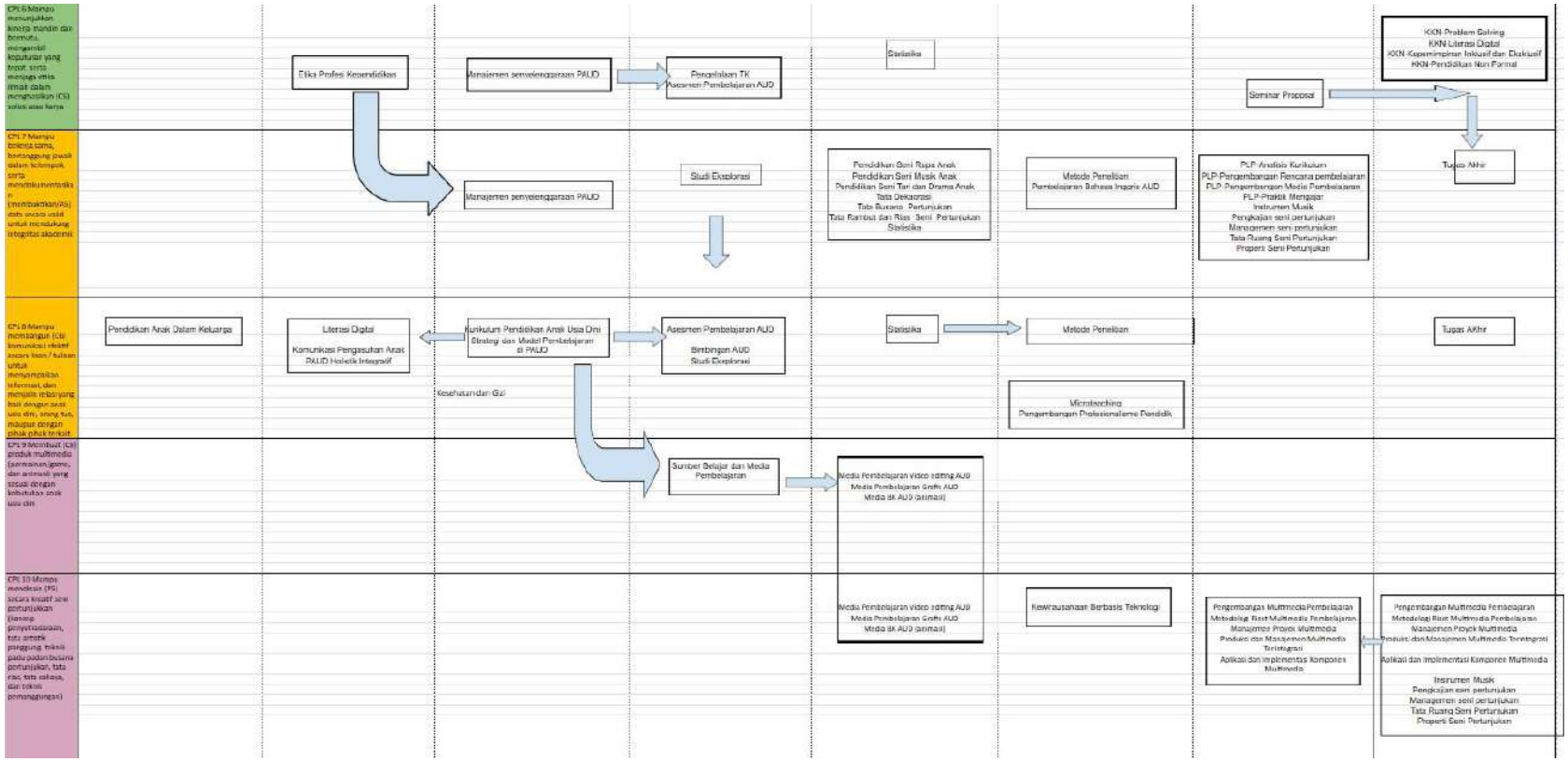
Table 7.2. Course Organisation Matrix

Semester	Credit	No. of Courses	Course Group								
			Compulsory Courses						Elective Courses	MKWK	Distinctive Courses
			MPK	MKK	MKB	MPB	MBB	MKDK			
VIII	10	2	0	0	0	0	2	0	0	0	2
VII	22	10	0	5	0	0	0	0	5	0	0
VI	16	7	1	4	1	0	1	0	0	0	1
V	20	10	1	7	1	0	1	1	0	0	0
IV	18	9	0	6	0	1	1	0	0	0	0
III	19	9	1	6	1	0		1	0	0	0
II	20	9	0	3	0	0	0	3	0	2	1
I	19	9	2	0	0	0	0	4	0	2	1

8. PLO Fulfilment Map for Courses

Table 8.1. Map of PLO Fulfilment in Courses




CPL 6 Mampu menunjukkan kinerja mandiri dan bermutu, mengambil keputusan yang tepat serta mampu atas dasar tanggung jawab dalam menghasilkan (CS) solusi atas kerja
CPL 7 Mampu bekerjasama, bertanggung jawab dalam kelompok serta mendokumentasikan (membuktikan/AS) data secara valid untuk mendukung integritas akademik
CPL 8 Mampu membangun (CS) komunikasi efektif secara lisan / tulisan untuk menyampaikan informasi, dan menjalin relasi yang baik dengan anak usia dini, orang tua, maupun dengan pihak pihak terkait
CPL 9 Membuat (CS) produk multimedia (permainan,game, dan animasi) yang sesuai dengan kebutuhan anak usia dini
CPL 10 Mampu mendesain (PS) secara kreatif seni pertunjukan (konsep penyutradaraan, tata artistik panggung, tekstil pada pada busana pertunjukan, tata rias, tata sahaya, dan teknis pemanggungan)
Etika Profesi Kependidikan
Manajemen penyelenggaraan PAUD
Pengelolaan TK
Asesmen Pembelajaran AUD
Statistika
Seminar Proposal
KKN Problem Solving
KKN Literasi Digital
KKN Kepemimpinan Inklusif dan Ekslusif
KKN Pendidikan Non Formal
Manajemen penyelenggaraan PAUD
Studi Eksplorasi
Pendidikan Seni Rupa Anak
Pendidikan Seni Musik Anak
Pendidikan Seni Tari dan Drama Anak
Tata Dekorasi
Tata Busana Pertunjukan
Tata Rambut dan Rias Seni Pertunjukan
Statistika
Metode Penelitian
Pembelajaran Bahasa Inggris AUD
PLP Analisis Kurikulum
PLP Pengembangan Rencana pembelajaran
PLP Pengembangan Media Pembelajaran
PLP Praktik Mengajar
Instrumen Musik
Pengkajian seni pertunjukan
Manajemen seni pertunjukan
Tata Ruang Seni Pertunjukan
Properti Seni Pertunjukan
Tugas Akhir
Pendidikan Anak Dalam Keluarga
Literasi Digital
Komunikasi Pengasuhan Anak PAUD Holistik Integratif
Kurikulum Pendidikan Anak Usia Dini
Strategi dan Model Pembelajaran di PAUD
Asesmen Pembelajaran AUD
Bimbingan AUD
Studi Eksplorasi
Kesehatan dan Gizi
Statistika
Metode Penelitian
Microteaching
Pengembangan Profesionalisme Pendidik
Tugas Akhir
Sumber Belajar dan Media Pembelajaran
Media Pembelajaran Video editing AUD
Media Pembelajaran Grafis AUD
Media IK AUD (animasi)
Media Pembelajaran Video editing AUD
Media Pembelajaran Grafis AUD
Media IK AUD (animasi)
Kewirausahaan Berbasis Teknologi
Pengembangan Multimedia Pembelajaran
Metodelogi Riset Multimedia Pembelajaran
Manajemen Proyek Multimedia
Produksi dan Manajemen Multimedia Terintegrasi
Aplikasi dan Implementasi Komponen Multimedia
Pengembangan Multimedia Pembelajaran
Metodelogi Riset Multimedia Pembelajaran
Manajemen Proyek Multimedia
Produksi dan Manajemen Multimedia Terintegrasi
Aplikasi dan Implementasi Komponen Multimedia
Instrumen Musik
Pengkajian seni pertunjukan
Manajemen seni pertunjukan
Tata Ruang Seni Pertunjukan
Properti Seni Pertunjukan

9. Distribution of courses per semester and PLO assessment scheduling

9.1 Distribution of Courses

Tables are provided for each semester – to show the distribution of courses and the composition of theory and practical work.

Table 9.1. List of courses for semesters I–VIII

No	Course Code	Course	T	P	S	L	Total credits	MK Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
First Semester								
1	1525221601	Islamic Religious Education Catholic Religious Education Christian Religious Education Hindu Religious Education Buddhist Religious Education Confucian Religious Education	2	0	0	0	2	-
2	1525221602	PGRI Studies	2	0	0	0	2	
3	1525121604	Civics Education	2	0	0	0	2	-
9	1525321617	Learning and Instruction in Early Childhood Education	2	0	0	0	2	-
4	1525331629	Basic Concepts of Early Childhood Education	2	0	0	0	2	-
5	1525321612	Student Development	2	0	0	0	2	-
6	1525321638	Childhood Education within the Family	2	0	0	0	2	-
7	1525331648	Child Growth and Development	3	0	0	0	3	-
8	1525321611	Foundations of Education	2	0	0	0	2	
	Total Course Load for Semester I		19	19	0	0	0	19
Second Semester								
No	**Course Code**	**Course**	**T**	**P**	**S**	**L**	**Number of credits**	**Course Name Prerequisites**
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	1525121602	Indonesian Language	2	0	0	0	2	-
2	1525221605	English	2	0	0	0	2	-
3	1525121603	Pancasila Education	2	0	0	0	2	-
4	1525321610	Professional Ethics in Education	2	0	0	0	2	-
5	1525332619	Play-Based Learning and Games	1	1	0	0	2	-
6	1525331635	Innovative Learning for Early Childhood Education	2	1	0	0	3	-
7	1525321622	Parent-Child Communication and Caregiving	1	1	0	0	2	-
8	1525321634	Holistic Integrative Early Childhood Education	2	1	0	0	3	-
9	1525632631	Digital Literacy	2	0	0	0	2	
Total Course Load for Semester II				16	4	0	0	20

Semester III								
1	1525331630	Early Childhood Education Curriculum	2	1	0	0	3	

No	Course Code	Course	T	P	S	L	Total credits	MK Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2	1525332625	Basic Concepts of Religious Morality	1	1	0	0	2	Child Growth and Development
3	1525332623	Basic Concepts of Language and Literacy in Early Childhood	1	1	0	0	2	Child Growth and Development
4	1525332628	Basic Concepts of Physical Motor Development in Early Childhood	1	1	0	0	2	Child Growth and Development
5	1525332627	Basic Concepts of Social Studies in Early Childhood	1	1	0	0	2	Child Growth and Development
6	1525331647	Learning Strategies and Models in Early Childhood Education	1	1	0	0	2	Child Growth and Development
7	1525321621	Health and Nutrition	1	1	0	0	2	Child Growth and Development
8	1525331637	Science Learning for Early Childhood Education	1	1	0	0	2	Child Growth and Development
9	1525321649	Early Childhood Education Program Management	1	1	0	0	2	-
	Total Course Load for Semester III			10	9	0	0	19
Semester IV								
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 in Early Childhood	1	1	0	0	2	Child Growth and Development
2	1525331626	Basic Concepts of Emotional Development in Early Childhood	1	1	0	0	2	Child Growth and Development
3	1525321617	Assessment of Early Childhood Learning	1	1	0	0	2	Child Growth and Development
4	1525321641	Instructional Planning for Early Childhood Education	1	1	0	0	2	Early Childhood Education Curriculum
5	1525622642	Learning Environment Management for Early Childhood	1	1	0	0	2	Play and Games
6	1525322646	Learning Resources and Educational Media	1	1	0	0	2	-
7	1525626251	Kindergarten Administration and Management	1	1	0	0	2	Foundations of Education
8	1525321620	Guidance and Support for Early Childhood Education	1	0	0	0	2	Growth and Development
9	1525762645	Exploratory Study	0	0	0	2	2	-
Total Course Load for Semester IV				12	6	0	2	18
Semester V								

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	Educational Video Editing for Early Childhood Learning	1	1	0	0	2	Learning Resources and Instructional Media
2	1525626253	Graphic Learning Media for Early Childhood Education	1	1	0	0	2	Learning Resources and Instructional Media
3	1525626254	Animated Guidance and Counseling Media for Early Childhood Education	1	1	0	0	2	Learning Resources and Instructional Media

No	Course Code	Course	T	P	S	L	Total credits	MK Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4	1525332655	Music Education for Early Childhood	1	1	0	0	2	-
5	1525332656	Dance and Drama Education for Children	1	1	0	0	2	-
6	1525331657	Children's Visual Arts Education	1	1	0	0	2	-
7	1525331658	Stage Decoration Design for Early Childhood Performances	1	1	0	0	2	-
8	1525331659	Costume Design for Performances	1	1	0	0	2	-
9	1525331660	Stage Makeup and Hairstyling for Performances	1	1	0	0	2	-
10	1525321644	Statistics	1	1	0	0	2	-
	Total Course Load for Semester V			10	10	0	0	20
Semester VI								
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	0	0	0	2	Quantitative Research Statistics
2	1525322633	Microteaching	1	1	0	0	2	Instructional Planning for Early Childhood Education
3	1525244628	Technology-Based Entrepreneurship	2	2	0	0	4	-
4	1525622650	Management of Playgroups and Childcare Centers	1	1	0	0	2	Early Childhood Education Program Management
5	1525321636	English Language Learning for Early Childhood Education	2	0	0	2	2	-
6	1525331639	Inclusive Education	1	1	0	0	2	Growth and development
7	1525321640	Professional Development of Educators	1	1	0	0	2	Professional Ethics for Educators
Total Course Load for Semester VI				10	6	0	0	16
Semester VII								
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	Internship-Curriculum Analysis	0	0	0	2	2	Early Childhood Education Curriculum
2	1525322614	Internship - Development of Lesson Plans	0	0	0	2	2	Planning and Instructional Planning for Early Childhood Education
3	1525322615	Internship – Development of Learning Media	0	0	0	2	2	Media and Learning Resources
4	1525344616	Internship-Teaching Practice	0	0	0	4	4	Microteaching
			10				10	
	CoE Elective Courses (CoE Performing Arts)							
1	1525321661	Musical Instruments for Early Childhood Education	1	1	0	0	2	[1] Dance and Drama Education for Children [2] Children's Visual Arts Education [3] Set Design [4] Costume Design
2	1525321662	Studies in Performing Arts for Children	1	1	0	0	2	
3	1525321663	Performing Arts Management for Educational Contexts	1	1	0	0	2	

No	Course Code	Course	T	P	S	L	Total credits	MK Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4	1525321664	Properties and Props for Performing Arts	1	1	0	0	2	[5] Stage Makeup and Hairstyling for Performances
5	1525321665	Performing Arts Space and Stage Design	1	1	0	0	2	
			Total credits				10	
	Elective Course: CoE Multimedia Learning Materials							
1	152532166	Educational Multimedia Development	0	0	0	2	2	[1] AUD Video Editing Learning Media [2] Graphic Learning Media for Early Childhood Education [3] Animated Guidance and Counseling Media for Early Childhood Education
2	525321667	Research Methods for Educational Multimedia	0	0	0	2	2	
3	1525321668	Educational Multimedia Project Management	0	0	0	2	2	
4	1525321669	Integrated Educational Multimedia Production and Management	0	0	0	2	2	
5	1525321670	Applications and Implementation of Education Multimedia Components	0	0	0	2	2	
			Total credits				10	
5	1525723643	Research Proposal Seminar	2					
			Total credits				10	
Total Course Load for Semester VII								22

Semester VIII

No	Course Code	Course	T	P	S	L	Number of credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	1525765659	Final Project	0	0	0	6	6	Passed Research Proposal Seminar
2	1525244607	Community Service Program	0	0	0	4	4	
3		Community Service Program – Digital Literacy	0	0	0	2	2	

4		Community Service Program – Inclusive and Exclusive Leadership	0	0	0	2	2	
5		Community Service Program – Non-Formal Education	0	0	0	2	2	
Total Course Load for Semester VIII								16
							144	

9.2 PLO Assessment Scheduling

Table 9.2. PLO Assessment Schedule for Programmes Outside the Engineering Field

No	Code	Credit Points	Course	PLO									
				1	2	3	4	5	6	7	8	9	10
Semester 1													
1	1525221601	2	Islamic Religious Education	√	√								
			Catholic Religious Education	√	√								
			Christian Religious Education	√	√								
			Hindu Religious Education	√	√								
			Buddhist Religious Education	√	√								
			Confucian Religious Education	√	√								
2	1525121602	2	PGRI Studies	√	√								
3	1525121604	2	Civics Education	√	√								
4	1525321618	2	Learning and Instruction in Early Childhood Education			√	√	√					
5	1525331629	2	Basic Concepts of Early Childhood Education			√	√	√					
6	1525321612	2	Student Development	√	√			√					
7	1525321638	2	Parenting and Family Education for Early Childhood			√		√			√		
8	1525331648	3	Child Growth and Development			√	√	√					
9	1525321611	2	Foundations of Education	√	√	√							
		19											
Semester 2													
1	1525121602	2	Indonesian Language	√	√								
2	1525221605	2	English	√	√								

3	1525121603	2	Pancasila Education	√	√								
4	1525321610	2	Educational Professional Ethics	√	√				√				
5	1525332619	2	Play-Based Learning and Games		√	√	√						
6	1525331635	3	Innovative Learning for Early Childhood Education			√	√	√					
7	1525321622	2	Parent-Child Communication and Caregiving			√	√				√		

No	Code	Credit Points	Course	PLO									
				1	2	3	4	5	6	7	8	9	10
8	1525321634	3	Holistic Integrative Early Childhood Education			√		√			√		
9	1525632631	2	Digital Literacy				√	√			√		
		20											
Semester 3													
1	1525331630	3	Early Childhood Education Curriculum			√	√				√		
2	1525332625	2	Basic Concepts of Moral and Religious Development			√	√	√					
3	1525332623	2	Basic Concepts of Language and Literacy in Early Childhood			√	√	√					
4	1525332628	2	Basic Concepts of Physical and Motor Development in Early Childhood			√	√	√					
5	1525332627	2	Basic Concepts of Social Studies in Early Childhood			√	√	√					
6	1525331647	2	Learning Strategies and Models in Early Childhood Education				√	√			√		
7	1525321621	2	Health and Nutrition			√		√			√		
8	1525331637	2	Science Learning for Early Childhood Education			√	√	√					
9	1525321649	2	Early Childhood Education Program Management						√	√			
		19											
Semester 4													
1	1525332624	2	Basic Concepts of Mathematics in Early Childhood			√	√	√					
2	1525331626	2	Basic Concepts of Emotional Development in Early Childhood			√	√	√					
3	1525321617	2	Assessment of Early Childhood Learning			√		√			√		

4	1525321641	2	Instructional Planning for Early Childhood Education			√	√	√					
5	1525622642	2	Learning Environment Management for Early Childhood Education			√	√	√					
6	1525322646	2	Learning Resources and Educational Media			√	√					√	
7	1525626251	2	Kindergarten Administration and Management				√	√					

No	Code	Credit Points	Course	PLO									
				1	2	3	4	5	6	7	8	9	10
8	1525321620	2	Guidance and Support for Early Childhood Education			√		√			√		
9	1525762645	2	Exploratory Study				√	√			√		
		18											
5th semester													
1	1525626252	2	Educational Video Editing for Early Childhood Learning					√				√	√
2	1525626253	2	Graphic Learning Media for Early Childhood Education					√				√	√
3	1525626254	2	Animated Guidance and Counseling Media for Early Childhood Education					√				√	√
4	1525332655	2	Music Education for Early Childhood			√						√	√
5	1525332656	2	Dance and Drama Education for Children			√				√			√
6	1525331657	2	Children's Visual Arts Education			√				√			√
7	1525331658	2	Stage Decoration Design for early Childhood Performances	√									√
8	1525331659	2	Costume Design for Children's Performing Arts	√									√
9	1525331660	2	Stage Makeup and Hairstyling for Performances	√									√
10	1525321644	2	Statistics			√				√	√		
		20											
Semester 6													
1	1525721632	2	Research Methods			√				√	√		
2	1525322633	2	Microteaching		√		√			√			
3	1525244628	4	Technology-Based Entrepreneurship	√	√								√
4	1525622650	2	Management of Playgroups and Childcare Centers				√	√					
5	1525321636	2	English Language Learning for Early Childhood Education			√	√			√			
6	1525331639	2	Inclusive Education			√	√	√					

7	1525321640	2	Professional Development of Educators			√		√			√		
		16											
Semester 7													

No	Code	Credit Points	Course	PLO									
				1	2	3	4	5	6	7	8	9	10
1	1525322613	2	Internship-Curriculum Analysis		√	√	√			√			
2	1525322614	2	Internship - Development of Lesson Plan		√	√	√			√			
3	1525322615	2	Internship-Development of Learning Media		√	√	√			√			
4	1525344616	4	Internship-Teaching Practice		√	√	√			√			
5	1525723643	2	Research Proposal Seminar			√			√				
6	1525321661	2	Musical Instruments for Early Childhood Education			√				√			√
7	1525321662	2	Studies in Performing Arts for Children			√				√			√
8	1525321663	2	Performing Arts Management for Educational Contexts			√				√			√
9	1525321664	2	Properties and Props for Performing Arts			√				√			√
10	1525321665	2	Performing Arts Space and Stage Design			√				√			√
11	1525321666	2	Educational Multimedia Development					√				√	√
12	1525321667	2	Research Methods for Educational Multimedia					√				√	√
13	1525321668	2	Educational Multimedia Project Management					√				√	√
14	1525321669	2	Integrated Multimedia Production and Management					√				√	√
15	1525321670	2	Applications and Implementation of Multimedia Components					√				√	√
		22											
Semester 8													
1	1525765659	4	Community Service - Problem Solving	√	√								
		2	Community Service Program-Digital Literacy	√	√								
		2	Community Service Program – Inclusive and Exclusive Leadership	√	√								
		2	Community Service Program – Non-Formal Education	√	√								
2		6	Final Project	√	√					√	√		
		10											

10. Assessment of Learning

Assessment standards apply to both the learning process and learning outcomes. Assessment of the learning process uses a rubric, whilst assessment of learning outcomes uses a portfolio)

Explains:

1. Assessment mechanisms and procedures;
2. Assessment techniques and instruments; and
3. The nature of assessment.

10.1 Rubric

A rubric is an assessment guide or guideline that describes the desired criteria for assessing or grading students' learning outcomes. A rubric consists of the dimensions or aspects being assessed and the criteria for students' learning outcomes or indicators of learning achievement.

a. The purpose of assessment using a rubric:
b. To clarify the dimensions or aspects and levels of assessment of students' learning outcomes;
c. To serve as a motivator for students to achieve their learning outcomes.

A rubric may be comprehensive or general in nature, or it may be specific, applying only to a particular topic or a specific learning outcome.

Example of a question sheet as part of an assessment instrument:

(each question item is preceded by the relevant LLO corresponding to that item)

UNIVERSITAS PGRI SEMARANG	FIP UNIVERSITAS PGRI SEMARANG	No. Dokumen	FIP-UAS-GNP-24/25
	SOAL UJIAN AKHIR SEMESTER	No. Revisi	00
		Tanggal Berlaku	01 Januari 2025
		Halaman	

Mata Kuliah : Konsep Dasar Bahasa dan Literasi AUD
Jur/Prodi/Semester : PG PAUD/ 3
Tanggal Mulai :
Tanggal Pengumpulan :
Dosen Pengampu : Mila Karmila, S.Pd., M.Pd

Petunjuk:
1. Jawab pertanyaan dengan singkat dan jelas.
2. Dikerjakan secara *offline* dan diunggah secara daring (*online*) di SPADA3 sesuai ketentuan.
3. Jawaban diunggah dalam format PDF.
4. Tidak diperkenankan menyontek jawaban teman. Apabila terdapat jawaban yang sama, maka skor penilaian dibagi sesuai dengan jumlah mahasiswa yang jawabannya sama.

Soal:

Sub CPMK 1.1 Mahasiswa mampu menguraikan tahapan perkembangan bahasa anak usia dini.

1. Jelaskan empat tahap perkembangan bahasa anak usia dini berdasarkan teori perkembangan bahasa yang relevan, sertakan contoh perilaku anak pada setiap tahap.
2. Uraikan perbedaan karakteristik kemampuan bahasa anak pada usia 2 tahun, 4 tahun, dan 6 tahun. Sertakan contoh aktivitas yang sesuai untuk masing-masing tahap tersebut.

Sub CPMK 2.1 Mahasiswa mampu merancang kegiatan pembelajaran untuk mengembangkan keterampilan berbicara anak usia dini.
1. Rancanglah kegiatan pembelajaran berbasis bermain peran untuk anak usia 5–6 tahun yang bertujuan mengembangkan keterampilan berbicara. Sertakan tujuan, langkah kegiatan, media, dan bentuk evaluasinya.
2. Buatlah lembar observasi sederhana yang dapat digunakan guru untuk menilai perkembangan keterampilan berbicara anak selama kegiatan bercerita di kelas.

Sub CPMK 3.1 Mahasiswa mampu menjelaskan tahapan pemerolehan bahasa anak usia dini.
1. Jelaskan tahapan pemerolehan bahasa anak usia dini mulai dari tahap pralinguistik hingga tahap kalimat kompleks. Sertakan contoh perilaku anak pada setiap tahap.
2. Uraikan perbedaan antara pemerolehan bahasa pertama dan pemerolehan bahasa kedua pada anak usia dini, serta faktor-faktor yang mempengaruhinya.

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Mengetahui, Ketua Program Studi PG PAUD (Dr. Ir. Anita Chandra D.S., M.Pd) NIDN. 0614047103	Diperiksa pada tanggal : Juli 2025 Divalidasi pada tanggal: Juli 2025 (……..) NIDN. ……

UNIVERSITAS PGRI SEMARANG	FIP UNIVERSITAS PGRI SEMARANG	No. Dokumen	FIP-UAS-GNP-24/25
	SOAL UJIAN AKHIR SEMESTER	No. Revisi	00
		Tanggal Berlaku	01 Januari 2025
		Halaman	

Mata Kuliah : Pengelolaam Lingkungan Belajar AUD
Jur/Prodi/Semester : PG PAUD/ 4
Tanggal Mulai :
Tanggal Pengumpulan :
Dosen Pengampu : Mila Karmila, S.Pd., M.Pd

Petunjuk:
1. Jawab pertanyaan dengan singkat dan jelas.
2. Dikerjakan secara *offline* dan diunggah secara daring (*online*) di SPADA3 sesuai ketentuan.
3. Jawaban diunggah dalam format PDF.
4. Tidak diperkenankan menyontek jawaban teman. Apabila terdapat jawaban yang sama, maka skor penilaian dibagi sesuai dengan jumlah mahasiswa yang jawabannya sama.

Soal:

Sub CPMK 1.1:

Mahasiswa mampu menjelaskan konsep dan prinsip lingkungan belajar yang sesuai dengan karakteristik anak.

1. Mengapa penting bagi guru PAUD untuk menciptakan lingkungan belajar yang harmonis dari ketiga aspek (fisik, sosial, psikologis)? Jelaskan dampaknya terhadap perkembangan anak.
2. Seorang guru ingin menata ulang kelas agar mendukung perkembangan anak secara menyeluruh. Jelaskan bagaimana guru dapat menyesuaikan ketiga jenis lingkungan belajar dalam satu kegiatan pembelajaran tematik!

Sub CPMK 2.1:

Mahasiswa mampu menyusun rancangan lingkungan belajar fisik yang aman dan merangsang.

1. Buatlah sketsa atau uraian deskriptif tentang penataan ruang kelas PAUD untuk kelompok usia 4–5 tahun yang mencerminkan lingkungan fisik yang aman dan merangsang. Jelaskan alasan di balik pemilihan dan penempatan area-area tersebut (sudut baca, bermain peran, seni, sains, dll).
2. Jelaskan prinsip-prinsip dasar dalam merancang lingkungan belajar fisik yang aman dan merangsang bagi anak usia dini! Sertakan minimal tiga contoh konkret penerapannya di ruang kelas PAUD.

Sub CPMK 3.1:

Mahasiswa mampu menciptakan lingkungan belajar berbasis budaya lokal dan kebutuhan anak.

1. Jelaskan pentingnya menciptakan lingkungan belajar yang berbasis budaya lokal dalam pembelajaran anak usia dini! Berikan contoh konkret bentuk lingkungan belajar yang mencerminkan nilai-nilai budaya lokal di daerah Anda.
2. Seorang guru di daerah pesisir ingin mengintegrasikan budaya maritim ke dalam lingkungan belajar. Sebagai calon pendidik AUD, bagaimana Anda membantu guru tersebut menciptakan lingkungan yang relevan dengan latar budaya lokal anak dan tetap sesuai dengan kebutuhan perkembangan mereka?

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Mengetahui, Ketua Program Studi PG PAUD (Dr. Ir. Anita Chandra D.S., M.Pd) NIDN. 0614047103	Diperiksa pada tanggal : Juli 2025 Divalidasi pada tanggal: Juli 2025 (……..) NIDN. ……

Assessment of the EAS uses the following rubric:

Accuracy of answering the question	Incorrect 2 points	Partially correct 6 points	Correct 8 points	Very accurate 10 points
Systematic approach to answering questions	Not systematic 2 points	Less systematic 6 points	Systematic 8 points	Very systematic 10 points
Ability to describe results	Inaccurate 2 points	Somewhat inaccurate 6 points	Accurate 8 points	Very accurate 10 points
Neatness of answers	Not neat 2 points	Not very neat 2 points	Neat 8 points	Very neat 10 points
Accuracy in collecting results	Did not collect 0 points	Inaccurate 6 points	Correct 8 points	Very accurate 10 points

10.2 Portfolio of Learning Outcomes

A portfolio is an assessment instrument/document of learning outcomes based on a collection of information demonstrating the development of students' PLO achievements over a specific period. This information may consist of students' work from the learning process deemed to be their best, or work demonstrating the development of their ability to achieve learning outcomes.

11. Implementation of Students' Right to Learn (Maximum 3 Semesters)

11.1 Model for Implementing Forms of Learning Outside the Study Programme

Table 11.1. Implementation Model for Learning Activities Outside the Study Programme

Learning Activities for Undergraduate/Applied Undergraduate Students (144 ECTS)								
No	**Semester 1**	**Semester 2**	**Semester 3**	**Semester 4**	**Semester 5**	**Semester 6**	**Semester 7**	**Semester 8**
	19 credits	20 credits	19 credits	19 credits	20 credits	16 credits	22 credits	10 credits
1	MKWU	MKWU	Compulsory Course Programme within the University	Compulsory Course within the Programme at the University	Compulsory Course Outside the Programme within the University	Compulsory Courses within the Programme	Elective Courses (CoE) Outside the University at Dudi	Distinctive Courses Community Service Final Project
2	Characteristic Course	Core Course	Compulsory Course Programme within the University		Compulsory Courses Programmes within the University			
3	Compulsory Course within the Programme at the University	Compulsory Courses within the Programme at the University						

11.2 Compulsory Courses (MK) to be taken within the programme itself

Table 11.2. Compulsory Courses

No	Course Code	Course Name	Credit Weight	Description
1	1525321617	Assessment of Early Childhood Learning	2	
2	1525322618	Learning and Instruction in Early Childhood Education	2	
3	1525332619	Play-Based Learning and Games	2	
4	1525321620	Guidance and Support for Early Childhood Education	2	
5	1525321621	Health and Nutrition	2	
6	1525321622	Parent–Child Communication and Caregiving	2	
7	1525332623	Basic Concepts of Language and Literacy in Early Childhood	2	
8	1525332624	Basic Concepts of Mathematics in Early Childhood	2	
9	1525332625	Basic Concepts of Moral and Religious Development	2	
10	1525331626	Basic Concepts of Emotional Development in Early Childhood	2	
11	1525332627	Basic Concepts of Social Studies in Early Childhood	2	
12	1525332628	Basic Concepts of Physical and Motor Development in Early Childhood Education	2	
14	1525331629	Basic Concepts of Early Childhood Education	2	
15	1525331630	Early Childhood Education Curriculum	3	
16	1525632631	Digital Literacy	2	
17	1525721632	Research Methods	2	
18	1525322633	Microteaching	2	
19	1525321634	Holistic and Integrative Early Childhood Education	3	
20	1525331635	Innovative Learning Early Childhood Education	3	
21	1525321636	English Language Learning for Early Childhood Education	2	
22	1525331637	Science Learning for Early Childhood Education	2	
23	1525321638	Parenting and Family Education for Early Childhood	2	
24	1525331639	Inclusive Education	2	
25	1525321640	Professional Development of Educators	2	
26	1525321641	Instructional Planning for Early Childhood Education	2	
27	1525622642	Learning Environment Management for Early Childhood Education	2	
28	1525723643	Research Proposal Seminar	2	
29	1525321644	Statistics	2	
30	1525762645	Exploratory Study	2	
31	1525322646	Learning Resources and Instructional Media	2	
32	1525331647	Learning Strategies and Models Early Childhood Education Models	2	

33	1525331648	Child Growth and Development	3	
34	1525321649	Early Childhood Education Program Management	2	
35	1525622650	Management of Playgroups and Childcare Centers	2	
36	1525626251	Kindergarten Administration and Management	2	

No	Course Code	Course Name	Credit Weight	Description
37	1525626252	Educational Video Editing for Early Childhood Learning	2	
38	1525626253	Graphic Learning Media for Early Childhood Education	2	
39	1525626254	Animated Guidance and Counseling Media for Early Childhood Education	2	
40	1525332655	Music Education for Early Childhood	2	
41	1525332656	Dance and Drama Education for Children	2	
42	1525331657	Children's Visual Arts Education	2	
43	1525331658	Stage Decoration Design for Early Childhood Performances	2	
44	1525331659	Costume Design for Children's Performing Arts	2	
45	1525331660	Stage Makeup and Hairstyling for Performances	2	
46	1525321617	Assessment of Early Childhood Learning	2	
47	1525322618	Learning and Instruction in Early Childhood Education	2	
48	1525332619	Play-Based Learning and Games	2	
49	1525321620	Guidance and Support for Early Childhood Education	2	
50	1525321621	Health and Nutrition	2	
51	1525321622	Parent–Child Communication and Caregiving	2	
Credit Points			**104**	

11.3 Course learning outside the study programme

Table 11.3. Course Study Outside the Degree Programme

No	Courses taken	Maximum credit weight	Remarks
1	Outside the programme within the campus	12	The courses taken have the same total credit weight, and have corresponding PLOs and additional competencies: [1] Information Technology BK [2] Primary School Videography (2 credits) [3] Children's Visual Arts Education (2 credits) [4] Dance and Drama Education (2 credits) [5] Set Design (2 credits) [6] Costume Design for Children's Performing Arts (2 credits) [7] Make-up, Hair and Costume Design for Children's Performing Arts (2 credits)

2	In the same study programme off-campus	2	The courses taken must have the same total credit weight; it is recommended that these be courses agreed upon by the association/society of similar programmes: [1] Parenting and Family Education for Early Childhood (2 credits)
3	Off-campus (DUDI, etc.)	10	The courses taken have the same total credit weighting and are aligned with the PLOs and relevant additional competencies. [1] AUD Music Education (2 credits) [2] Dance and Drama Education for Children (2 credits) [3] Children's Visual Arts Education (2 credits)

No	Courses taken	Maximum credit weight	Remarks
			[4] Set Design (2 credits) [5] Costume Design for Children's Performing Arts (2 credits) [6] Stage Makeup and Hairstyling for Performances(2 credits)
	Maximum total credit hours	24	

11.4 Forms of Learning Activities Outside the University

Table 11.4. Forms of Learning Activities Outside the Study Programme

No	Forms of Study Load Fulfilment Outside the Study Programme	Requirements	Notes
(1)	(2)	(3)	(4)
1	Teaching Placement	Taught in the 7th semester 1. Students passed the following modules: Fundamentals of Early Childhood Education, Early Childhood Education Curriculum, Planning and Instructional Planning for Early Childhood Education, Assessment of Early Childhood Education, and Microteaching (grade B). 2. Have completed a minimum of 100 credits	conducted over 3 months Converted to 10 credits 1. Students must register with the programme to participate in the educational placement (P) 2. Students must register for the Course Registration Form (KRS) for Course Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the Educational Internship (P) activity 3. Students carry out the activities Students register in the Course Registration System (KRS) via https://simekar.upgris.ac.id in accordance with the instructions of the Educational Internship Committee (D) 4. Students complete the forms appearing in SIMEKAR: course logbook, daily activity records, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. The Internship Supervisor monitors the outcomes of the student interns (C) 7. The Assessor for Study Load Fulfilment Outside the Study Programme conducts an overall evaluation of student outcomes (C)

2	Work/Industry Placement CoE PMPM	Conducted in semester 7 Minimum grade of B in the following modules 1. Graphic Learning Media for Early Childhood Education, 2. AUD Video Editing Learning Media, 3. AUD Animated Guidance and Counseling Media for Early Childhood Education	Conducted over 3 months Converted to 10 credits 1. Students must register with the programme to participate in the CoE PMPM (P) work placement/industrial placement 2. Students must complete the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, specifying the CoE PMPM (P) work placement/industrial placement activity via the link https://simekar.upgris.ac.id 3. Students carry out activities in accordance with the instructions of the CoE PMPM (D) work placement/industrial placement committee 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA fulfilment of study load outside the study programme and the course logbook (C)
			6. The Internship Supervisor monitors and conducts an overall evaluation of the student's internship outcomes (C) 7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)

3	Work/Industry Placement at the CoE in Performing Arts	conducted in semester 7 Minimum grade of B in the following modules 1. Music Education for Early Childhood, 2. Musical Instruments for Early Childhood Education, 3. Dance and Drama Education for Children, 4. Visual Arts Education	Conducted over 3 months Converted to 10 credits 1. Students must register with the programme to participate in the CoE Performing Arts work placement/industry placement 2. Students must register their course selection form (KRS) via SIMEKAR for the CoE Performing Arts work placement/industrial placement programme. SIMEKAR link: https://simekar.upgris.ac.id 3. Students carry out activities in accordance with the instructions of the CoE Performing Arts work placement/industry committee 4. Students complete the forms appearing in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors SPADA and the course logbook (C) 6. The Internship Supervisor monitors the outcomes of the student interns (C) 7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)
4	International Community Service Program	Students may participate in this activity from Semester 5	organised by the UPT KUI UPGRIS lasts approximately 1 month Converted to 10 credits. 1. Students must register with their department to participate in the International Community Service Program (P) 2. Students must complete the Course Registration Form for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the International PPL KKN (P) activity via the link https://simekar.upgris.ac.id 3. Students carry out the activities in accordance with the instructions of the International PPL KKN committee (D) 4. Students complete the forms appearing in SIMEKAR: course logbook, daily activity records, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. The supervising lecturer monitors

			and evaluates student outcomes (C) 7. MKM assessors conduct an overall evaluation of student outcomes (C)
5	Student Exchange Programme (PMM)	Requirements in accordance with the updated programme from the Ministry of Education, Culture, Research and	The Ministry of Education, Culture, Research and Technology programme carried out over a full semester

		Technology the course must have the same CLO as the degree programme students must be in at least their 6th semester	The host university is an inter-island university The number of credits awarded corresponds to the courses taken by the student at the host university. 1. Students must register with their department to participate in the PMM(P) programme 2. Students complete the Course Registration Form for Study Load Fulfilment Outside the Programme of Study in SIMEKAR, including the PMM(P) activity 3. Students carry out activities in accordance with the instructions of the PMM(D) committee using the link https://simekar.upgris.ac.id Students complete the forms appearing in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 4. The supervising lecturer monitors the SPADA for Course Load Fulfilment Outside the Study Programme and the Course Logbook (C) 5. The supervising lecturer monitors

			student outcomes (C) 6. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)
6	Student exchange between study programmes within UPGRIS	Conducted for fifth-semester students	Courses taken in other programmes within UPGRIS. 1. Students must register with their programme to participate in the Inter-programme Student Exchange within UPGRIS (P) 2. Students must complete the Course Registration Form (KRS) for Study Load Fulfilment Outside the Programme of Study in SIMEKAR for the Inter-Departmental Student Exchange Programme within UPGRIS (P) using the link https://simekar.upgris.ac.id 3. Students carry out activities in accordance with the instructions of the Inter- Departmental Student Exchange Committee within UPGRIS (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. Lecturers monitor SPADA compliance with the study load outside the degree programme and the course logbook (C) 6. The academic supervisor monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

7	Credit Transfer	Conducted from at least the 6th semester	Organised by the UPT KUI Conducted over 1 semester. Credit conversion follows the courses taken by the student at the host institution.

			1. Students must register with their programme to participate in the Credit Transfer (P) scheme 2. Students must complete the Course Registration Form (KRS) for Course Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the Credit Transfer (P) option via the link https://simekar.upgris.ac.id 3. Students carry out activities in accordance with the Credit Transfer Committee's instructions (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA for Course Load Fulfilment Outside the Study Programme and the Course Logbook (C) 6. The Academic Supervisor monitors student outcomes (C) 7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)

8	Fulfilment of Study Load Outside the Study Programme: Academic Future Teacher (AFT) internship	This activity may only be undertaken by students in at least their 7th semester	Conducted over a full semester equivalent to 20 credits. 1. Students must register with their programme to participate in the AFT internship 2. Students must register for the Course Registration Form (KRS) for the Fulfilment of Study Load Outside the Study Programme in SIMEKAR, selecting the 'Fulfilment of Study Load Outside the Study Programme: AFT Internship' activity 3. Students carry out the activities in accordance with the instructions of the AFT Internship Course Load Fulfilment Committee 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 4. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 5. The Academic Supervisor monitors student outcomes (C) 6. The assessor for the Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)
9	UPGRIS Thematic Community Service Program	The activity is open to students from Semester 6 onwards	Organised by the UPGRIS Community Service Centre Conducted over approximately 3 months Equivalent to 10 credit points. 1. Students must register with their department to take part in the UPGRIS Thematic Community Service Program (P) 2. Students register their Course Registration Form (KRS) for the Fulfilment of Study Load Outside the Study Programme in SIMEKAR for the UPGRIS Thematic Community

			Service Program (P) via the link https://simekar.upgris.ac.id 3. Students carry out the activities in accordance with the instructions of the UPGRIS Thematic Community Service Program committee (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. Supervising lecturers monitor student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)
10	International Community Service	The activity is open to students from Semester 6 onwards	Organised by the UPT KUI The programme runs for a full week at the location Equivalent to 4 credits. 1. Students must register with their department to participate in the International Community Service Program (P) 2. Students must register for the 'Fulfilment of Study Load Outside the Study Programme' module in SIMEKAR, selecting the International Community Service (P) activity via the link https://simekar.upgris.ac.id 3. Students carry out the activities in accordance with the instructions of the International Community Service Program committee (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA system for the fulfilment of study load requirements outside the study programme and the course logbook (C) 6. The supervising lecturer monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

11	Lecturer Community Service	This activity is undertaken by active students from the third semester onwards	Community service funded by DTRM and LPPM conversion of 6 credits. 1. Students must register with their department to participate in the lecturer community service (P) 2. Students must complete the Course Registration Form (KRS) for 'Fulfilment of Study Load Outside the Study Programme' in SIMEKAR, selecting the 'Faculty Community Service (P)' activity via the link https://simekar.upgris.ac.id 3. Students carry out the activities in accordance with the instructions of the lecturer community service committee (D)

			4. Students complete the forms appearing in SIMEKAR: course logbook, daily activity records, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA system for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. The supervising lecturer monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)
12	Lecturer Research	This activity is undertaken by active students from the third semester onwards	Students become members of faculty research projects worth 6 credits. 1. Students must register with their programme to participate in Faculty Research (P) 2. Students must complete the Course Registration Form (KRS) for 'Fulfilment of Study Load Outside the Study Programme' in SIMEKAR, selecting the 'Faculty Research (P)' activity via the link: https://simekar.upgris.ac.id 3. Students carry out the activities in accordance with the instructions of the Faculty Research Committee (D) 4. Students complete the forms appearing in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA system for the fulfilment of study load requirements outside the degree programme and the course logbook (C)

			6. The Internship Supervisor monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)
13	Research PKM (PKM RSH and PKM RE)	This activity is open to active students from the third semester onwards	If a student secures funding, they receive 7 credits and if they qualify for PIMNAS, they receive an additional 3 credits. 1. Students must register with their department to participate in the PKM Research (PKM RSH and PKM RE) programme (P) 2. Students must register for the Course Registration Form (KRS) for the Fulfilment of Study Load Outside the Degree Programme in SIMEKAR, specifically for Research-based Student Creativity Programmes (PKM RSH and PKM RE) (P), via the link https://simekar.upgris.ac.id 3. Students carry out activities in accordance with the instructions of the PKM Research committee (PKM RSH and PKM RE) (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)

			4. The supervising lecturer monitors SPADA Fulfilment of Study Load Outside the Study Programme and Course Logbook (C) 5. The PKM Supervisor monitors the PKM students' outcomes (C) 6. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outputs (C)
14	SEA TEACHER	Students may participate in this activity from Semester 5	Organised by SEAMEO under the coordination of UPT KUI lasts approximately 1 month Converted to 10 credits. 1. Students must register with their department to participate in the SEA TEACHER (P) programme 2. Students must complete the Course Registration Form (KRS) for 'Fulfilment of Study Load Outside the Study Programme' in SIMEKAR, selecting the SEA TEACHER (P) activity via the link https://simekar.upgris.ac.id 3. Students carry out the activities in accordance with the instructions of the SEA TEACHER (D) committee 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA system for the fulfilment of study load requirements outside the degree programme and the course logbook (C) 6. The supervising lecturer monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

11.5 Curriculum Structure for Learning Activities Outside the Degree Programme

Table 11.5 Curriculum Structure for Learning Activities Outside the Degree Programme

Semester 1						
No	**Course Code**	**Programme of Study**	**Credit**	**Mode of Delivery**		
				Within the University	**Other Learning Activities**	**Outside the University**
1	1525221601	Islamic Religious Education	2			
		Catholic Religious Education				
		Christian Religious Education				
		Hindu Religious Education				
		Buddhist Religious Education				
		Confucian Religious Education				
2	1525221602	PGRI Studies	2			
3	1525121604	Civics Education	2			
9	1525321618	Learning and Instruction in Early Childhood Education	2			
4	1525331629	Basic Concepts of Early Childhood Education	2			
5	1525321612	Child Growth and Development	2			
6	1525321638	Childhood Education within the Family	3			
7	1525331648	Child Growth and Development	2			
8	1525321611	Foundations of Education	2			
	Total Course Load Semester 1		19			
	Semester 2					
No	**Course Code**	**Study Programme within the Department**	**Credit Points**	**Forms of Learning**		
				Other PL	**Other PL**	**Non-university**
1	1525121602	Indonesian Language	2			
2	1525221605	English	2			
3	1525121603	Pancasila Education	2			

Semester 1						
No	**Course Code**	**Programme of Study**	**Credit**	**Mode of Delivery**		
				Within the University	**Other Learning Activities**	**Outside the University**
4	1525321610	Educational Professional Ethics	2			
5	1525332619	Play-Based Learning and Games	2			
6	1525331635	Innovative Learning for Early Childhood Education	2			
7	1525321622	Parent–Child Communication and Caregiving	2			
8	1525321634	Holistic Integrative Early Childhood Education	2			
9	1525632631	Digital Literacy	2			
Total Course Load for Semester 2			**20**			
Semester 3						
No	**Course Code**	**Study Programme within the Department**	**Credit Points**	**Mode of Delivery**		
				Within the University	**Other PL**	**Outside the University**
1	1525331630	Early Childhood Education Curriculum	**3**			
2	1525332625	Basic Concepts of Moral and Religious Development	**2**			
3	1525332623	Basic Concepts of Language and Literacy in Early Childhood	**2**			
4	1525332628	Basic Concepts of Physical and Motor Development in Early Childhood	**2**			
5	1525332627	Basic Concepts of Social Studies in Early Childhood	**2**			

Semester 3						
No	**Course Code**	**Study Programme within the Department**	**Credit Points**	**Mode of Delivery**		
				Within the University	**Other PL**	**Outside the University**
6	1525331647	Learning Strategies and Models in Early Childhood Education	**2**			
7	1525321621	Health and Nutrition	**2**			
8	1525331637	Science Learning for Early Childhood Education	**2**			
9	1525321649	Early Childhood Education Program Management	**2**			
10	1525331630	Early Childhood Education Curriculum	**2**			
	Total Course Load Semester 3		**20**			
	Semester 4					
1	1525332624	Basic Concepts of Mathematics in Early Childhood	2			
2	1525331626	Basic Concepts of Emotional Development in Early Childhood	2			
3	1525321617	Assessment of Early Childhood Learning	2			
4	1525321641	Instructional Planning for Early Childhood Education	2			
5	1525622642	Learning Environment Management for Early Childhood Education	2			
6	1525322646	Learning Resources and Instructional Media	2			
7	1525626251	Kindergarten Administration and Management	2			
8	1525321620	Guidance and Support for Early Childhood Education	2			

Semester 3						
No	**Course Code**	**Study Programme within the Department**	**Credit Points**	**Mode of Delivery**		
				Within the University	**Other PL**	**Outside the University**
9	1525762645	Exploratory Studies	2			
Total Course Load for Semester 4			**18**			
Semester 5						
1	1525626252		2	Educational Video Editing for Early Childhood Learning		
2	1525626253		2	Graphic Learning Media for Early Childhood Education		
3	1525626254		2	Animated Guidance and Counseling Media for Early Childhood Education		
4	1525332655		2	Music Education for Early Childhood		
5	1525332656		2	Dance and Drama Education for Children		
6	1525331657		2	Children's Visual Arts Education		
7	1525331658		2	Stage Decoration Design for Early Childhood Performances		
8	1525331659		2	Costume Design for Children's Performing		

				Arts		
9	1525331660		2	Performance Hair and Make-up		
10	1525321644	Statistics				
	Total Course Load Semester 5		**20**			

	Semester 6					
No	**Course Code**	**Study Programme within the Department**	**Credit Points**	**Mode of Study**		
				Other PL	**Other Learning Activities**	**Non-University**
1	1525721632	Research Methods	2			
2	1525322633	Microteaching	2			
3	1525244628	Technology-Based Entrepreneurship	4			
4	1525622650	Management of Playgroups and Childcare Centers	2			
5	1525321636	English Language Learning for Early Childhood Education	2			
6	1525331639		2		Inclusive Education	
Total Course Load for Semester 6			**16**			

	Semester 7					
No	**Course Code**	**Study Programme within the Department**	**Credit Points**	**Mode of Delivery**		
				Within the University	**Other PL**	**Non-PT**
1	1525322613	Internship-Curriculum Analysis	2			
2	1525322614	Internship-Development of Lesson Plans	2			
3	1525322615	Internship-Development of Learning Materials	2			
4	1525344616	Internship-Teaching Practice	4			
5	1525321661		2			Musical Instruments for Early Childhood Education
6	1525321662		2			Studies in Performing Arts for Children

Semester 7						
No	**Course Code**	**Study Programme within the Department**	**Credit Points**	**Mode of Delivery**		
				Within the University	**Other PL**	**Non-PT**
7	1525321663		2			Performing Arts Management for Educational Contexts
8	1525321664		2			Performing Arts Props
9	1525321665		2			Performing Arts Spatial Design
10	152532166		2			Educational Multimedia Development
11	525321667		2			Research Methods for Educational Multimedia
12	1525321668		2			Educational Multimedia Project Management
13	1525321669		2			Integrated Multimedia Production and Management
14	1525321670		2			Multimedia Component Applications and Implementation
15	1525723643	Research Proposal Seminar	2			
	Total Course Load Semester 7		**22**			
	Semester 8					
No	**Course Code**	**Study Programme within the Department**	**Credit Point**	**Mode of Study**		
				Other PL	**Other Learning Activities**	**Non-university**

			s			
1	1525765659	Final Project	2			
2	1525244607	Community Service Program	2			
			4			Community Service Program – Digital Literacy
Semester 7						
No	**Course Code**	**Study Programme within the Department**	**Credit Points**	**Mode of Delivery**		
				Within the University	**Other PL**	**Non-PT**
			2			Community Service Program – Inclusive and Exclusive Leadership
			2			Community Service Program – Non-Formal Education
Total Course Load for Semester 8			**10**			

11.6 PLO FORMS OF LEARNING OUTSIDE THE STUDY PROGRAMME

Table 10.5 PLOs Achieved through Learning Activities Outside the Study Programme

No	Semester	Course Code	Course Name	Credit	1	2	3	4	5	6	7	8	9	10	Forms of Fulfilment of Study Load Requirements Outside the Designated Degree Programme	Notes
(1)		(3)	(4)		(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(7)	(8)
1	2	1525321610	Educational Professional Ethics	2	√	√				√					Activities to Fulfil Academic Workload Outside the Degree Programme: PKM, lecturer research, lecturer community service	
2	7	1525322613	Internship-Curriculum Analysis	2		√	√	√			√				Educational Internship	
3	7	1525322614	Internship - Development of Lesson Plans	2		√	√	√			√				Educational Internship	
4	7	1525322615	Internship - Development of Learning Media	2		√	√	√			√				Educational Internship	
5	7	1525344616	Internship - Teaching Practice	4		√	√	√			√				Educational Internship	
6	6	1525721632	Research Methods	2			√				√	√			Activities Fulfilment of Academic Workload Outside the Degree Programme: PKM, lecturer research, lecturer community service	

7	6	1525321636	English Language Learning for Early Childhood Education	2			√	√				√			Activities Fulfilment of Academic Workload Outside the Degree Programme: PKM, lecturer	
															research, lecturer community service	
8	6	1525331639	Inclusive Education	2			√	√	√						Activities to fulfil academic workload outside the degree programme: PKM, lecturer research, lecturer community service	
9	6	1525321640	Professional Development of Educators	2			√		√			√			Activities Fulfilment of Academic Workload Outside the Degree Programme: PKM, lecturer research, lecturer community service	
10	6	1525622650	Management of Playgroups and Childcare Centers	2				√	√						Activities to Fulfil Academic Workload Outside the Degree Programme: PKM, lecturer research, lecturer community service	
11	5	1525626253	Graphic Learning Media for Early Childhood Education	2					√				√	√	Activities Fulfilment of Academic Workload Outside the Degree Programme: PKM, lecturer research, lecturer community service	

12	5	1525626254	Animated Guidance and Counseling Media for Early Childhood Education	2					√				√	√	Activities Fulfilment of Academic Workload Outside the Degree Programme: PKM, lecturer research, lecturer community service	
13	5	1525332655	Music Education for Early Childhood	2				√					√	√	Activities to fulfil the study load outside the degree programme: PKM, lecturer research, lecturer community service	

14	7	1525321662	Studies in Performing Arts for Children	2			√				√			√	DUDI Internship	
15	7	1525321663	Performing Arts Management for Educational Contexts	2			√				√			√	DUDI Internship	
16	7	1525321664	Properties and Props for Performing Arts	2			√				√			√	DUDI Internship	
17	7	1525321665	Performing Arts Space and Stage Design	2			√				√			√	DUDI Internship	
18	7	1525321666	Educational Multimedia Development	2					√				√	√	DUDI Internship	
19	7	1525321667	Research Methods for Educational Multimedia	2					√				√	√	DUDI Internship	
20	7	1525321668	Educational Multimedia Project Management	2					√				√	√	DUDI Internship	
21	7	1525321669	Integrated Educational Multimedia Production and Management	2					√				√	√	DUDI Internship	
22	7	1525321670	Application and Implementation of Educational Multimedia Components	2					√				√	√	Work Placement	

11.7 Quality assurance for activities outside the degree programme

To ensure that the implementation of the policy on fulfilling the study load outside the study programme, specifically the “right to study for three semesters outside the study programme”, proceeds with guaranteed quality, the following quality standards must be established:

24. Quality of participants’ competencies.
25. Quality of implementation.
26. Quality of internal and external supervision processes.
27. Quality of facilities and infrastructure for implementation.
28. Quality of reporting and presentation of results.
29. Quality of assessment

Also include the SOP (to be placed in the Appendix):

1. For lecturers acting as academic tutors
2. For academic supervisors
3. For students

STANDARD OPERATING PROCEDURES

1. ACADEMIC ADVISING

a. Academic mentoring is the activity whereby academic mentors assist in ensuring the smooth progress and timely completion of students' studies, whilst guaranteeing the fulfilment of students' attendance requirements; this contributes to the smooth and successful completion of studies, as well as the development of the soft skills and character of the students under their guidance.

b. 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.

c. Each student has an academic tutor who is obliged to provide regular guidance throughout their studies.

d. Every academic tutor is obliged to carry out academic supervision at least twice per semester: a. at the start of the semester (completion of the Course Registration Form, Student Activity Points & SKPI). b. prior to the End-of-Semester Examinations (UAS).

e. Academic tutors verify student activity points and the SKPI form online concurrently with the academic registration and academic supervision process.

f. In carrying out their duties in accordance with the academic supervision regulations, academic tutors shall monitor students' academic performance each semester.

g. Academic tutors may seek assistance from other departments in the context of academic tutoring.

h. Academic advising activities are coordinated by the deputy dean

i. Every academic advisor must always adhere to the code of ethics for lecturers.

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

2. ACADEMIC LEAVE

a. A study leave (deferral of studies) is a legally permitted postponement of administrative registration, academic registration, and lectures for a specific semester.

b. Students may take a leave of absence after attending lectures for at least one semester, and the student concerned shall not lose their right to study, except in the case of illness or other reasons supported by a valid medical certificate.

c. Students taking a study leave are required to hold a Study Leave Certificate (SKCK) issued by the Dean.

d. 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 PGRI University of Semarang.

e. The period of academic leave is counted towards the student's study period.

f. The Academic Leave Certificate may be requested by students at 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.

g. The procedure for applying for a study leave is as follows: a. Students must complete the study leave application form at their respective Faculty Administrative Office. b. The application form must be accompanied by a valid reason and supported by a certificate from the relevant authority (to be attached) 1) In the case of financial hardship, this must be supported by a statement from the parents/guardians, witnessed by the relevant official (the Village Head/Local Head and the District Head). 2) In the case of illness, accident or similar circumstances, this must be substantiated by a certificate from the relevant authority.

h. 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 PGRI University of Semarang.

i. Students holding a 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.

j. 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.

k. 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.

3. ACADEMIC SUPERVISION

a. Objectives

1) To ensure the proper functioning of the academic guidance mechanism for students
2) To ensure coordination among the units and personnel involved in student academic guidance
3) To ensure the academic guidance process for students is properly managed in accordance with implementation

b. Scope

1) The mentoring process
2) Student registration
3) Work units/staff involved in student academic support

c. Standard

1) Academic tutors must maintain records of students with academic difficulties and report these to the Head of Programme
2) The Head of Programme/Dean/Vice-Chancellor I shall, in a hierarchical manner, provide special guidance to

d. students facing academic difficulties

1) Definition
2) Academic guidance for students is a specific support activity provided for students facing academic difficulties
3) Procedure Students facing significant and complex academic difficulties should report to their academic tutor or academic advisor.
4) The academic tutor reviews the student's academic record/transcript as recorded by the academic tutor (academic record).
5) The academic tutor summons the student experiencing these difficulties to attend a meeting at a specified time, date and location.
6) The academic tutor and the Head of Programme provide guidance or solutions regarding the issues faced by the student

4. THESIS/FINAL PROJECT SUPERVISION

a. Supervision

1) Students' thesis writing is supervised by two supervisors, known as the Principal Supervisor and the Co-Supervisor.
2) Thesis supervisors are appointed by the Dean upon the recommendation of the Head of the Study Programme based on their field of expertise.
3) Thesis supervisors are responsible for supervising and assessing the thesis.
4) The Principal Supervisor is preferably a permanent lecturer holding at least the academic rank of Lecturer or holding a Doctorate.
5) The Co-Supervisor is preferably a permanent lecturer who already holds an academic functional rank.
6) Before thesis supervisors are appointed by the Head of the Study Programme, students must undergo thesis writing training.
7) The appointment of thesis supervisors takes place in the sixth semester, except for students who have not yet met the requirements.

b. Procedure

1) Students submit their thesis topic/title to the Head of the Study Programme.
2) Students register to be assigned a supervisor with the Head of the Study Programme, bringing their academic transcript.
3) The Head of the Study Programme checks the requirements of the student and the prospective supervisor.
4) The Head of the Study Programme appoints two lecturers as the Principal Supervisor and the Co-Supervisor.
5) Students consult their research plan/thesis proposal with the Principal Supervisor and Co-Supervisor.
6) Students submit a research permission letter
7) Students conduct their research under the supervision of their academic supervisors.
8) The supervisors provide guidance and consultation throughout the research process until the research is completed.
9) Students sit their thesis examination.

5. STUDENT SERVICES

1) Has a policy on the admission of new students based on equal opportunities.
2) It has specific requirements to ensure that prospective students meet the specified criteria.

3) The number of new students admitted is determined in accordance with available capacity.
4) Has a policy on the admission of new students that is continuously revised on a regular basis to align with the interests of stakeholders and the needs of the community.
5) Has a policy on the delivery of education for students
6) Has academic mentoring and counselling programmes for students.
7) Has a policy encouraging students to participate in curriculum development.
8) Encouraging students to participate actively in extracurricular activities and student organisations.
9) Encouraging students to actively participate in research and community service activities.
10) Student affairs encompass all matters relating to students, comprising learning activities, the development of students' reasoning skills, the development of interests and hobbies, the enhancement of student welfare, and supporting initiatives.

Table 11.7 Quality Assurance of Learning Activities Outside the Study Programme

No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
(1)	(2)	(3)	(4)
1	Teaching Placement	Taken in the 7th semester 1. Students must pass the following modules: Fundamentals of Early Childhood Education, Early Childhood Education Curriculum, Planning and Instructional Planning for Early Childhood Education, Assessment of Early Childhood Education, and Microteaching (grade B). 2. Have completed a minimum of 100 credits	Conducted over 3 months Converted to 10 credits 1. Students must register with the programme to participate in the educational placement (P) 2. Students must register for the Course Registration Form (KRS) to fulfil the study load outside the study programme in SIMEKAR with the Educational Internship (P) activity 3. Students carry out the activities Students register on the Course Registration System (KRS) via https://simekar.upgris.ac.id in accordance with the instructions of the Educational Internship Committee (D) 4. Students complete the forms that appear in SIMEKAR: course logbooks, daily activity logs, critical analyses, etc. (D) 5. Lecturers monitor SPADA fulfilment of study load outside the degree programme and course logbooks (C) 6. The Internship Supervisor monitors the outcomes of student internships (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

2	Work/Industry Placement CoE PMPM	Conducted in semester 7 Minimum grade of B in the following modules 1. Graphic Learning Media for Early Childhood Education, 2. AUD Video Editing Learning Media, 3. AUD Animated Guidance and Counseling Media for Early Childhood Education	Conducted over 3 months Converted to 10 credits 1. Students must register with the programme to participate in the CoE PMPM (P) work placement/industrial placement 2. Students must register their Course Registration Form (KRS) for 'Fulfilment of Study Load Outside the Study Programme' in SIMEKAR for the CoE PMPM (P) work placement/industrial placement activity via the link https://simekar.upgris.ac.id
No	**Forms of Fulfilment of Study Load Outside the Study Programme**	**Requirements**	**Notes**
(1)	(2)	(3)	(4)
			3. Students carry out activities in accordance with the instructions of the CoE PMPM work placement/industrial placement committee (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors SPADA Fulfilment of Study Load Outside the Study Programme and Course Logbook (C) 6. The Internship Supervisor monitors and conducts an overall evaluation of the student's internship outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

3	Work/Industry Placement at the CoE for Performing Arts	conducted in semester 7 Minimum grade of B in the following modules 1. Music Education for Early Childhood, 2. Musical Instruments for Early Childhood Education, 3. Dance and Drama Education for Children, 4. Visual Arts Education	Conducted over 3 months Converted to 10 credits 1. Students must register with the programme to participate in the CoE Performing Arts work placement/industry placement 2. Students must register their course selection form (KRS) via SIMEKAR for the CoE Performing Arts work placement/industrial placement programme SIMEKAR link: https://simekar.upgris.ac.id 3. Students carry out activities in accordance with the instructions of the CoE Performing Arts work placement/industry committee 4. Students complete the forms appearing in SIMEKAR: course logbook, daily activity records, critical analysis, etc. (D) 5. The supervising lecturer monitors SPADA and the course logbook (C) 6. The Internship Supervisor monitors the outcomes of the student interns (C) 7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)
4	International Community Service Program	Students may participate in this activity from Semester 5	organised by the UPT KUI UPGRIS and lasts approximately 1 month converted to 10 credits. 1. Students must register with their department to participate in the International Community Service Program (P)
No	**Forms of Fulfilment of Study Load Outside the Study Programme**	**Requirements**	**Notes**
(1)	(2)	(3)	(4)

			2. Students must complete the Course Registration Form (KRS) for 'Coursework Outside the Study Programme' in SIMEKAR, selecting the International PPL KKN (P) activity via the link https://simekar.upgris.ac.id 3. Students carry out the activities in accordance with the instructions of the International PPL KKN committee (D) 4. Students complete the forms appearing in SIMEKAR: course logbook, daily activity records, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA system for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. The supervising lecturer monitors and evaluates student outcomes (C) 7. MKM assessors conduct an overall evaluation of student outcomes (C)
5	Student Exchange Programme (PMM)	Requirements in accordance with the updated programme from the Ministry of Education, Culture, Research and Technology the course must have the same CLO as the degree programme Students must be in at least their 6th semester	The Kemdikbudristek programme runs for a full semester The host institution must be a university located on a different island The number of credits converted corresponds to the courses taken by the student at the host university. 1. Students must register with their programme to participate in the PMM(P) activity 2. Students must complete the Course Registration Form (KRS) for 'Fulfilment of Study Load Outside the Study Programme' in SIMEKAR, including the PMM(P) activity 3. Students carry out activities in accordance with the instructions of the PMM(D) committee via the link https://simekar.upgris.ac.id Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 4. Lecturers monitor SPADA Fulfilment of Study Load Outside the Study Programme and Course Logbooks (C) 5. The academic supervisor monitors student outcomes (C) 6. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
(1)	(2)	(3)	(4)
6	Student exchange between study programmes within UPGRIS	Conducted for fifth-semester students	Courses taken in other programmes within UPGRIS. 1. Students must register with their department to participate in the Inter- departmental Student Exchange within UPGRIS (P) 2. Students must complete the Course Registration Form (KRS) for 'Course Load Fulfilment Outside the Programme of Study' in SIMEKAR for the Inter- Departmental Student Exchange Programme within UPGRIS (P) using the link https://simekar.upgris.ac.id 3. Students carry out activities in accordance with the instructions of the Inter- Departmental Student Exchange Committee within UPGRIS (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. Lecturers monitor SPADA fulfilment of study load outside the degree programme and course logbooks (C) 6. The academic supervisor monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

7	Credit Transfer	Conducted from at least the 6th semester	Organised by the UPT KUI and carried out over 1 semester. Credit conversion follows the courses taken by the student at the host institution. 1. Students must register with their programme to participate in the Credit Transfer (P) scheme 2. Students must complete the Course Registration Form (KRS) for 'Fulfilment of Study Load Outside the Study Programme' in SIMEKAR, selecting the Credit Transfer (P) option via the link https://simekar.upgris.ac.id 3. Students carry out activities in accordance with the Credit Transfer committee's instructions (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)
No	**Forms of Fulfilment of Study Load Outside the Study Programme**	**Requirements**	**Notes**
(1)	(2)	(3)	(4)
			5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. The Academic Supervisor monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

8	Fulfilment of Study Load Outside the Study Programme: Academic Future Teacher (AFT) internship	This activity is only open to students in at least their 7th semester	Conducted over a full semester Conversion of 20 credits. 1. Students must register with their programme to participate in the AFT internship 2. Students must register for the 'Fulfilment of Study Load Outside the Degree Programme' module in SIMEKAR, selecting the 'AFT Internship' activity 3. Students carry out the activities in accordance with the instructions of the committee for the 'Fulfilment of Study Load Outside the Study Programme: AFT Internship' 4. Students complete the forms appearing in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA system for the 'Coursework Outside the Degree Programme' module and the course logbook (C) 6. The Academic Supervisor monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)
9	UPGRIS Thematic Community Service	The activity is open to students from Semester 6 onwards	Organised by the UPGRIS Community Service Centre Conducted over approximately 3 months Equivalent to 10 credit points. 1. Students must register with their department to participate in the UPGRIS Thematic Community Service Program (P) 2. Students must register for the 'Fulfilment of Study Load Outside the Degree Programme' course in SIMEKAR, specifically for the UPGRIS Thematic Community Service Program (P), via the link https://simekar.upgris.ac.id

No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
(1)	(2)	(3)	(4)
			3. Students carry out activities in accordance with the instructions of the UPGRIS Thematic Community Service Program (KKN) committee (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. Supervising lecturers monitor student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

10	International Community Service	The activity is open to students from Semester 6 onwards	Organised by the UPT KUI The programme runs for a full week at the location Equivalent to 4 credits. 1. Students must register with their department to participate in the International Community Service Program (P) 2. Students must complete the Course Registration Form (KRS) for 'Fulfilment of Study Load Outside the Study Programme' in SIMEKAR, selecting the International Community Service Program (P) via the link https://simekar.upgris.ac.id 3. Students carry out the activities in accordance with the instructions of the International Community Service (KKN) committee (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA system for the fulfilment of study load requirements outside the study programme and the course logbook (C) 6. The supervising lecturer monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
(1)	(2)	(3)	(4)
11	Lecturer Community Service	This activity is undertaken by active students from the third semester onwards	Community service funded by DTRM and LPPM conversion of 6 credits. 1. Students must register with their department to participate in the lecturer community service (P) 2. Students must complete the Course Registration Form (KRS) for 'Fulfilment of Study Load Outside the Study Programme' in SIMEKAR, selecting the 'Faculty Community Service (P)' activity via the link https://simekar.upgris.ac.id 3. Students carry out the activities in accordance with the instructions of the lecturer community service committee (D) 4. Students complete the forms appearing in SIMEKAR: course logbook, daily activity records, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA system for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. The supervising lecturer monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

12	Lecturer Research	This activity is undertaken by active students from the third semester onwards	Students participate as members in faculty research conversion of 6 credits. 1. Students must register with their department to participate in the Faculty Research (P) activity 2. Students must complete the Course Registration Form (KRS) for 'Fulfilment of Study Load Outside the Study Programme' in SIMEKAR, selecting the 'Faculty Research (P)' activity via the link https://simekar.upgris.ac.id 3. Students carry out the activities in accordance with the instructions of the Faculty Research Committee (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA system for the fulfilment of study load requirements outside the degree programme and the course logbook (C)
No	**Forms of Fulfilment of Study Load Outside the Study Programme**	**Requirements**	**Notes**
(1)	(2)	(3)	(4)
			6. The Internship Supervisor monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

13	Research-based Student Creativity Programmes (PKM RSH and PKM RE)	This activity is open to active students from the third semester onwards	If a student secures funding, they receive 7 credits; if they qualify for PIMNAS, they receive an additional 3 credits. 1. Students must register with their programme to participate in the PKM Research activities (PKM RSH and PKM RE) (P) 2. Students must register for the Course Registration Form (KRS) for the Fulfilment of Study Load Outside the Degree Programme in SIMEKAR, specifically for Research-based Student Creativity Programmes (PKM RSH and PKM RE) (P), via the link https://simekar.upgris.ac.id 3. Students carry out activities in accordance with the instructions of the PKM Research committee (PKM RSH and PKM RE) (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 4. The supervising lecturer monitors SPADA Fulfilment of Study Load Outside the Study Programme and Course Logbook (C) 5. The PKM Supervisor monitors the PKM students' outcomes (C) 6. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outputs (C)
14	SEA TEACHER	Students may participate in this activity from Semester 5	Organised by SEAMEO under the coordination of UPT KUI lasts approximately 1 month Converted to 10 credits. 1. Students must register with their department to participate in the SEA TEACHER (P) programme 2. Students must complete the Course Registration Form (KRS) for 'Fulfilment of Study Load Outside the Study Programme' in SIMEKAR, selecting the SEA TEACHER (P) activity via the link https://simekar.upgris.ac.id

No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
(1)	(2)	(3)	(4)
			3. Students carry out the activities in accordance with the instructions of the SEA TEACHER (D) committee 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA system for the fulfilment of study load requirements outside the degree programme and the course logbook (C) 6. The supervising lecturer monitors student outcomes (C) 7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outcomes (C)

12. Quality Assurance

12.1 Quality Control Courses

The quality of both the learning process and its outcomes must be ensured through control over various aspects of implementation, including specific stages or steps within the learning process. Consequently, minimum learning outcomes are established for the delivery of lectures through courses within a group known as Quality Control Courses for each Study Programme. The minimum results that students must achieve for their participation in the aforementioned courses must be equal to or higher than a B grade. Study Programmes may list Quality Control Courses in Table 61.

Table 11.1. Quality Control Courses

Quality Control Courses for All Students in the Study Programme (Minimum B)

No	Course Code	Course	Credit
1	1525321612	Student Development	2
2	1525322613	Internship-Curriculum Analysis	2
3	1525322614	Internship-Development of Lesson Plans	2
4	1525322615	Internship-Development of Learning Materials	2
5	1525344616	Internship-Teaching Practice	4
6	1525321621	Health and Nutrition	2
7	1525321622	Parent–Child Communication and Caregiving	2
8	1525332623	Basic Concepts of Language and Literacy in Early Childhood	2
9	1525332624	Basic Concepts of Mathematics in Early Childhood	2
10	1525332625	Basic Concepts of Moral and Religious Development	2
11	1525331626	Basic Concepts of Emotional Development in Early Childhood	2
12	1525332627	Basic Concepts of Social Studies in Early Childhood	2
13	1525332628	Basic Concepts of Physical Motor Development in Early Childhood Education	2
14	1525331629	Basic Concepts of Early Childhood Education	2
15	1525331630	Early Childhood Education Curriculum	3
16	1525321634	Holistic and Integrative Early Childhood Education	3
17	1525331635	Innovative Learning for Early Childhood Education	3
18	1525321636	English Language Learning for Early Childhood Education	2
19	1525321640	Professional Development of Educators	2
20	1525322646	Learning Resources and Instructional Media	2
21	1525331647	Learning Strategies and Models in Early Childhood Education	2
22	1525331648	Child Growth and Development	3
Quality Control Course for the Cluster: Early Childhood Education Managers			
No	**Course Code**	**Course**	**Credit**

1	1525321649	Early Childhood Education Program Management	2
2	1525622650	Management of Playgroups and Childcare Centers	2
3	1525626251	Kindergarten Administration and Management	2
Quality Control Course for the Centre of Excellence in Multimedia Learning			
No	**Course Code**	**Course**	**Credit**
1	1525626252	Educational Video Editing for Early Childhood Learning	2
2	1525626253	Graphic Learning Media for Early Childhood Education	2
3	1525626254	Animated Guidance and Counseling Media for Early Childhood Education	2
4	1525321666	Educational Multimedia Development	2
5	1525321667	Research Methods for Educational Multimedia	2
6	1525321668	Educational Multimedia Project Management	2
7	1525321669	Integrated Educational Multimedia Production and Management	2
8	1525321670	Application and Implementation of Educational Multimedia Production and Management	2
Quality Control Course for Edupreneurs/CoE in Performing Arts			
No	**Course Code**	**Course**	**Credit**
1	1525332655	Music Education for Early Childhood	2
2	1525332656	Dance and Drama Education for Children	2
3	1525331657	Children's Visual Arts Education	2
4	1525331658	Stage Decoration Design for Early Childhood Performances	2
5	1525331659	Costume Design for Children's Performing Arts	2
6	1525331660	Stage Makeup and Hairstyling for Performances	2
7	1525321661	Musical Instruments for Early Childhood Education	2
8	1525321662	Studies in Performing Arts for Children	2
9	1525321663	Performing Arts Management for Educational Contexts	2
10	1525321664	Properties and props for performing Arts	2
11	1525321665	Performing Arts Space and Stage Design	2

12.2 Course Prerequisites

The programme must map courses based on their interrelationships so that students can more easily plan their studies. By viewing this course structure, students are encouraged to take each course seriously as they are linked to subsequent courses. The programme may enter Prerequisite Courses in Table 12.2.

Table 12.2. Prerequisite Courses

No	Code	Course Name	Prerequisite for			
			Requirements	Semester	Code	Course Title
1	1525331648	Child Growth and Development	L	3	1525332625	Basic Concepts of Moral and Religious Development
				3	1525332623	Basic Concepts of Language and Literacy in Early Childhood
				3	1525332628	Basic Concepts of Physical and Motor Development in Early Childhood
				3	1525332627	Basic Concepts of Social Studies in Early Childhood
				3	1525331647	Learning Strategies and Models in Early Childhood Education
				3	1525321621	Health and Nutrition
				3	1525331637	Science Learning for Early Childhood Education
				4	1525332624	Basic Concepts of Mathematics in Early Childhood
				4	1525331626	Basic Concepts of emotional Development in Early Childhood
				4	1525321617	Assessment of Early Childhood Learning
				6	1525331639	Inclusive Education
				4	1525321620	Guidance and Support for Early Childhood Education
2	1525331630	Early Childhood Education Curriculum	L	2	1525321617	Assessment of Early Childhood Learning
			L	2	1525322613	Internship-Curriculum Analysis
3	1525332619	Play and Games	L	2	1525622642	Learning Environment Management for Early Childhood Education
4	1525321611	Foundations of Education	L	2	1525626251	Kindergarten Administration and Management
5	1525322646	Learning Resources and Instructional Media	L	2	1525626252	Educational Video Editing for Early Childhood Learning
				2	1525626253	Graphic Learning Media for Early Childhood Education
				2	1525626254	Animated Guidance and Counseling Media for Early Childhood Education
6	1525321644	Statistics	L	2	1525721632	Research Methods
7	1525321641	Instructional	L	2	1525322633	Microteaching

		Planning for Early Childhood Education	L	2	1525322614	Internship – Development of Lesson Plans
8	1525321649	Early Childhood Education Program Management	L	2	1525622650	Management of Playgroups and Childcare Centers
No	**Code**	**Course Name**	**Prerequisite for**			
			Requirements	**Semester**	**Code**	**Course Title**
9	1525321610	Professional Ethics for Educators	L	2	1525321640	Professional Development of Educators
10	1525322646	Media and Learning Resources	L	2	1525322615	Internship - Development of Learning Media
11	1525322633	Microteaching	L	4	1525344616	Internship - Teaching Practice
12	1525332656	[1] Dance and Drama Education for Children [2] Children's Visual Arts Education [3] Set Design [4] Costume Design [5] Stage Makeup and Hairstyling for Performances	L	2	1525321661	Musical Instruments for Early Childhood Education
	1525331657		L	2	1525321662	Studies in Performing Arts for Children
	1525331658		L	2	1525321663	Performing Arts Management for Educational Contexts
	1525331659		L	2	1525321664	Properties and Props for Performing Arts
	1525331660		L	2	1525321665	Performing Arts Spatial Design
13	1525626252	[1] Video Editing Educational Media for Primary Education [2] Graphic Learning Media for Early Childhood Education [3] Guidance and Counselling Media for AUD (animation)	L	2	1525321666	Educational Multimedia Development
	1525626253		L	2	1525321667	Research Methods for Educational Multimedia
	1525626254		L	2	1525321668	Educational Multimedia Project Management
				2	1525321669	Integrated Educational Multimedia Production and Management
				2	1525321670	Application and Implementation of Educational Multimedia Components
14	1525723643	Research Proposal Seminar	L	6	1525765659	Final Project

Notes: L = Passed, PT = Previously Taken, B = Joint, meaning taken jointly with a prerequisite course, L(B) = Passed with a minimum grade of B with a specified field of study.

13. Learning Management

Table 13.1 Learning Management in the Study Programme

No	Activity	Officer
1	Person responsible for curriculum development	Head of the Study Programme
2	Person in Charge of Course Materials (RPS, RAE and RT) for Courses in the Curriculum	Head of the Study Programme
3	PIC for monitoring and evaluation of curriculum implementation (referring to learning materials) • Checking the alignment of questions with CLO and/or PLO • Verification of assessment duration against course credit weighting	SUPMPS
4	PIC for monitoring and evaluation of the implementation of the Fulfilment of Study Load Outside the Study Programme • Verification of the duration of activities for the Fulfilment of Study Load Outside the Study Programme • Verification of the alignment of acquired competencies with PLO • Verification of the alignment of assessment formats and techniques with PLO • Review of guidelines for students, field supervisors, and programme supervisors	SUPMPS
5	PIC for monitoring and evaluating PLO achievement, as well as reporting on PLO achievement	Head of Programme

14. Procedures for Student Admission at Various Stages of the Curriculum

Admission of new students to the Early Childhood Teacher Education Study Programme or Bachelor's programme is conducted through five pathways: the merit pathway, the regular pathway, the Working Professionals' Class pathway, the RPL pathway, and the KIP Kuliah pathway (http://pmb.upgris.ac.id/)

1. Merit Track

   The Merit Track is intended for high school students or equivalent who have graduated or are due to graduate in the current year, or who were declared to have graduated no more than two years previously, with a ranking of 1st to 10th in Years 10 and 11, or an average report card grade of 7.5 in Years 10 and 11, or who have achieved sporting, artistic, or academic achievements at a minimum of district/city level. Benefits include: exemption from the academic aptitude test (written), a 20% discount on the total Registration Package fee; specifically

for children of PGRI members, a 30% discount on the total Package fee.

2. Regular/Interest Pathway

   The Regular/Interest Pathway is intended for graduates of Senior High School (SMA)/Vocational High School (SMK)/Madrasah Aliyah (MA) or equivalent, evidenced by a Certificate of Graduation or Senior High School Diploma; prospective students in education programmes must take a written test and an interview; prospective students in non-education programmes must take a written test; prospective students in the Physical Education and Health (PJKR) programme must undergo a health and skills test

3. Employee Class Pathway

   Essentially, the terms and conditions are the same as for the Regular/Interest Pathway. The difference lies in the timetable for lectures, which take place after work.

4. RPL (Recognition of Prior Learning) Pathway

The RPL pathway is specifically designed for prospective students who already have a record of prior learning, whether formal or non-formal. This prior learning record may include: formal education equivalent to upper secondary school (evidenced by a certificate), work experience, formal education (D1, D2, D3, D4 or Bachelor's degree) evidenced by a certificate and academic transcript, **work** experience **evidenced by a letter of employment and/or certificates from training courses at Basic, Advanced, and Advanced levels),** or formal education (training/courses) meeting specific criteria, evidenced by a certificate. The criteria outlined are converted into specific credit points in accordance with the chosen study programme. The duration of study for RPL students ranges from 1.5 to 3.5 years, depending on the outcome of the prior learning conversion. RPL classes are opened if the minimum number of 20 students per class is met.

5. KIP (University) Pathway.

   The KIP pathway is intended for students who have graduated from senior secondary school or equivalent, as evidenced by a certificate. Register via the website http://kip-kuliah.kemdikbud.go.id. Register via the website pmb.upgris.ac.id by selecting the regular pathway under the KIP group, and complete the required fields. Pay the registration fee of Rp. 250,000 (if accepted through the KIP selection process, the registration fee will be refunded). Complete the data synchronisation process by bringing the relevant documents (KIP registration form and card, UPGRIS registration form and card, KIP, KKS, PKH, SKTM, or other supporting cards from government programmes held).

   All five (5) admission pathways for new students at the University of PGRI Semarang are required to take a CBT (Computer-Based Test) conducted via One Day Service (ODS) and an interview at the UPGRIS main campus, Jl. Sidodadi Timur No. 24 Dr. Cipto, Semarang, 2nd Floor, available every Monday to Saturday from 07:30 to 12:00 WIB. The workflow instructions for the admission of new students to the Early Childhood Education (PAUD) programme follow the University-level PMB Work Instructions at the University of PGRI Semarang.

15. Conclusion

The Early Childhood Teacher Education Study Programme at the Faculty of Education, UPGRIS, is expected by 2025 to become a pioneer in excellence in early childhood education by integrating play theory and Technological Pedagogical Content Knowledge (TPACK). The curriculum developed is expected to produce graduates who are not only academically competent but also possess outstanding character, are caring, persistent, religious, of integrity, and synergistic, in line with the university's vision. Through an approach focused on play- based learning, this curriculum is expected to create a pleasant learning environment that supports the holistic development of young children, whilst remaining relevant to societal needs and contemporary developments.

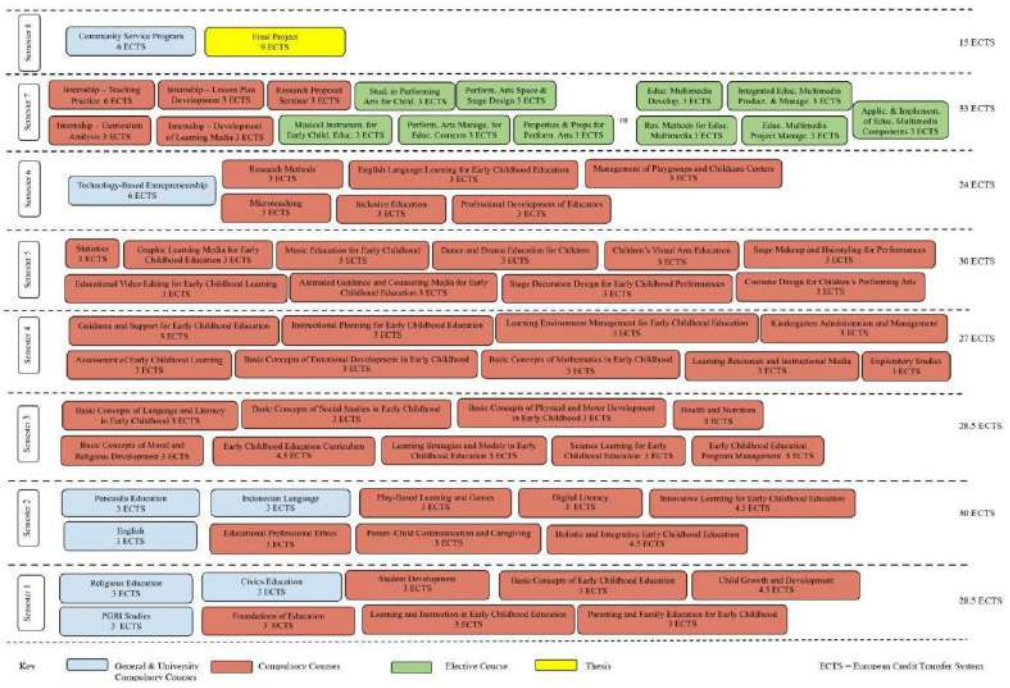
The implementation of the Early Childhood Teacher Education curriculum in 2025 is designed to support improvements in the quality of learning through a scientific approach and authentic assessment. This curriculum integrates technology into the learning process, such as the use of interactive multimedia to support the development of children's gross and fine motor skills. Furthermore, the programme involves collaboration with parents and the community to ensure educational alignment between home and school. The implementation of the curriculum also includes multimedia management training for students and lecturers, as well as community service activities aimed at improving well-being

The 2025 Early Childhood Teacher Education Postgraduate Curriculum is designed to improve the quality of education by producing human resources capable of becoming professional and highly competitive early childhood educators. The curriculum focuses on the development of six aspects of early childhood development, including motor skills, cognitive, social-emotional, language, arts, and moral development. Through an active learning approach, students are expected to be able to design in-depth, contextual, and experience-based learning. Furthermore, this curriculum encourages innovative research and community service to support the development of early childhood education, enabling graduates to make a tangible contribution to the world.

The 2025 Early Childhood Teacher Education Postgraduate Curriculum emphasises the importance of integrating technology into education, in line with the demands of the digital age and the Fourth Industrial Revolution. Courses such as Digital Literacy are introduced as elective modules to prepare technology-literate early childhood educators. This curriculum

also encourages the use of online learning platforms and interactive simulations to enrich students' learning experiences. Consequently, graduates are expected to be able to implement technology creatively in teaching, such as using educational apps to explain abstract concepts to young children, thereby making learning more concrete and engaging.

To support the implementation of a high-quality curriculum, theEarly Childhood Teacher Education Postgraduate Programme has established partnerships with various stakeholders, such as educational institutions, local government bodies, and professional communities. Activities such as multimedia training, benchmarking, and collaboration with the industry (Dudi) form part of the efforts to improve curriculum quality. This collaboration aims to ensure that the curriculum remains relevant to the needs of the education sector and is capable of producing educators who are responsive to global challenges. Furthermore, research-based community service activities are expected to strengthen community well-being through inclusive and high-quality early childhood education.

Overview Curriculum

Course Group	Credit Points	Semester							
		1	2	3	4	5	6	7	8
University Course	30	9	9	0	0	0	6	0	6
Compulsory Course	147	19.5	21	28.5	27	30	18	3	0
Elective Course	15	0	0	0	0	0	0	15	0
Final Project and Internship	24	0	0	0	0	0	0	15	9
Total ECTS Credit Points	**216**	**28.50**	**30**	**28.50**	**27**	**30**	**24**	**33**	**15**