

Decision of the FIBAA Accreditation and Certification Committee

20th Meeting on November 26, 2025

PROGRAMME ACCREDITATION

| | |
|--------------------------------------|---|
| Project Number: | 22/041 |
| Higher Education Institution: | Universitas Muhammadiyah Surakarta |
| Location: | Surakarta, Indonesia |
| Study programme: | Study Programme of Accounting Education, B.Ed., Study Programme of Mathematics Education, B.Ed., Study Programme of Elementary Teacher Education, B.Ed. |
| Type of accreditation: | initial accreditation |

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited.

Period of Accreditation: November 26, 2025, to November 25, 2030.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Universitas Muhammadiyah Surakarta, Indonesia

Bachelor/Master programme:

Study Programme of Accounting Education, B.Ed.,
Study Programme of Mathematics Education, B.Ed.,
Study Programme of Elementary Teacher Education,
B.Ed.

Qualification awarded on completion:

Bachelor of Education / Sarjana Pendidikan

General information on the study programme

Brief description of the study programme:

The **Study Programme of Accounting Education (SPAЕ)** aims to be a centre for transformative learning in accounting education, focusing on digital-based approaches and Islamic values to produce competent graduates. The **Study Programme of Mathematics Education (SPME)** aims to develop prospective mathematics educators with 21st-century mathematical knowledge and skills, incorporating Islamic values. Meanwhile, the **Study Programme of Elementary Teacher Education (SPETE)** aims to provide high-quality elementary school education in basic literacy and psychoeducation, preparing graduates to adapt to developments in science and technology while fostering leadership skills and Islamic values.

Type of study programme:

All study programmes: Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

For all study programmes: 4 years

Study Program of Accounting Education: 146 SKS credits (233.6 ECTS credits)

Study Program of Mathematics Education:

Study Program of Elementary Teacher Education: 144 credits (230.4 ECTS credits)

Mode of study:

For all study programmes: full-time

Didactic approach:

For all study programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

For all study programmes: no

Scope (planned number of parallel classes) and enrolment capacity:

One cohort with 40 students per study programme

Programme cycle starts in:

All study programmes: July

Initial start of the programme:

Study Program of Accounting Education: 1958

Study Program of Mathematics Education: 1984

Study Program of Elementary Teacher Education: 2007

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the Study Program of Accounting Education, B.Ed., Study Program of Mathematics Education, B.Ed., and Study Program of Elementary Teacher Education, B.Ed. was concluded between FIBAA and Universitas Muhammadiyah Surakarta on April 12, 2022. On September 12, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Dr. Luciana

Atma Jaya Catholic University of Indonesia, Indonesia
Associate Professor, Examiner of Teacher Professional Development Program
Teacher Education, Teacher Professional Development, English Applied Linguistics

Fynn Lohre

Aarhus University, Denmark
PhD -Student Economics,
Completed: Economics MSc. & BSc. with minor in Political Science

Prof. Dr. Horst Peters

Düsseldorf University of Applied Sciences, Germany
Professor of Business Administration
Business Mathematics, Statistics, Business Administration, in particular Finance, Empirical Social Research, Capital Market Research

Inna Sidorova

BGC Partners LP, United Kingdom
Business Manager Russia
Management, Accounting, Quality Assurance, Human Resource Management, Budgeting, Investment

Prof. Dr. Sukirno Sukirno

Universitas Negeri Yogyakarta, Indonesia
Professor in Managerial Accounting
Accounting, Education, Economic Education, Managerial Accounting, Management

Dr. Elis Ratna Wulan

Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia
Science & Technology Faculty
Applied Mathematics Learning

FIBAA project manager:
Marie Bielke

¹ The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on July 23 to 24, 2025, at the HEI's premises in Surakarta, Indonesia. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on October 14, 2025. The University has chosen not to comment on the assessment report.

Summary

The Study Programme of Accounting Education, Study Programme of Mathematics Education, and Study Programme of Elementary Teacher Education offered by Universitas Muhammadiyah Surakarta fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26, 2025, and finishing on November 25, 2030. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

Furthermore, the quality requirements that have not been fulfilled – Internationality of the Student Body (see chapter 3.4.2) and Foreign Language Contents (see chapter 3.4.4) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members identified several areas where the programmes could be further developed and **recommend**:

- implementing blind testing procedures (see chapter 3.2.4);
- using more English language literature (see chapter 3.3.2);
- increasing the number of qualified guest lecturers from non-university sectors – particularly those from entrepreneurial backgrounds (see chapter 3.3.3);
- including more foreign language contents and resources as well as more contents regarding intercultural competencies and skills (see chapter 3.4.1);
- formulating a goal-oriented and quantifiable plan to attract international students (see chapter 3.4.2);
- introducing more courses taught in English (see chapter 3.4.4);
- expanding the collection of hard copies of relevant and up-to-date materials by acquiring more hard copies of relevant and up-to-date resources (see chapter 4.4.2).

For the Study Programme of Accounting Education, the panel members furthermore **recommend**:

- incorporating more practical applications, such as case studies and exercises, into the courses (see chapter 3.1.4);
- developing a module or course on international accounting standards (see chapter 3.4.1);
- fostering more cooperation with businesses and intensifying collaborations with industry partners (see chapter 4.3.2).

For the Study Programme of Mathematics Education, the panel members furthermore **recommend**:

- fostering more cooperation with businesses and intensifying collaborations with industry partners (see chapter 4.3.2).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are seven criteria in which all three study programmes exceed the quality requirements:

- Logic and plausibility of the didactical concept (see chapter 3.3.1);
- Student support by the faculty (see chapter 4.1.6);
- Programme Director (see chapter 4.2.1);
- Process organisation and administrative support for students and faculty (see chapter 4.2.2);
- Alumni Activities (see chapter 4.5.2);
- Programme description (see chapter 5.3.1);
- Information on activities during the academic year (see chapter 5.3.2).

Additionally, there is one criterium in which the Study Programme of Accounting Education exceeds the quality requirements:

- Logic and conceptual coherence (see chapter 3.1.1).

Additionally, there is one criterium in which the Study Programme of Elementary Teacher Education exceeds the quality requirements:

- Cooperation with business enterprises and other organisations (see chapter 4.3.2).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

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Abbreviations

| Abbreviation | Explanation |
|--------------|---|
| AA | Alumni Association |
| ACEC | Alumni Career and Employment Centre |
| AIK | Al-Islam and Kemuhammadiyah |
| CBT | Computer-based test |
| CLO | Course Learning Outcome |
| ESCS | Educational Student Community Service |
| FTTE | Faculty of Teacher Training and Education |
| GPA | Grade Point Average |
| ICT | Information, Communication, and Technology |
| ISF | Introduction to Schooling Field |
| LES | Lecturer Evaluation by Students |
| LMS | Learning Management System |
| MBKM | <i>Merdeka Learning Kampus Merdeka</i> , Emancipated Learning Experience Outside of Study Programme |
| OBE | Outcome-based Education |
| PEO | Programme Education Outcome |
| PLO | Programme Learning Outcome |
| QAC | Quality Assurance Centre |
| RPS | <i>Rencana Pembelajaran Semester</i> , Semester Learning Plan |
| SLC | Student-centred Approach |
| SKS | Satuan Kredit Semester, Indonesian National Credit System |
| SMA | Sekolah Menengah Atas, Indonesian High School |
| SMHWS | The “Student Mental Health and Wellbeing Support” Cell phone Application by UMS |
| SMK | Sekolah Menengah Kejuruan, Indonesian Vocational High School |
| SMP | Sekolah Menengah Pertama, Indonesian Middle School |
| SPAE | Study Programme of Accounting Education |
| SPME | Study Programme of Mathematics Education |
| SPETE | Study Programme of Elementary Teacher Education |
| TOEP | Test of English Proficiency |
| UMS | Universitas Muhammadiyah Surakarta |
| VISEP | Virtual Inbound Student Exchange Programme |
| VOSEP | Virtual Inbound Student Exchange Programme |
| VUCA | Volatility, Uncertainty, Complexity, Ambiguity |

Information

Information on the Institution

Universitas Muhammadiyah Surakarta (**UMS**) is a private university in Central Java, Indonesia, owned by the largest Islamic organisation in the country, Muhammadiyah. Currently, there are 170 universities in Indonesia under the Muhammadiyah organisation. Among these, UMS has gained both national and international recognition.

At the national level, UMS has been accredited as 'Excellent' by the National Board of Higher Education Accreditation. Likewise, 66% of its study programmes have also received an 'Excellent' rating from various independent Indonesian accreditation bodies.²

On the international stage, UMS was ranked as the third-best Islamic university in the world by UniRank in 2021.³

As a private university, UMS is supervised by the Foundation as the representative of the Muhammadiyah Organisation. UMS is managed by the Rector, who is assisted by five Vice-Rectors responsible for handling Academic and Quality Assurance affairs (Vice-Rector I), Financial and Asset affairs (Vice-Rector II), Student affairs (Vice-Rector III), Human Resources, Information Technology, Islamic Studies, and Muhammadiyah affairs (Vice-Rector IV), and Collaboration and International Recognition affairs (Vice-Rector V).

Furthermore, the five Vice-Rectors are assisted by various units and faculties. Units can be categorised as academic support units, such as the Bureau of Academic Administration, and non-academic support units, such as the Bureau of Student Affairs, the Bureau of Human Resource Development, the Bureau of Information Technology, the Bureau of Financial Affairs, and the Quality Assurance Centre. Each unit has its own head, who supervises operations and reports directly to the respective Vice-Rector.

On the other hand, each faculty is managed by a Dean, who supervises several study programmes. Each study programme, in turn, is overseen by a Head of Study Programme. The organisational structure of UMS is illustrated in the organigram below.

² UMS SER, p. 1.

³ UMS SER, p. 1.

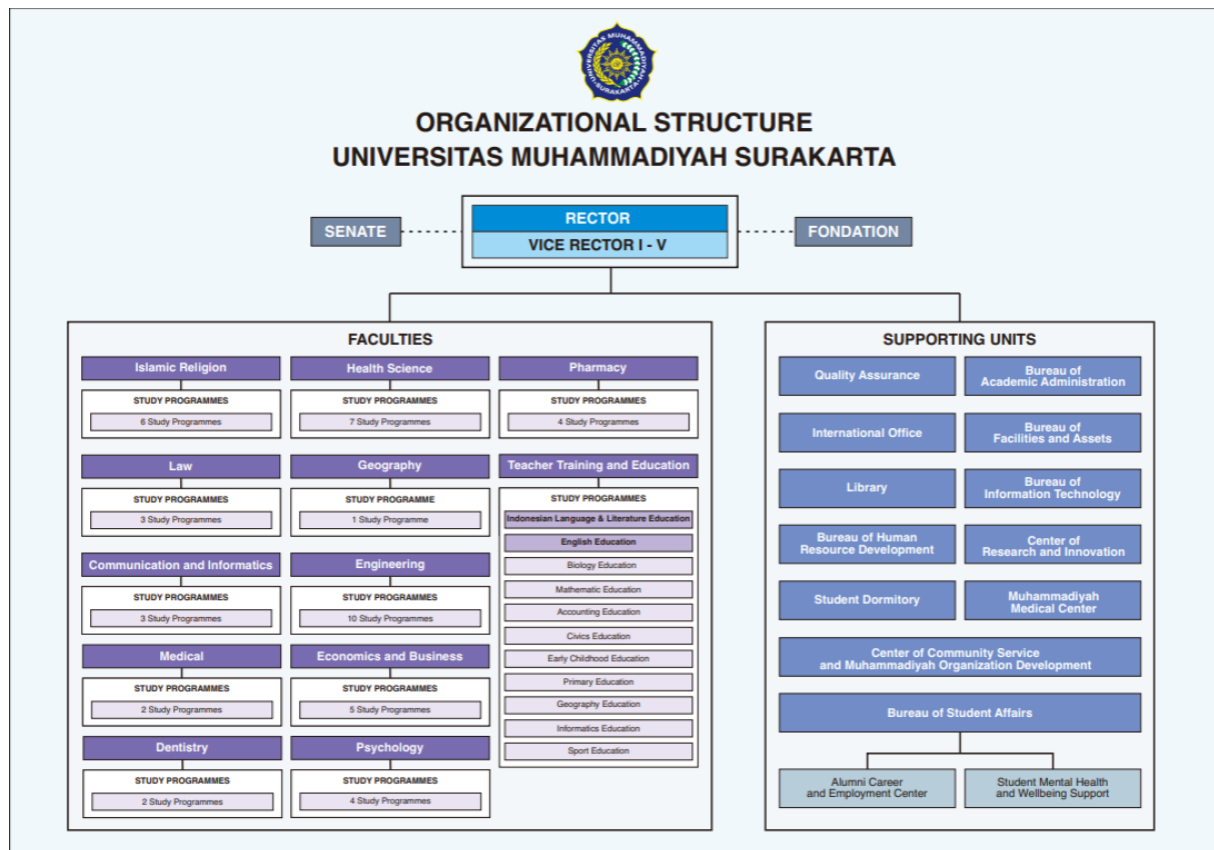


Figure 1 Organisational structure of Universitas Muhammadiyah Surakarta

As an educational institution, UMS has a vision to become a centre for Islamic science and technology education and development, and to provide direction for change by 2029. In line with this vision are UMS missions: (1) to develop science, knowledge, technology, and art aligned with Islamic believes to have an impact on civil society, and (2) to develop human resources based on Islamic values with an impact on civil society.

To achieve the above vision and mission, UMS has set the Long-Term Strategic Plan 2009-2029 which can be divided into several milestones.

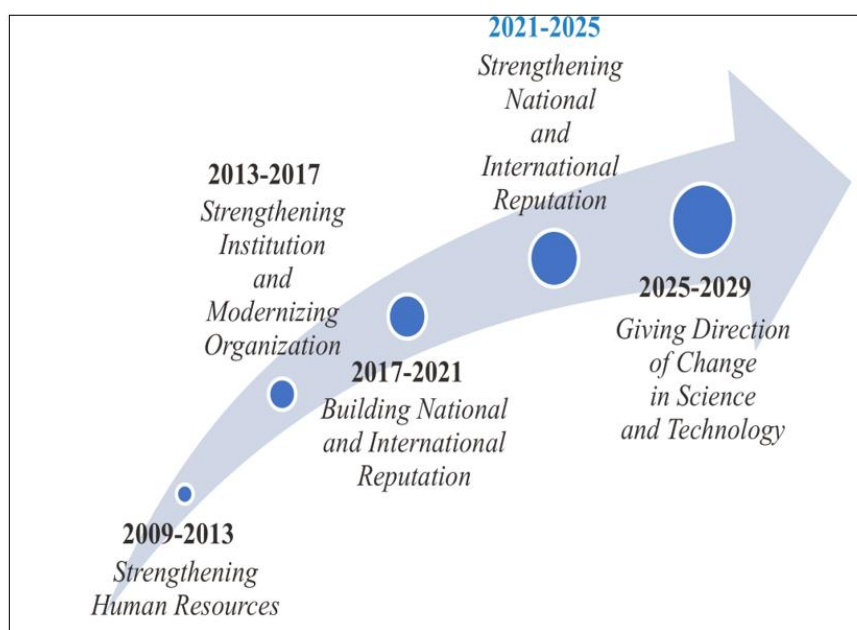


Figure 2 Milestones in UMS Long-Term Strategic Plan 2009-2029

The FIBAA assessment took place at the end of the 2021-2025 phase. The University aimed to hit several targets during this phase. Among these were (1) the percentage of study programmes accredited as “Excellent” by National Accreditation Agencies is 75% of all study programmes, (2) the percentage of publications indexed Q1 and Q2 by Scopus is 25%, (3) the improvement of rank by QS World University Ranking and Time Higher Education, and (4) the percentage of study programmes accredited by international accreditation agencies is 25%.

In the phase 2025-2029 phase, which is the final phase of the UMS Long-Term Strategic Plan, UMS has eight strategic priorities.⁴ Those are: (1) enhancing the quality and relevance of education, (2) strengthening student quality and global competitiveness, (3) emphasising graduate employability, alumni contribution, and institutional reputation, (4) focusing on research, innovation, and international collaboration, (5) focusing on governance, human resources, and digital transformation, (6) financial sustainability and infrastructure modernisation by diversify its income streams and modernize its facilities to support learning and research, (7) strengthening Al-Islam and Kemuhammadiyah identity, as well as (8) achievement of World Class University status.

Currently, UMS has a total of 68 study programmes within 12 faculties which consist of 36 bachelor programmes, seven professional programmes, 19 master programmes, and six doctorate programmes. Some of these study programmes have gained international recognition, for example, Architecture, Nursing, Pharmacy and Civil Engineering bachelor programmes have been certified by Asean University Network-Quality Assurance (AUN-QA), and the Industrial Engineering bachelor programme has been accredited by Indonesian Accreditation Board for Engineering Education (IABEE). Among these study programmes about 64% have obtained an “Excellent” Accreditation predicate by various National Independent Accreditation Agencies. The percentage of accreditation status of the study programmes is summarised below.

⁴ Executive Strategic Plan Summary of Universitas Muhammadiyah Surakarta.

Table 1 Percentage of Accreditation Status of Study Programmes

| No | Status | Doctorate | Master | Bachelor | Professional | Total |
|----|----------------|-----------|--------|----------|--------------|--------|
| 1 | Excellent | 1.47% | 14.71% | 49.07% | 8.82% | 74.07% |
| 2 | Very Good | 0.00% | 2.94% | 1.47% | 0.00% | 4.41% |
| 3 | Good | 5.88% | 10.29% | 1.47% | 1.47% | 19.11% |
| 4 | Sufficient | 1.47% | 0.00% | 1.47% | 0.00% | 2.94% |
| 5 | Not Accredited | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

Statistical Data

Table 2 Statistical Data of SPAE, SPME, and SPETE

| Year | | 2023 | | | 2022 | | | 2021 | | | 2020 | | | 2019 | | |
|--|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Study Programs | | SPAE | SPME | SPETE | SPAE | SPME | SPETE | SPAE | SPME | SPETE | SPAE | SPME | SPETE | SPAE | SPME | SPETE |
| # Study Places offered by HEI | | 100 | 160 | 240 | 100 | 160 | 240 | 120 | 160 | 240 | 120 | 200 | 240 | 180 | 200 | 240 |
| # of Applicants | Σ | 559 | 387 | 669 | 555 | 464 | 616 | 596 | 743 | 791 | 582 | 662 | 1023 | 411 | 559 | 643 |
| | f | 485 | 110 | 535 | 489 | 97 | 493 | 515 | 123 | 633 | 504 | 147 | 818 | 352 | 136 | 514 |
| | m | 74 | 277 | 134 | 66 | 367 | 123 | 81 | 620 | 158 | 78 | 515 | 205 | 59 | 423 | 129 |
| Application rate | | 559,00% | 241,88% | 278,75% | 555,00% | 290,00% | 256,67% | 496,67% | 464,38% | 329,58% | 485,00% | 331,00% | 426,25% | 228,33% | 279,50% | 267,92% |
| # First-Year Students (accepted applicant) | Σ | 33 | 46 | 257 | 55 | 81 | 245 | 118 | 121 | 261 | 82 | 181 | 294 | 169 | 227 | 286 |
| | f | 25 | 34 | 216 | 42 | 69 | 201 | 76 | 108 | 217 | 66 | 150 | 252 | 133 | 184 | 230 |
| | m | 8 | 12 | 41 | 13 | 12 | 44 | 42 | 13 | 44 | 16 | 31 | 42 | 36 | 43 | 56 |
| Rate of female students | | 75,76 % | 73,9% | 84,05% | 76,36 % | 85,19 % | 82,41% | 64,47 % | 89,26 % | 83,14 % | 80,49 % | 82,87 % | 85,71% | 78,7% | 81,06 % | 55,83% |
| # Foreign Students | Σ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 |
| | f | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 |
| | m | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| Rate of foreign students | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2,20% | 0,35% |

| Year | | 2023 | | | 2022 | | | 2021 | | | 2020 | | | 2019 | | |
|---|----------|---------|---------|----------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|----------|---------|
| Percentage of occupied study places | | 33,00 % | 28,75 % | 107,08 % | 55,00 % | 50,63 % | 102,08% | 98,33 % | 75,63 % | 108,75 % | 68,33 % | 90,50 % | 122,50% | 93,89 % | 113,50 % | 119,17% |
| # Graduates | Σ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 56 | 70 | 207 | 116 | 169 | 245 |
| | f | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 51 | 64 | 166 | 107 | 145 | 196 |
| | m | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 6 | 41 | 9 | 24 | 49 |
| Success rate (students who finished their studies) | | - | - | - | - | - | - | - | - | 0,77% | 68,29 % | 39% | 70,41% | 68,64 % | 74% | 85,66% |
| Dropout rate (students who dropped their studies) | | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Average duration of study | | - | - | - | - | - | - | - | - | 4,66 | 3,63 | 3,62 | 4,28 | 3,99 | 3,65 | 4,29 |
| Average grade of final degree | | - | - | - | - | - | - | - | - | 3,68 | 3,64 | 3,63 | 3,68 | 3,59 | 3,64 | 3,54 |

Appraisal

Between 2019 and 2023, statistical data from the SPAE, SPME, and SPETE indicate steady progress. Although the overall number of applicants has declined during this period, both SPME and SPETE have consistently fulfilled their admission quotas. In contrast, SPAE regularly reports a surplus of available seats compared to the number of accepted applicants.

The gender distribution across all three programmes has remained stable, with female applicants outnumbering male applicants. Academic performance among graduates is notably strong, with the average final GPA exceeding 3.5 on a 4-point scale.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The Study Programme of Accounting Education (SPAE), the Study Programme of Mathematics Education (SPME), and the Study Programme of Elementary Teacher Education (SPETE) are three study programmes under the Faculty of Teacher Training and Education (FTTE).

SPAE aims to be a centre for transformative learning in accounting education, focusing on digital-based approaches and Islamic values to produce competent graduates. SPME aims to develop prospective mathematics educators with 21st-century mathematical knowledge and skills, incorporating Islamic values. Meanwhile, SPETE aims to provide high-quality elementary school education in basic literacy and psychoeducation, preparing graduates to adapt to developments in science and technology while fostering leadership skills and Islamic values.

The primary graduate profile for all three study programmes is to be competent educators. Additionally, SPAE prepares graduates for roles in accounting, finance, and entrepreneurship. SPME also includes novice researchers and entrepreneurs among its graduate profiles. Meanwhile, SPETE trains graduates to become research assistants, educational practitioners, consultants, and entrepreneurs.

Based on the vision and graduate profile, SPAE, SPME, and SPETE established Programme Education Outcomes (PEOs) that include: [1] academic proficiency, [2] comprehensive employability, [3] development of individual personality. Furthermore, PEOs describe what graduates are expected to achieve within 3-5 years after graduation and are the basis for the three study programmes in preparing the Programme Learning Outcome (PLO). PEOs and PLOs are obtained through need analysis, expert recommendations, discussions with stakeholders (alumni, school principals/industry leaders, and practitioners), and the results of surveys conducted periodically to alumni. PEOs and PLOs are updated and reviewed at least once every five years by inviting internal and external parties. The PLOs of the three study programmes are published to related parties through the websites of the three study programmes.

Table 3 PEO of SPAE, SPME and SPETE

| Dimension | PEO SPAE | PEO SPME | PEO SPETE |
|-----------|---|--|---|
| Academics | PEOSPAE [1]: SPAE Graduates are able to master education science, develop new innovations in accounting learning, master accounting and finance knowledge and entrepreneurship | PEOSPME [1]: SPME Graduates are able to master mathematics and its learning incorporating Islamic values and local wisdom in a sustainable manner | PEOSPETE [1]: SPETE Graduates who are committed to developing knowledge and skills in the field of elementary school education, as well as Islamic values in a sustainable manner. |

| Dimension | PEO SPAE | PEO SPME | PEO SPETE |
|-----------------|--|---|---|
| | knowledge that can be applied in the business world. | | |
| Employability | PEOSPAE [2]: SPAE Graduates are able to work professionally, responsibly, and independently in the field of education, accounting and finance, and entrepreneurship at local, national and international levels. | PEOSPME [2]: SPME Graduates are able to apply critical thinking and problem-solving skills related to mathematics content and mathematics education in their professional careers | PEOSPETE [2]: SPETE Graduates are professional in primary school education, able to improve quality of learning processes and outcomes that are adaptive to the development of education, science, technology and local wisdom. |
| Personal Skills | PEOSPAE [3]: SPAE Graduates are adaptive, creative, communicative, collaborative and able to do self-development in sustainably according to Islamic values. | PEOSPME [3]: SPME Graduates are able to communicate and collaborate at Local, national or international level in carrying out professional task according to Islamic values. | PEOSPETE [3]: SPETE Graduates who participate in and contribute actively to the application of Science and Technology and Solving education problem in the community according to Islamic values. |

The three study programmes have formulated PLOs based (1) conformity with the PEOs, (2) provisions of the Study Programme Association, (3) conformity with the UNESCO Global Framework of Professional Teaching Standards, (4) conformity with the Southeast Asia Teachers Competency Framework, (5) conformity with the Indonesian National Qualifications Framework / Quality Framework Level 6; and (6) conformity with the Indonesian National Education Standards. The PLOs of the three study programmes and their conformity with the PEOs of each study programme are:

Table 4 PLO of SPAE

| PLO SPAE | PEO SPAE | | |
|---|----------|-----|-----|
| | [1] | [2] | [3] |
| PLOSPAEE [1]: Able to show a religious attitude, uphold human values, morals, ethics, and be responsible as a good citizen. | | ✓ | ✓ |
| PLOSPAEE [2]: Able to develop themselves independently and have an entrepreneurial spirit by internalizing academic values, norms and ethics. | | ✓ | ✓ |
| PLOSPAEE [3]: Able to work together, have sensitivity and social care to produce creative, critical, and innovative findings that contribute to improving the quality of social life according to the development of science, technology, and art. | | ✓ | ✓ |
| PLOSPAEE [4]: Able to apply logical, critical, systematic, and innovative thinking, and have independent, quality, and measurable performance in the context of developing or implementing science and technology. | ✓ | ✓ | |

| PLO SPAE | PEO SPAE | | |
|---|----------|-----|-----|
| | [1] | [2] | [3] |
| PLOSPA [5]: Able to make appropriate decisions in the context of problem solving based on the results of information and data analysis that pay attention to and apply humanities values in accordance with their field of expertise based on scientific procedures and ethics in order to produce solutions, ideas, designs or art criticism. | ✓ | ✓ | |
| PLOSPA [6]: Able to compile a scientific description of the results of the study of the implications of the development or implementation of science and technology, document, store, secure, and recover data to guarantee validity and prevent plagiarism in producing a thesis or final project report. | ✓ | ✓ | |
| PLOSPA [7]: Able to maintain and develop networks with supervisors, colleagues, peers both inside and outside the institution, responsible for the achievement of group work and supervise and evaluate workers under their responsibility. | ✓ | ✓ | |
| PLOSPA [8]: Able to plan, implement, and evaluate accounting learning innovatively by applying didactic pedagogical concepts and accounting science and utilizing various learning resources and Science and Technology oriented to life skills. | ✓ | ✓ | |
| PLOSPA [9]: Able to apply economic theory and be able to prepare financial accounting reports in accordance with national and international accounting standards within the scope of the world of work. | ✓ | ✓ | |
| PLOSPA [10]: Able to apply business theory and entrepreneurship to develop and manage a business independently | ✓ | ✓ | |
| PLOSPA [11]: Able to master pedagogical-didactic concepts in accounting learning in secondary education that is oriented towards life skills. | ✓ | ✓ | |
| PLOSPA [12]: Able to analyse the concepts and principles of accounting and financial science that are in accordance with the development of the industrial era 4.0 and society 5.0. | ✓ | ✓ | |
| PLOSPA [13]: Mastering the principles of leadership and entrepreneurship based on Islamic and Muhammadiyah values to build Indonesian society as the main society that is practiced for the benefit and humanity locally, nationally, and globally. | ✓ | ✓ | |
| PLOSPA [14]: Mastering the concepts of data reading, analysing, using data and information (big data) according to the development of the digital world in the fields of accounting education, and entrepreneurship. | ✓ | ✓ | |

Table 5 PLO of SPME

| PLO SPME | PEO SPME | | |
|---|----------|-----|-----|
| | [1] | [2] | [3] |
| PLOSPME [1]: Able to internalise the values of Islam and <i>Kemuhammadiyah</i> and have the spirit of <i>Pancasila</i> . | ✓ | | ✓ |
| PLOSPME [2]: Able to develop an attitude of discipline, independence, responsibility, cooperation, and communicate effectively. | | | ✓ |
| PLOSPME [3]: Mastering the basic concepts of education science and mathematics pedagogics-didactics and applying them in planning, | ✓ | ✓ | |

| PLO SPME | PEO SPME | | |
|---|----------|-----|-----|
| | [1] | [2] | [3] |
| implementing and evaluating mathematics learning innovatively. | | | |
| PLOSPME [4]: Master the theoretical concepts of mathematics to support school mathematics learning and further studies, as well as to solve daily life problems. | ✓ | ✓ | |
| PLOSPME [5]: Mastering the concept of mathematics education research methodology by designing and conducting research to produce alternative solutions to problems in the field of mathematics education and presenting them in the form of scientific publications. | ✓ | ✓ | |
| PLOSPME [6]: Mastering the principles of development and utilization of Information Technology and Communication for mathematics learning | | ✓ | ✓ |
| PLOSPME [7]: Master the principles of entrepreneurship and apply them in the midwife of mathematics education or other fields. | | | ✓ |

Table 6 PLO of SPETE

| PLO SPETE | PEO SPETE | | |
|--|-----------|-----|-----|
| | [1] | [2] | [3] |
| PLOSPETE [1]: Demonstrate piety to God Almighty, love for the country, uphold human values, and be law-abiding and disciplined in the state. | ✓ | | |
| PLOSPETE [2]: Having a contribution in improving the quality of life in society, nation, state, and progress according to civilization based on <i>Pancasila</i> . | | | ✓ |
| PLOSPETE [3]: Respect the diversity of cultures, views, religions and beliefs as well as the original opinions or findings of others | | ✓ | |
| PLOSPETE [4]: Internalizing the spirit of independence and hard work in entrepreneurship. | | | ✓ |
| PLOSPETE [5]: Apply concepts, principles, and theories in the field of education and learner development in elementary school. | ✓ | | ✓ |
| PLOSPETE [6]: Solving problems related to the concept of knowledge in the field of study and across fields of science in accordance with the development of Science and Technology in elementary schools by taking into account local wisdom. | | ✓ | ✓ |
| PLOSPETE [7]: Applying the concepts and techniques of counselling guidance services in elementary schools. | | ✓ | ✓ |
| PLOSPETE [8]: Designing curriculum frameworks, tools, and learning in primary schools | | ✓ | ✓ |
| PLOSPETE [9]: Apply research concepts and procedures that formulate solutions to educational problems in elementary schools. | ✓ | | |

The Indonesian National Qualifications Framework (INQF) places undergraduate programmes at Level 6, requiring graduates to:

1. Apply their expertise and utilise science, technology, and/or art in problem-solving while adapting to various situations.
2. Master both general theoretical concepts and specialised knowledge, formulating procedural solutions.

3. Make informed decisions based on analysis of information and data, providing guidance on alternative solutions independently and in groups.
4. Take responsibility for their own work and contribute to organisational achievements.

Meanwhile, the National Higher Education Standards require that PLOs incorporate domains of attitudes, general skills, knowledge, and specialised skills. The three study programmes align with these national standards in preparing PLOs.

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the disciplines. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the Indonesian National Qualifications Framework.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.1* Objectives of the study programme (Asterisk Criterion) | | | X | | |

1.2 International orientation of the study programme design (Asterisk Criterion)

PEOs and PLOs, curriculum orientation, resources, as well as activities in the teaching and learning process and academic atmosphere of the three study programmes aim to enhance the international orientation. These orientations are intended to enable graduates to have a career at the international level or contribute to international organisations. PEOs and PLOs related to internationalisation are PEO 2 for SPAE, PEO 3 for SPME and PEO 1 and 2 for SPETE as well as PLO 12, 13 and 14 for SPAE, PLO 3, 4, 5 and 6 for SPME and PLO 3, 4 and 10 for SPETE.

Within the curriculum, resources, and institutional activities, the three study programmes offer internationally oriented facilities and initiatives, including:

- English for Academic Purposes and Standardised Test Preparation courses, along with mentoring. The English Tutorial Programme (ETP) takes place every Saturday.
- Distinctive English courses: "English for Teaching Accounting", "Teaching Mathematics in English", and "Teaching English for Children".
- The Educational Student Community Service (ESCS) and Introduction to Schooling Field (ISF) II (school teaching practice) programmes provide students with placements in schools and agencies abroad, such as in Thailand and Malaysia.
- Course descriptions available in both Indonesian and English.
- Some learning resources in foreign languages.

- Course content incorporating global issues, such as “Macroeconomics”, “Business Law”, “Bank and Financial Institutions”, “Entrepreneurship”, “Educational Philosophy”, “Social Science Education in Elementary”, “Basic Concepts of Civics Education”, and “Civics Education in Elementary”.
- Lecturers with English proficiency as a recruitment criterion, some of whom have studied abroad, e.g. in Australia, Egypt, Japan, Malaysia, and USA.
- Regular training for lecturers, including IELTS preparation and research proposal writing.
- Opportunities for lecturers to conduct research and participate in international collaboration.
- Lecturer publications in reputable international journals and proceedings.
- Partnerships with overseas institutions such as Universities in India, Japan, Malaysia, and Thailand.
- Virtual Outbound Student Exchange Programme (VOSEP) and Virtual Inbound Student Exchange Programme (VISEP).
- The International Conference on Learning and Advanced Education, held periodically, as well as one international conference per study programme.

Appraisal:

The design of the programmes appropriately takes into account the required overall international aspects, with respect, too, to its graduates’ employability. This is reflected in the formulation of PEOs and PLOs, curriculum content, institutional resources, and academic activities. These elements are aligned to enhance graduates’ readiness for careers and engagement with international organisations. Cross-border academic collaborations further support the employability of graduates. Furthermore, there are some international placements. Offering or facilitating more internships at international schools, both in Indonesia and abroad, would help to develop cross-cultural skills and boost employability. Therefore, the expert panel **suggests** that UMS thinks about strategies for an international internship programme at international schools, both within and outside of Indonesia.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.2* | International orientation of the study programme design (Asterisk Criterion) | | | X | | |

1.3 Positioning of the study programme

Positioning of the Study Programmes on the Educational Market

The three study programmes are managed by the Faculty of Teacher Training and Education (FTTE) at UMS, and as such are under the auspices of the Muhammadiyah organisation. This Islamic organisation contributes significantly to education through a network of 1,094 Muhammadiyah elementary schools, 1,128 junior high schools, 558 senior high schools, and 554 vocational high schools, as well as 172 universities and similar institutions in Indonesia. Muhammadiyah also has branches abroad, including in Egypt, Malaysia, Australia, the Netherlands, Germany, the UK, Japan, and others. Some of these branches manage

educational institutions such as a kindergarten in Cairo (Egypt), Muhammadiyah Australian College, and Muhammadiyah University Malaysia.⁵

FTTE collaborates at international, national, and regional levels in education, research, community service, and institutional development. UMS has been ranked 3rd among the Top Islamic Universities in the World by UniRank 2021, 2nd among Indonesia's best private universities according to UniRank 2022. At the national level, all three programmes hold "Excellent" accreditations, the highest national accreditation status in Indonesia.⁶

UMS is located in a strategic area close to Sukoharjo Regency, Surakarta, in Central Java. The city offers a relatively low cost of living, adequate infrastructure, and accessible transportation links to UMS. Tuition fees are also comparatively affordable in relation to other leading private universities.⁷

The three study programmes compete with similar programmes at other universities. Regionally, SPAE, SPME, and SPETE have competitors at Sebelas Maret University, Surakarta. Nationally, SPAE competes with Malang State University, while SPME and SPETE have similar counterparts at Universitas Pendidikan Indonesia. Internationally, they compete with Universiti Pendidikan Sultan Idris, Malaysia.

Each programme has distinctive characteristics. SPAE prepares graduates for careers in finance, accounting, and entrepreneurship. SPME integrates Islamic-based mathematics education. Meanwhile, SPETE incorporates psychoeducation with Islamic values.

Positioning of the Study Programmes on the Job Market for Graduates

The three study programmes provide education according to the PEOs and PLOs aiming to equip students according to the established graduate profile.

Table 7 Potential Job Types based on Graduate Qualifications

| SPAE | | SPME | | SPETE | |
|------------------------------|---|-------------------|------------------------------|----------------------------|---|
| Profession | Supporting PLOs | Profession | Supporting PLOs | Profession | Supporting PLOs |
| Accounting Educator | [1], [3], [4], [5], [7], [8], [11], [12] | Math Educator | [1], [2], [3], [4], [5], [6] | Elementary School Educator | [1], [2], [3], [4], [5], [6], [7], [8], [9], [10], [11], [12] |
| Staff Accounting and Finance | [1], [5], [7], [9], [14] | Novice Researcher | [1], [2], [3], [5] | Education Consultant | [1], [5], [6], [7], [8], [10] |
| Entrepreneur | [1], [2], [3], [4], [5], [7], [9], [10], [13], [14] | Entrepreneur | [1], [2], [6], [7] | Entrepreneur and employees | [1], [2], [3], [4], [12] |

The three study programmes regularly monitor and evaluate graduate performance through the tracer study website. The evaluation results are analysed to determine:

⁵ UMS SER, p. 17.

⁶ UMS SER, p. 17.

⁷ UMS SER, p. 17.

1. Alumni job profiles
2. The alignment between alumni job fields and their competencies
3. The distribution of job types
4. The average waiting time for graduates to secure their first job.

This data serves as a reference for major curriculum reviews every four to five years.

According to alumni survey data covering graduates from 2017 to 2019, the average waiting time for first employment is for **SPAE** 3.7 months, for **SPME** 3.2 months, for **SPETE** 1.5 months.⁸ Additionally, some graduates from these programmes pursue careers outside education. SPAE alumni work in finance and accounting or become entrepreneurs, while SPME and SPETE graduates also engage in entrepreneurship.

Employment support is provided through Alumni Career and Employment Centre, which regularly posts job vacancies on its website⁹ and organises job fairs featuring various schools, particularly within the Muhammadiyah school network.

Positioning of the Study Programmes within the HEI's overall Strategic Concept

As the FTTE aligns with UMS's vision to become a centre for education and to develop science, knowledge, technology, and art aligned with Islamic believes to have an impact on civil society, FTTE has the vision to become an excellent educational institution that produces educators aligned with Islamic believes.

The UMS Strategic Plan 2025-2029 guides the University's efforts in advancing its national and international presence. This plan serves as a reference for all study programmes at UMS, including SPAE, SPME, and SPETE, in carrying out operational plans from 2025 to 2029. During this period, UMS has set eight key goals, supported by specific strategies and achievement indicators. Funding and facilities are provided to help the three study programmes implement development and strengthening initiatives aligned with these targets.

- Enhancing UMS's reputation nationally and internationally, including support for publications in recognised academic journals, incentives for international research contributions, and partnerships with institutions at national and international levels.
- Improving graduate employability through curriculum adaptation based on VUCA conditions, an Outcome-Based Education (OBE) approach, and the facilitation of the MBKM programme. Strategies include project-based and solution-oriented learning methods, visiting lecturers, and career and entrepreneurship coaching.
- Advancing Islamic education, focusing on strengthening AIK learning and the ESCS programme in Muhammadiyah schools and local communities.
- Enhancing human resource productivity, including support for lecturers in academic promotion, opportunities for them to act as resource persons, and participation in reviewing national and international academic publications.
- Strengthening governance through information systems, integrating UMS platforms and databases. This includes managing lectures and student academic progress via the website¹⁰, accessible to study programmes, students, academic bureaus, and parents/guardians.

⁸ UMS SER, p. 21.

⁹ <https://acec.ums.ac.id>.

¹⁰ <https://myakademik.ums.ac.id/>.

- Improving funding structures, financial transparency, and infrastructure by seeking external funding and modernising learning spaces with smart classrooms.

Appraisal:

The reasons given for the positioning in the educational market of the three study programmes are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates (as teachers, entrepreneurs, education consultants, researchers, or accounting staff) are plausibly set forth.

The study programmes are convincingly integrated into the University's overall strategic concept. The study programmes' qualification goals are in line with the University's mission and strategic planning.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.3 | Positioning of the study programme | | | | | |
| 1.3.1 | Positioning of the study programme in the educational market | | | X | | |
| 1.3.2 | Positioning of the study programme on the job market for graduates ("Employability") | | | X | | |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept | | | X | | |

2. Admission

Admission Requirements for all Study Programmes

Policies regarding criteria, procedures, and instruments for new student admissions and decision-making are regulated in the Quality Procedure. These describe student admissions, registration, leave, resignation, dropout, and transfer within higher education. New student admissions across the three study programmes follow UMS Chancellor Decree Number 152/R/II/2017 concerning the New Student Admission Policy of Universitas Muhammadiyah Surakarta, which can be accessed on the UMS rectorate website.

New student admissions commence every 2 December and conclude on 25 August of the following year. UMS student admission requirements align with national regulations for new student enrolment – students must have graduated from high school/equivalent. Apart from this, prospective students must also complete files in the form of Grade X to XII report cards, attach academic and non-academic championship certificates, and make payments. Especially for applicants graduating from overseas, it is mandatory to attach a certificate of equivalent from the Ministry of Education and Culture. The admission process is centralised at the university level through the One Day Service (ODS) system¹¹, which is coordinated by the Head of the Bureau of Academic Administration (BAA).

UMS implements student admissions via two pathways:

1. Achievement selection pathway (scholarship), which includes internal and external schemes.
2. Academic ability test selection pathway, conducted through the One Day Service admission concept.

The selection of internal scholarship achievement pathways is based on a portfolio system, taking into account class academic performance, academic and non-academic achievements, participation, knowledge of *Al Islam* and *Kemuhammadiyah*, and national awareness. External scholarships adhere to the stipulations of the scholarship provider.

The new student admission system involves a computer-based test comprising of 50 questions, to be completed within 60 minutes. Test scores are calculated based on correct answers, with no deductions for incorrect responses. Academic tests are divided into:

- Natural Science group tests, covering Mathematics, Chemistry, Biology, Physics, Indonesian Language, English, and *Al Islam* and *Muhammadiyah*.
- Social Science group tests, including Geography, History, Economics, and *Al Islam* and *Muhammadiyah*. Non-Muslim applicants are exempt from *Al Islam* and *Muhammadiyah* test materials.

Health assessments are required for study programmes with specific health criteria, which may include tests for height, colour blindness, or other medical evaluations, depending on the relevant faculty or programme. For the three study programmes assessed in this report, no health test is required.

¹¹ <https://pmb.ums.ac.id>.

Counselling for Prospective Students for all Study Programmes

Prospective students who need information regarding UMS new student registration can contact UMS via email (pmb@ums.ac.id), telephone or WhatsApp. The three study programmes themselves also provide services for prospective students through WhatsApp numbers or via Facebook, Instagram, and X (formerly Twitter) at “@odsumsurakarta”. Prospective new students can also conduct counselling directly at the new student admission section during working hours (08:00am – 15:00pm WIB) at Siti Walidah Main Building UMS ODS section. Complete information regarding prospective student services can be accessed through the website.¹² Services for prospective students include registration information, financing, scholarships, selection systems, and other information related to study programme needs.

Selection procedure for all study programmes

The admissions process for new students is determined based on a minimum passing score and is conducted through the website¹³. Prospective students can check their scores after completing the test. The admissions procedure is reviewed annually to enhance its effectiveness.

Ensuring Foreign Language Skills for all Study Programmes

The UMS new student admission test includes an English test component. Furthermore, English language learning is facilitated by the Institute of Language and General Sciences and delivered through the English for Academic Purposes course in the first semester and Standardised Test Preparation in the second semester. The curricula of the three study programmes also incorporate these courses, and students are required to achieve a minimum score of 400 in the Test of English Proficiency (TOEP) before graduating from UMS.

The Institute of Language and General Sciences also conducts the English Tutorial Programme, which provides English language training for new students. These tutorials are led by senior students who have strong English proficiency.

Transparency and Documentation of Admission Procedure and Decision for all Study Programmes

The new student admission procedures at UMS are publicly accessible and documented on the website <https://pmb.ums.ac.id/>. Prospective students can find detailed information about the study programme they wish to apply for, as well as its requirements. On the website, prospective students can review the criteria for admission to UMS and explore various entry pathways, including the computer-based test (CBT), Report Card Achievement (e-selection), online tests, and scholarship opportunities. They can also create an account to register, access relevant information, and download the new student admission brochure.

The UMS admission process consists of two stages: administrative selection and the CBT. During the administrative selection stage, applicants will receive notifications via email regarding the completeness of their required documents. If an applicant successfully passes the administrative selection, they proceed to the CBT stage. Upon completion of the test, registrants will receive their results via email.

¹² <https://pmb.ums.ac.id/>.

¹³ <https://pmb.ums.ac.id/>.

Prospective students can access their full admission results through the ODS account they created. Additionally, study programmes can check the list of accepted prospective students via <https://eksekutif.ums.ac.id>. Through the ODS account, students can view their personal data and test scores. Meanwhile, via the <https://eksekutif.ums.ac.id> platform, study programmes can review statistics such as the number of applicants, the number of students who passed the test, and demographic details including gender, origin, age, and other personal information.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. The current presentation of admission scores offers limited context for students to fully understand their individual performance in relation to the wider applicant pool. By enabling access to anonymised results of other applicants alongside their own, the University would promote greater transparency and allow students to better understand their standing within the applicant pool. Therefore, the expert panel **suggests** revising the display of admission scores in such a way that students can access both their own results and those of other applicants (in anonymised form), in order to foster a clearer sense of their relative performance. As the Academic Ability Test plays a central role in the selection process, its impact on applicant retention could be clearer. By reviewing whether this pathway contributes to student withdrawals, the University can better understand potential barriers within the admissions framework. Such an evaluation would support efforts to ensure that selection methods are both fair and conducive to long-term student success. The expert panel thus **suggests** reflecting the admission process, especially reviewing whether the Academic ability test selection pathway leads to withdrawals because of the test.

Applicants can directly turn to a student counselling service, and to the helpdesk at UMS, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail as well as WhatsApp and Social Media platforms such as Facebook, Twitter, and Instagram.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements and preparatory language courses ensure that students can successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 2.1* Admission requirements (Asterisk Criterion) | | | X | | |
| 2.2 Counselling for prospective students | | | X | | |
| 2.3* Selection procedure (if relevant) | | | X | | |

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 2.4(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | | | X |
| 2.5* | Ensuring foreign language proficiency (Asterisk Criterion) | | | X | | |
| 2.6* | Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | X | | |

3. Contents, structure and didactical concept of the programme

3.1 Contents

In designing the curriculum, SPAE, SPME, and SPETE first analyse market needs, alumni feedback, and developments in science and technology to review PEOs and PLOs. The study programmes then formulate materials necessary to achieve the targeted PLOs and PEOs, considering the depth and breadth of learning content, along with required student attitudes, skills, and knowledge. Based on these materials, the programmes determine courses and SKS credits before organising their semester distribution. Each course has course learning outcomes (CLOs) derived from PLOs. The curriculum is evaluated every four to five years, while lecturers annually review and update content in line with contemporary advancements in science and technology.

The names of study programmes in Indonesia refer to the nomenclature established by the Indonesian government, as outlined in the Decree of the Director General of Higher Education, Research and Technology, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Number 163/E/KPT/2022) on the naming of study programmes in academic and professional education, dated 18 July 2022.

SPAE regarding Logic and Conceptual Coherence and rational for degree

The SPAE curriculum¹⁴ comprises 79 courses, including 66 compulsory courses (138 SKS credits) and 13 electives (26 SKS credits). To graduate, students must complete 146 SKS credits – 138 from compulsory courses and 8 from electives. These courses align with the PEOs of the study programme and adhere to Indonesia's undergraduate credit requirements.

SPAE belongs to the "Education Cluster", where graduates will obtain a Bachelor of Education (Sarjana Pendidikan) degree. As part of the Education Science Cluster, SPAE aims at preparing students to become prospective accounting educators through the curriculum.

Academically, the curriculum incorporates compulsory and elective courses in education science, accounting, and entrepreneurship, such as Education Management, Intermediate Financial Accounting 1, Entrepreneurship, Sociology of Education, Sharia Financial Accounting, and Business Ethics. It also aims to support employability through courses like Teacher Professional Ethics, English for Teaching Accounting, English for Academic Purposes, Business Work Practices, Entrepreneurship Practices, Field Work Practices, and Integrated Quality Management.

Additionally, the curriculum aims to foster personal skills, encouraging religious, adaptive, creative, communicative, and collaborative attitudes through courses such as Religion, Worship and Muamalah, Islam and Science and Technology, Business Communication and Negotiation, Muhammadiyah, Resource Management, and Digital Literacy and Humanity.

¹⁴ See the Appendix for a curriculum overview.

SPME regarding Logic and Conceptual Coherence and rational for degree

The SPME curriculum¹⁵ comprises 172 SKS credits, including 136 compulsory and 36 elective SKS credits. To graduate, students must complete 144 SKS credits – 136 compulsory and 8 elective – to meet Indonesia's undergraduate education standards. Designed to help students achieve the PLOs, each course supports relevant learning outcomes.

The Bachelor's degree for graduates of SPME is a Bachelor of Education (Sarjana Pendidikan). The name of the study programme and degree that graduates earn are supported by a curriculum that aims to produce graduates as educators. The course content in SPME is designed to equip students in the competencies of mathematics learning, pure mathematics science, school mathematics, learning technology, practicum, and learning ethics.

Course content is structured aiming to ensure balance in theory and practice, such as educational and teaching theory complemented by micro-teaching practice, ISF II, and ESCS. The curriculum includes 10 SKS credits in religious studies, 139 SKS credits in knowledge-based subjects, and 23 SKS credits in practicum, with 20–21 SKS credits per semester except for the final one.

Students have the flexibility to select electives based on their interests. For instance, courses like Mathematics Learning in English, Mathematics Literacy, and Mathematics Education Psychology strengthen teaching skills, while Digital Marketing and Start-up Business cater to entrepreneurship. Those interested in research can explore Multivariate and Non-Parametric Statistics. Additionally, elective courses prepare students for further study at the master's level.

Before graduating, students must complete a Thesis Course with research topics aligned with the SPME research roadmap.

SPETE regarding Logic and Conceptual Coherence and rational for degree

The SPETE curriculum¹⁶ comprises 144 SKS credits, including 134 compulsory and 20 elective credits, of which students must take 10. The programme offers 10 electives: 1) Javanese Language, 2) Acting Arts, 3) Musical Arts, 4) Fine Arts, 5) Angklung Musical Arts, 6) Adaptive Physical Education, 7) Multiple Intelligence-Based Learning, 8) School-Based Management, 9) School Literacy Management, and 10) Library Management.

The Bachelor's degree for graduates of SPETE is a Bachelor of Education (Sarjana Pendidikan). The name of this programme aligns with the intended purpose of the education provided – training elementary school educators – aiming to ensure that graduates meet the necessary qualifications and are recognised as competent primary school educators.

The courses taught at SPETE encompass five fundamental disciplines that must be mastered in primary education: civic education, the Indonesian language, mathematics, natural sciences, and social sciences.

Designed to help students achieve the PLOs, each course aims to support relevant learning outcomes. Electives are tailored to market demands, aiming to equip students with competitive skills. For example, School-Based Management aims to prepare future educational leaders,

¹⁵ See the Appendix for a curriculum overview.

¹⁶ See the Appendix for a curriculum overview.

while Library Management aims to enhance expertise in school library administration. Arts and Creative Arts courses develop skills in music, acting, painting, and traditional Angklung performance, fostering artistic proficiency.

By strengthening subject-specific and creative skills, the curriculum aims to enhance students' competitiveness, broadening their opportunities in the job market.

SPAE regarding Integration of Theory and Practice

The SPAE curriculum, comprising both theoretical and practical courses, is designed to achieve the PLOs. SPAE includes 146 SKS credits: 113 in theoretical courses (77%) and 33 in practical courses (23%).

Courses are developed to meet PLOs across three domains: attitude, knowledge, and skills. The attitude domain is reflected in general courses such as Religion, Worship and Muamalah, Islam and Science and Technology, and Kemuhammadiyah (for religious attitudes); as well as Pancasila, Citizenship, and Indonesian Language & Academic Writing (for nationalism and responsibility).

The knowledge domain is addressed through theoretical courses in education and accounting, while the skills domain is developed through practical courses. Educational courses integrate theoretical subjects – such as Philosophy of Education, Education Management, Curriculum and Learning, and Accounting Learning Strategy – with practical components like Micro Teaching and ISF II. Similarly, accounting courses combine theory (e.g., Introduction 1, Tax Accounting, Cost Accounting, and Village Government Accounting) with practical applications in Trade and Services Accounting, Computer Accounting, Manufacturing Accounting, and Village Government Accounting.

SPAE lecturers with expertise in accounting education lead micro-teaching practice courses, while those experienced in entrepreneurship serve as instructors for Business Work Practices and Entrepreneurship Practices. A sample of theoretical and practical course alignment is presented in the following table.

Table 8 Practical Courses in the SPAE Curriculum

| Theory Course | Related Practical Courses | Practical Course Description |
|---|---------------------------|--|
| <ul style="list-style-type: none"> - Philosophy of Education - Education Management - Educational Psychology | ISF I | <p>This is a compulsory course in semester IV. Through this course, students will study the general characteristics of pupils who will later be under their responsibility in educational practice. They will also examine the organisational structure and work procedures of schools, as well as school rules and regulations. Additionally, they will identify formal ceremonial activities and routine events, including curricular, co-curricular, and extracurricular activities.</p> <p>Students will explore practices that foster</p> |

| Theory Course | Related Practical Courses | Practical Course Description |
|---|---------------------------|---|
| | | positive habits in schools, the teaching and learning atmosphere in Limited Face-to-Face Meetings, and the adaptation of new teaching methods. They will analyse patterns of student interaction during Limited Face-to-Face Meetings, as well as interactions between teachers in these settings. Furthermore, they will evaluate teaching and learning in schools under this format. |
| <ul style="list-style-type: none"> - English for Teaching Accounting - Teacher Professional Ethics - Curriculum and Learning - Accounting Learning Strategy - Accounting Learning Evaluation - Media Accounting Learning Based on Information Technology and Communication - Accounting Lesson Planning | ISF II | This course is compulsory in semester VII. Students will review curricula, learning tools, teaching strategies, and evaluation systems used by teachers. They will study the application of information and communication technology in learning, mentoring students, and managing extracurricular activities. Additionally, they will take on administrative duties and contribute to the development of learning tools under the supervision of ISF II lecturers and mentors, fostering innovation in teaching. Teacher assistance, guided teaching practice with ISF II lecturers, aims to provide direct experience of the learning process and reinforce the identity of future educators. |
| <ul style="list-style-type: none"> - English for Teaching Accounting - Teacher Professional Ethics - Curriculum and Learning - Accounting Strategy Learning - Accounting Learning Evaluation - Accounting Learning Media Accounting based on Information Technology and Communication - Accounting Lesson Planning | Micro Teaching | Micro Teaching is another compulsory course. In this module, students will learn to design a complete lesson plan and practise teaching in a laboratory setting. They will also engage in learning assessment, provide feedback based on observation results, and participate in enrichment and remedial sessions, as well as self-reflection for continuous improvement. |

SPME regarding Integration of Theory and Practice

The theory and practical courses in the SPME curriculum are designed and aligned to achieve the PLOs. SPME students complete 144–150 SKS credits to graduate, including 136

compulsory SKS credits, comprising about 80% (108 SKS credits) of compulsory theory courses, 3% (4 SKS credits) of compulsory seminar courses, and 17% (24 SKS credits) of compulsory practicum/fieldwork courses.

Additionally, SPME offers 36 SKS credits of elective courses. Practical training is designed to equip students with teaching skills and ICT (Information, Communication, and Technology) integration in mathematics education, as well as other competencies relevant to their future professions. The table below illustrates the relationship between theoretical and practical courses.

Table 9 Practical Courses in the SPME Curriculum

| Theory Course | Related Practical Courses | Practical Course Description |
|--|---|---|
| <ul style="list-style-type: none"> - Education Management - Literacy ICT in Mathematics Learning - Educational Psychology | ISF I | Observation at school related to school management, lesson planning, evaluation, and guidance and counseling. |
| <ul style="list-style-type: none"> - Mathematics Learning Outcome Assessment | Practicum Mathematics Learning Outcome Assessment | Practices include basic concepts of mathematics learning assessment, application of various assessment techniques, and analysis and interpretation of assessment results to support effective learning decision making. |
| <ul style="list-style-type: none"> - Integral Calculus - School Mathematics Learning | Practicum Dynamic Math Software | Practical utilisation of geogebra software for learning and computing in mathematics, especially the use of geogebra for solve problems of transformation, function, flat and spatial figures that can be applied in mathematics learning |
| <ul style="list-style-type: none"> - Literacy ICT in Mathematics Learning - School Mathematics Learning | Designing Mathematics Learning Application | Theory and practice of designing media/applications supporting math learning at school |
| <ul style="list-style-type: none"> - School Mathematics Learning | Math Lesson Planning | Theory and practice of lesson plan preparation |
| <ul style="list-style-type: none"> - Mathematics Learning Problems | Research Math Education | Research method theory to overcome problems in learning mathematics and practice preparing research proposals |

In addition to practical courses, SPME lectures incorporate simulations. For example, the Mathematics Learning Innovation Course includes gamification, integrating traditional games into number learning. The School Mathematics Learning Course features simulations for

developing student worksheets, while the Guidance and Counselling Course and Learning Problematics Course utilise case studies of school-related issues. Similarly, the Entrepreneurship Course includes business simulations, where students work in groups.

Some SPME lecturers are entrepreneurial practitioners and share their experiences in entrepreneurship lectures. Additionally, lecturers with teaching grant experience in schools incorporate their expertise into the Learning Planning Course and the Mathematics Learning Problematics Course.

SPETE regarding Integration of Theory and Practice

The SPETE curriculum consists of 144–160 SKS credits, including 62 compulsory courses (138 SKS credits) and 11 elective courses (22 SKS credits). Theoretical courses account for 107 SKS credits (74%), practical and practicum courses 35 SKS credits (24%), and seminars 2 SKS credits (2%).

The PLOs at SPETE align with the shift from input/process-based education to outcome-based education (OBE), integrating attitudes, knowledge, and skills across courses. Abstract concepts are reinforced through media and teaching aids to enhance student understanding and practical skills. For example, the “Natural Science for Elementary School Basic Concepts” course incorporates a model torso to illustrate human locomotion and digestive systems, helping students grasp key anatomical concepts.

Theory and practice are further integrated through field observations. In the “Classroom Management” course, students assess facility placement, class rules, and learning management, using their findings to develop classroom management designs as practical solutions. Learning simulations are also a core activity in major courses, enabling students to apply their knowledge and teaching techniques across key elementary education subjects.

Natural Science study materials are divided into several courses, including “Basic Concepts of Natural Science for Elementary School”, “Natural Science Education for Elementary School”, “Natural Science Practicum for Elementary School”, and “Natural Science Learning Development for Elementary School”. These courses combine theory and practice to develop comprehensive student competencies. The “Basic Concepts of Natural Science for Elementary School” course serves as a prerequisite for the “Natural Science Practicum” course.

Lecturers with elementary teaching experience provide insights, analysing field challenges and offering solutions through teaching tool development and classroom implementation. The integration of theoretical and practical courses is illustrated in the following table.

Table 10 Practical Courses in the SPETE Curriculum

| Theory Course | Related Practical Courses | Practical Course Description |
|--|------------------------------|---|
| <ul style="list-style-type: none"> - Religion - Worship and <i>Muamalah</i> - <i>Kemuhammadiyah</i> - Islam and Science and Technology | Religion Worship Muamalah | Students learn about religion, worship and <i>muamalah</i> , Muhammadiyah, and Islamic Science and Technology. Furthermore, students practice the material that has |

| Theory Course | Related Practical Courses | Practical Course Description |
|---|---|--|
| | | been obtained. |
| <ul style="list-style-type: none"> - Computer - Media Information Technology and Communication - Scientific Writing | Computer Media Information Technology and Communication | Computer courses underlie writing procedures with various applications and basic operations in software such as excel, word developed in the Media Information Technology and Communication Course by developing educational games, websites, blocks, and canva. |
| <ul style="list-style-type: none"> - Concept Basic Elementary School Mathematics - Elementary School Mathematics Education | Elementary School Math Practicum | This course puts into practice students' understanding of the mathematical sciences obtained from the theoretical courses |
| <ul style="list-style-type: none"> - Basic Concepts of Natural Science for Elementary School - Education Natural Science for Elementary School | Natural Science Practicum for Elementary School | This course puts into practice the students' understanding of Natural Science obtained from the theoretical courses. |
| <ul style="list-style-type: none"> - Elementary School Learning Planning - Elementary School Learning Strategies - Elementary School Learning Evaluation - Elementary School Integrated Thematic Learning | Micro Teaching | Micro Teaching is a course that contains the preparation of learning tools and then practicing the learning tools. |

Interdisciplinary Thinking

FTTE uses Education 4.0 to align learning with the demands of the Industrial Revolution 4.0, requiring prospective teachers to develop interdisciplinary competencies. They must integrate TPACK (Technological, Pedagogical, and Content Knowledge) in teaching, which is why the three study programmes emphasise pedagogical skills, ICT proficiency, and subject mastery.

Interdisciplinary competencies are embedded in various courses and campus activities, such as ISF I, ISF II, and ESCS, where students apply multiple disciplines such as AI Islam, education, social studies, and digital literacy to solve problems in schools and communities. Students also gain off-campus experience through the MBKM programme, which strengthens their ability to address challenges across disciplines.

Common for all students at UMS are courses such as common "Religion", "Pancasila", "English for Academic Purposes", "Worship and *Muamalah*", "Citizenship", "Standardised Test

Preparation”, “Islam and Science and Technology”, “Indonesian and Academic Writing”, and “Kemuhammadiyah”. Additionally, the study programmes uniquely foster interdisciplinary thinking.

Table 11 Interdisciplinary Thinking In SPAE

| Elements | Subjects |
|----------------------------|---|
| Economics | Economics Mathematics, Microeconomics, Bank and Financial Institution, Macroeconomics, Creative Economics*, Islamic Economics* |
| Management | Introduction to Management, Business Communication and Negotiation, Financial Management, Financial Management, Corporate Budgeting, Organizational Behaviour*, Human Resource, Management*, Supervision Management*, Strategic Management*, Total Quality Management*, School Financial Management*, |
| Business | Business Law, Digital Marketing, Entrepreneurship, Business Work Practice, Entrepreneurship Practice, Business Ethic* |
| Information Technology | Basic Computer Practice, Basic Programming Practice, Digital and Humanity Literacy* |
| Research and data analysis | Statistics, Educational Research Methodology, Data Processing Practice, Seminar of Accounting Education |

note: * (elective courses)

Table 12 Interdisciplinary Thinking in SPME

| Elements | Subjects |
|-----------------------------|---|
| Information Technology | Mathematics Learning Application Design, ICT Literacy in Mathematics Learning, Dynamic Mathematics Software Practicum, Mathematics Learning Outcomes Assessment Practicum, Visual Programming Practicum |
| Culture | Ethnomathematics and Realistic Mathematics |
| Business | Entrepreneurship in Education, Business Plan*, Start Up Business* |
| Research and data analysis | Elementary Statistics, Mathematics Statistics, Practicum of Statistical Data Processing, Applied Statistics*, Non-parametric Statistics* |
| Language and English skills | Bahasa Indonesia, English for Academic Purposes (EAP), Standardised English Test Preparation (SETP), Teaching Mathematics in English |

note: * (elective courses)

Table 13 Interdisciplinary Thinking in SPETE

| Elements | Subjects |
|----------------------------|--|
| Business | Entrepreneurship, Scouting |
| Information Technology | Computer, Media Information Technology and Communication |
| Research and data analysis | Scientific Writing, Educational Research, Seminars and Publications, Thesis, Statistics |
| Citizenship | Basic Concepts of Civics Education for Elementary School, Civics Education for Elementary School, Community Life Skills, Multicultural Education |
| Language and | Indonesian Language, Basic Concepts of Indonesian Elementary |

| Elements | Subjects |
|----------------|---|
| English skills | School, Indonesian Language Education Elementary School, Teaching English for Children, Javanese Language |

Ethical Aspects

Ethical competencies are a key focus for SPAE, SPME, and SPETE graduates, reflected in PEO 3 and integrated into various PLOs. Ethics covered include religious, state, teacher, and academic ethics.

Religious ethics are embedded in courses such as “Religion”, “Worship and Muamalah”, “Islam and Science and Technology”, “Kemuhammadiyah”, and Al Islam Kemuhammadiyah mentoring activities. They are also reinforced through UMS policies¹⁷, which cover prayer, academic development, smoking and substance restrictions, arts and culture, dress code, teaching and learning ethics, social behaviour, eating and drinking habits, and communication etiquette. These policies are communicated via online platforms, banners, manuals, and socialisation forums.

State ethics are addressed in “Pancasila” and “Citizenship” courses. Teacher ethics are covered in ISF, Micro Teaching, “Philosophy of Education”, “Education Management”, “Educational Psychology”, and “Curriculum and Learning”. Academic ethics, including research integrity and plagiarism prevention, are incorporated into “Educational Research Methods”, “Thesis” courses, and the “Thesis Guidebook”, with plagiarism checks conducted via Turnitin.

Each study programme also integrates professional ethics specific to its field. SPAE covers business ethics through “Business Work Practice” and “Field Work Practice” courses, while “Digital Literacy and Humanity” focuses on communication ethics. SPME emphasises teacher ethics in “Mathematics Learning Outcomes Assessment” and “Mathematics Learning Problematics” courses, business ethics in “Entrepreneurship” and “Digital Marketing”, and communication ethics in “ICT Literacy in Mathematics Learning”. SPETE addresses ethics in “Educational Leadership”, alongside arts and cultural ethics in “Karawitan”, “Dance”, and “Javanese Language” courses.

Methods and Scientific Practice

The three study programmes aim to ensure that graduates develop methodological competence and produce high-quality scientific work, as outlined in the SPAE PLO ([5], [6], and [14]), SPME PLO ([3], [4], [5], and [6]), and SPETE PLO ([12]). These competencies are fostered through:

- Educational Research Methods, which equips students with skills to identify and formulate problems, search for, select, and manage valid and relevant literature from trusted sources, and design appropriate research methodologies. Additionally, **SPAE** offers this experience through the “Accounting Education Seminar” course, **SPME** through the “Mathematics Learning Problematics” course, and **SPETE** through “Scientific Writing, Seminar, and Research Publication” courses.
- Statistics-related courses, where students learn the application of descriptive and inferential statistics for research problem-solving and hypothesis testing in quantitative research.

¹⁷ Chancellor Decree No. 31/IV/2022.

- The thesis module, which requires students to collect, document, analyse data, and present findings. Thesis outputs are aimed for publication in national and international scientific journals or seminar proceedings, or for Intellectual Property Rights registration.
- Student Creativity Programme training, supporting research development, community service, entrepreneurship, creative initiatives, and the application of science and technology, all of which are nationally competitive.
- Training in reference management (through software Mendeley) and access to the Scopus database, helping students maintain academic integrity and improve research quality.

Examination and Final Thesis

The three study programmes conduct exams according to UMS standards, using a predefined template. Exams may include written tests (essays and multiple-choice) or performance-based assessments (oral tests, presentations, and projects), depending on the CLOs. Courses focusing on cognitive achievement typically use written exams, while those emphasising skills incorporate performance tests or projects.

Exam questions are peer-reviewed by subject lecturers to ensure

- alignment with CLOs and PLOs,
- relevance to course content,
- appropriate difficulty level, and
- adherence to UMS formatting standards.

For example, performance assessments in Mirco Teaching courses evaluate students' teaching, classroom management, and interaction skills. **SPAE** applies project-based assessments for digital business model design in entrepreneurship courses and case studies for preparing Excel-based financial statements, alongside problem-solving exams for advanced financial accounting. **SPME** evaluates students' ability to develop ICT-based mathematics learning media through project assessments, while Differential Equations courses use problem-solving exams. **SPETE** applies project-based evaluations in Indonesian Language Education courses to assess learning media innovation, and case-based problem-solving exams to gauge students' approach to multicultural education.

The thesis examination measures students' ability to identify problems and apply scientific research methods, representing the final stage of PLO achievement. The thesis examination form has a standardised format, contained in the Thesis Writing Guidelines and accessible by students online. Students are guided on thesis procedures, from initiation to examination.

Thesis assessment covers three aspects:

1. the report (originality, writing style, problem formulation, objectives, theoretical basis, research methods, findings, and discussion),
2. the examination (subject mastery, ability to answer questions, argumentation, and presentation skills), and
3. the publication manuscript (substance, originality, analytical depth, updated references, and adherence to academic writing standards).

Thesis outputs are encouraged for publication in national and international journals or conference proceedings and may contribute to Intellectual Property Rights. This is supported by a minimum requirement for international journal references in thesis publication articles.

Appraisal:

The **SPAE** curriculum's structure and content consistently reflect the strategic orientation of the study programme. With compulsory and elective courses spanning education science, accounting, and entrepreneurship, the curriculum not only prepares students to become accounting educators but also equips them for diverse roles in the job market. Modules such as Business Ethics, Sharia Financial Accounting, and Integrated Quality Management, alongside practical components like Field Work Practices, directly support employability. The inclusion of targeted electives further broadens career prospects beyond teaching, particularly in accounting, finance, and entrepreneurial sectors.

For **SPME** and **SPETE**, the curriculum adequately reflects the qualification objectives of the study programmes. Moreover, the contents of the modules/courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

The degree and programme name correspond to the contents of the curriculum and the programme objectives for all three study programmes.

Theoretical questions are, where possible, explained by means of practical examples. To the expert panel, this was more visible regarding SPME and SPETE. While SPAE courses also offer a solid theoretical foundation and have practical examples, the integration of more even more practical applications such as case studies and exercises would enhance students' ability to apply their knowledge in real-world contexts. This approach supports deeper learning, strengthens problem-solving skills, and better prepares graduates for professional challenges beyond the academic environment. Therefore, for **SPAE**, the expert panel **recommends** incorporating more practical applications, such as case studies and exercises, into the courses.

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated. For all three study programmes, the expert panel **suggests** considering the development of a new module focused on sustainability, or integrating the topic of sustainability in the Module "Business Ethics" (in the case of SPAE), to ensure that students critically engage with contemporary ethical challenges and develop a holistic understanding of their societal impact. This is in view of the graduate profile of an "entrepreneur" and the United Nations sustainable development goals.

Students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the modules/courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.1 Contents | | | | | |
| 3.1.1* Logic and conceptual coherence (Asterisk Criterion) | | SPAE | SPME SPETE | | |
| 3.1.2* Rationale for degree and programme name (Asterisk Criterion) | | | X | | |
| 3.1.3* Integration of theory and practice (Asterisk Criterion) | | | X | | |
| 3.1.4 Interdisciplinary thinking | | | X | | |
| 3.1.5 Ethical aspects | | | X | | |
| 3.1.6* Methods and scientific practice (Asterisk Criterion) | | | X | | |
| 3.1.7* Examination and final thesis (Asterisk Criterion) | | | X | | |

3.2 Structure

The curriculum of the three study programmes is designed so that students can achieve PLOs over eight semesters. In each semester, students take 19 to 24 SKS credits according to the academic achievements of the previous semester. Each course and information about the PLO load is presented in the Semester Learning Plan (RPS).

Table 14 Summary of SPAE, SPME and SPETE Structure

| Aspect | SPAE | SPME | SPETE |
|--|---|------------------------------------|------------------------------------|
| Projected study time | Four years/eight semesters | | |
| Number of Credit Points (CP) | 146 SKS credits (233.6 ECTS credits) | 144 SKS credits (216 ECTS credits) | 144 SKS credits (216 ECTS credits) |
| Workload per CP | 1 ECTS credit = 25 Hours 1 SKS credit = 1.6 ECTS credits | | |
| Number of modules | 70 | 78 | 73 |
| Time required for processing the final thesis and awarded CP | Six months equals to 7.25 ECTS | | |
| Number of | 146 SKS credits / | 144 SKS credits / | 144 SKS credits / |

| Aspect | SPAE | SPME | SPETE |
|---------------|--|--|--|
| contact hours | 121.38 ECTS credits consisting of 112 SKS credits for face-to-face classes; 34 SKS credits for practicum | 113,92 ECTS credits consist of 115 SKS credits for face-to-face classes and 29 SKS credits for practicum | ECTS 124,16 credits consisting of 107 SKS credits for face-to-face classes and 37 SKS credits for practicum. |

Study and Exam Regulations

The study and examination regulations of FTTE can be accessed by students via the Academic Bureau website or at <https://fkip.ums.ac.id/>. The FTTE academic guidelines contain regulations related to the SKS credit system, student learning periods and workload, course grouping, examination implementation, assessment system, evaluation of study results, Intermediate Semester, Remedial Examination and Competency Strengthening Program, final study programme evaluation, academic supervisor, study dropout, leave of absence, quitting classes, field and laboratory practice programmes, thesis, and academic administration procedures. These regulations are evaluated annually to ensure its compliance with internal and national policies.

A semester is conducted for sixteen weeks, including midterm exams (eighth week) and final semester exams (sixteenth week). The implementation of exams is determined based on the University's academic calendar. The study period for students of the three study programmes is four years. At the end of their studies, students receive a Bachelor's degree with documentation of the results of academic activities in the form of grade transcripts and non-academic activities outside the curriculum recognised through the Diploma Supplement.

Regarding the MBKM programme, students can participate in part of the learning process and take a maximum of three semesters outside their study programme, subject to the following provisions:

- One semester of learning is conducted outside their study programme but still within UMS.
- One semester of learning is carried out outside UMS at other universities.
- One semester of learning is carried out outside UMS at institutions or agencies other than universities.

Based on the Decree of the Dean of FTTE UMS No. 189/A.3-III/FKIP/VI/2021 concerning policies for student mobility schemes (inbound and outbound), students participating in this activity can transfer courses taken at other institutions into their study programme curriculum without extending their study period. In addition, activities carried out in the field – such as in schools and communities – can also be converted into study programme courses through ISF and ESCS.

Feasibility of Study Workload

The curriculum for the three study programmes is designed with a maximum of 21 SKS credits per semester. However, students with strong academic performance (GPA > 3.20) may take up to 24 SKS credits, in accordance with statutory provisions. Practicum courses are distributed proportionally across semesters, aiming to ensure a balanced workload for field practice in both odd and even semesters.

Regarding exams, the exam timetable is structured so that students do not have more than one exam per day.

To support students struggling with academic demands, the study programmes provide academic supervisors who monitor progress. According to UMS Quality Procedure Number 8 on academic design, advisors guide course selection to align with student abilities, semester GPA, applications, and individual needs. Advisors also offer guidance on the MBKM programme, which is later converted to SKS credits.

For non-academic concerns, UMS offers the Student Mental Health and Wellbeing Support Centre, which students can access free of charge.

Equality of Opportunity

UMS is committed to gender equality and non-discrimination by students, staff, or lecturers. According to the Chancellor's Decree Number 84.1/I/2018, Chapter III, Article 3, all students are treated equally, regardless of gender, race, skin colour, nationality, ethnic origin, marital or parental status, age, disability, or socio-economic background.

UMS provides opportunities for students with disabilities, including

- time extensions for assignments and exams,
- alternative exam formats,
- modified class attendance policies,
- assistive technologies such as screen readers or hearing aids,
- accessible venues and priority seating arrangements,
- support services such as note-taking assistance, interpreting or academic mentoring or counselling.¹⁸

For students facing financial difficulties, UMS offers several scholarship schemes, including the Kyai Haji Ahmad Dahlan Scholarship, Tunas Muhammadiyah & Wilayah Scholarship, UMS Excellence Scholarship, UMS Achievement Scholarship, UMS International Scholarship, Hafiz Al-Qur'an Scholarship, and KIP-College Scholarship. Additionally, non-UMS scholarships available include those aimed at enhancing academic achievement, Tuition Fee Assistance from YTA Astra, Bank Jateng Syariah, and the Central Java Provincial Education Office, as well as BIDIKMISI Scholarships, Smart Light Scholarships, and Alumni Scholarships. To further assist students, UMS allows tuition fees to be paid in two instalments per semester – at the beginning and mid-semester.

International students experiencing financial difficulties related to immigration issues are eligible for loan assistance under UMS policies.

Dormitory services are also provided for international students and those facing economic hardship, with facilities including laundry subsidies, meal subsidies, and learning support.

All UMS students receive free healthcare services at the Muhammadiyah Health Centre and Soelastri Dental and Oral Hospital. Personal accident compensation is outlined in the Rector's Decree Number 015/I/2020.

¹⁸ FTTE Standard Operating Procedure Providing Academic Accommodations for Students with Disabilities and Temporary Medical Conditions, p. 3.

Appraisal:

The programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules/courses and assign credits per module/course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The module/course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated; the recognition of periods of practical work is also clearly defined.

The feasibility of the study programmes' workload is ensured by

- a suitable curriculum design,
- a plausible calculation of workload,
- an adequate number and frequency of examinations,
- appropriate support services as well as
- academic and general student counselling.

When reviewing the workload, the University also takes into account evaluation findings, including student feedback and the programmes' success rate.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as foreign students, students from a remote area, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. During the review process, the expert panel observed that while current examination practices are robust and generally well-administered, there remains potential for unconscious bias to influence grading outcomes, particularly in subjective assessments such as essays, written reports, or open-ended responses. Blind testing, wherein student identities are concealed from evaluators during the marking process, is a widely recognised method for mitigating such bias. The expert panel therefore **recommends** implementing blind testing procedures.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2 Structure | | | | | |
| 3.2.1* Modular structure of the study programme (Asterisk Criterion) | | | X | | |
| 3.2.2* Study and exam regulations (Asterisk Criterion) | | | X | | |
| 3.2.3* Feasibility of study workload (Asterisk Criterion) | | | X | | |
| 3.2.4 Equality of opportunity | | | X | | |

3.3 Didactical concept

The three study programmes follow the Quality Standards for the UMS Learning Process (SM-UMS-03), ensuring a student-centred approach (SCL) to achieve Course Learning Outcomes. These principles are embedded in the Semester Learning Plan, which outlines various learning methods and is evaluated for alignment with CLOs. The Semester Learning Plan is introduced at the start of lectures and is accessible via the Learning Management System (LMS). In line with Ministerial Regulation Number 53 of 2023, the learning process adheres to SCL.

In **SPAE**, the Accounting Learning Strategy course employs project-based learning, problem-based learning, and role-playing. Problem-based learning aims to help students identify solutions to accounting strategies, while role-playing simulates real-world applications. Students can engage in discussions, group projects, and problem-solving exercises tailored to the subject. This course connects with Mirco Teaching, field practice, learning planning, and research.

In **SPME**, lectures focus on creativity, independent learning, and student needs. The Mirco Teaching Course involves hands-on teaching practice in the Mirco Teaching Laboratory. Other courses apply varied methods: Differential Equations combines lectures with problem-based learning; ESCS and Mathematics Learning Problems use case-based and project-based approaches. Mathematics Learning Application Design and Manipulative Teaching Aid Design focus on developing teaching materials.

In **SPETE**, learning is project-based, aiming to produce tangible outcomes. For example, in the Elementary School Indonesian Language course, students analyse childhood fears and design picture storybooks as solutions. The Psychology of Education course involves case analysis of learning-related psychology. Guidance and Counselling Services for Elementary School requires students to identify cases, create dialogue scripts, and practise counselling. Mirco Teaching enables peer feedback and develops teaching skills, including lesson structuring, classroom management, and discussion facilitation.

Course Materials

The three study programmes provide various learning resources to support students in achieving their CLOs as outlined in the Framework of the Indonesian National Curriculum for Undergraduate Programmes. Lecture materials include broadcasts, books, modules, journals, and videos, along with activities aligned with CLOs, such as:

- Analysing data presented by lecturers.
- Solving contextual problems through research, data analysis, and conclusions.
- Completing exercises based on lecture content.
- Engaging in project-based learning activities.

Lecture materials are available on the LMS at myedu.ums.ac.id and spada.ums.ac.id, which undergo peer review to ensure alignment with the Structured Learning Plan and CLOs. Teaching materials are regularly updated through team teaching to reflect developments in science, industry needs, policies, and community demands. Students also have access to textbooks, e-books, and journals via the UMS digital library.

According to UMS Quality Standards, online lectures constitute 25% of total course meetings, providing students with experience in technology-enhanced learning. Given that prospective teachers form part of the graduate profile, students are also trained in using technology for education. Online lectures include prepared materials in the LMS, where lecturers facilitate interactive discussions.

Guest lecturers

The three study programmes invite guest lecturers and practitioners, both national and international, to support the achievement of PLOs and provide students with new experiences. The selection of guest lecturers and practitioners is based on core or additional qualifications relevant to the programme, as well as work experience and expertise. This activity is outlined in the Study Programme Operational Plan Document and is scheduled annually. Its implementation is integrated into students' courses and other academic activities.

Lecturing tutors

The three study programmes implemented student assistants to help with English for Academic Purpose and Standardised Test Preparation lectures. This activity is simultaneously carried out every Saturday for first-year students, with older students assisting younger students. The study programmes also facilitate student club activities that provide opportunities for students to exchange experiences across student generations.

Appraisal:

The didactical concepts of the study programmes are described, plausible, and oriented towards the programme objectives. The expert panel notes that the principles of student-centred learning (SCL) are systematically embedded within the curriculum, which serves as a guiding framework for teaching and learning activities. Across all three programmes, a variety of teaching methods are employed, with a strong emphasis on project-based and problem-based learning. In SPAE, for instance, the Accounting Learning Strategy course integrates role-playing and collaborative problem-solving to simulate real-world scenarios, effectively linking theory with practice. In SPME, the Mirco Teaching Laboratory provides students with hands-on teaching experience, while other modules incorporate case-based and design-oriented approaches to foster creativity and independent learning. SPETE similarly applies project-based learning to produce tangible outputs, such as picture storybooks and counselling scripts, which reflect students' engagement with authentic educational challenges.

The expert panel particularly commends the initiative within SPME, where lecturers have developed their own teaching methods derived from their research and tailored student needs. This reflects a strong commitment to pedagogical innovation and reinforces the active role of students in shaping their own learning process.

The used blended learning/distance learning methods are suited for distance learning. They include, for instance, independent work with the course materials, lectures, business games, and case studies. The selection and kind of the didactic materials (printed teaching material, textbooks, digital media) correspond to the study programme objectives.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for

the students. They are user-friendly and encourage students to engage in further independent studies. Although the study programmes are primarily delivered in Indonesian, the expert panel considers the integration of more English-language literature to be beneficial for both academic and professional development. Exposure to international sources enables students to engage with a broader range of scholarly perspectives and stay abreast of global developments in their field. Moreover, it strengthens students' language competencies, which are increasingly essential in international academic and labour market contexts. Incorporating more English-language literature would thus enhance the programmes' relevance and support graduate mobility. Therefore, for all three study programmes, the expert panel **recommends** using more English language literature.

The expert panel observed that the current use of multiple software tools across similar applications may lead to unnecessary complexity and cost for both students and teaching staff. By selecting open-source solutions such as "R" or "Octave" and standardising software use per application area, the programmes can promote consistency in teaching, reduce licensing costs, enhance accessibility, and improve alignment with industry standards. Therefore, the expert panel **suggests** choosing open-source software solutions like "R" or "Octave" and standardising on a single software option per use case.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. To further enhance the graduate profile of an "Entrepreneur" of the study programmes, the expert panel **recommends** increasing the number of qualified guest lecturers from non-university sectors – particularly those from entrepreneurial backgrounds. Their contributions can significantly enrich the curriculum and strengthen the graduate profile by bridging academic content with entrepreneurial realities.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.3 Didactical concept | | | | | |
| 3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion) | | X | | | |
| 3.3.2* Course materials (Asterisk Criterion) | | | X | | |
| 3.3.3 Guest lecturers | | | X | | |
| 3.3.4 Lecturing tutors | | | X | | |

3.4 International outlook

The three study programmes incorporate international and intercultural elements to prepare graduates for global work environments. Students engage in inbound and outbound mobility schemes (Malaysia and Thailand) and ESCS abroad, fostering cross-cultural adaptation. Guest lecturers from various countries further enhance the international academic atmosphere. Students can also gain intercultural experience through practical engagement, including ESCS placements across Indonesia.

International content is embedded in compulsory courses such as English for Academic Purposes, Standardised English Test Preparation, Educational Research Methodology, Educational Management, and for **SPAE** in various accounting courses.

In **SPME**, international competencies are reflected in PLO 1, PLO 2, and PLO 3, with courses including Mathematics Learning Innovation and STEAM Learning. Intercultural aspects are covered through Ethnomathematics, Realistic Mathematics, and ESCS, alongside opportunities to intern at internationally oriented schools and guide foreign student interns.

In **SPETE**, competencies align with PLO 2, PLO 3, PLO 4, and PLO 12. Courses such as Social Science Education, Multicultural Education, Inclusive Education, and Entrepreneurship provide tools for navigating culturally diverse classrooms. International teaching placements and collaborations with schools in diverse communities allow students to apply theoretical knowledge in real-world settings.

Regarding the internationality of the student body

FTTE welcomes international students from ASEAN, East Asia, West Asia, and Africa, with recruitment managed by the Bureau of Collaboration and International Affairs. Students are recruited through promotions, institutional partnerships, and scholarships. The Indonesian for Foreign Students (ISF) programme helps international students learn Indonesian intensively. UMS aims to foster a supportive environment through cultural gatherings, traditional food events, discussions, mentoring, and diverse student dormitories.

While **SPAE** currently has no international students, scholarship opportunities remain open year-round for all study programmes. **SPME** has hosted international students and interns, including one student from Thailand in 2018, Five mathematics education students from Thailand and Vietnam in 2019, and Two interns from Universiti Pendidikan Sultan Idris Malaysia in 2020. **SPETE** has welcomed one student from Thailand in 2020 and Two students from the Philippines interning at a laboratory school in collaboration with SPETE in 2023.¹⁹

Regarding the internationality of faculty

UMS aims to strengthen its international reputation by supporting lecturer internationalisation. This includes scholarships and training abroad, annual visiting lecturers, guest lecturers at universities overseas, international research collaborations, joint publications, and participation in global conferences. These initiatives align with the PEOs of each study programme and are integrated into annual operational plans at the bureau, FTTE, and programme levels.

Regarding foreign language contents

For the three study programmes, Indonesian is the primary language of instruction. However, English proficiency is essential for achieving the PEOs. English is incorporated into courses such as English for Academic Purposes and Standardised English Test Preparation, as well as in course materials, literature, and the Learning Management System.

Students must also complete the English Tutorial Programme to enhance their speaking and writing skills. Additionally, they can join English development courses offered by the Centre for

¹⁹ UMS SER, p. 50.

Language and General Science, which are available at beginner, intermediate, and advanced levels.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. For all three study programmes, the expert panel **recommends** including more foreign language contents and resources as well as more contents regarding intercultural competencies and skills. For **SPAЕ**, the expert panel furthermore **recommends** developing a module or course on international accounting standards.

The University's strategic goals include an international orientation, yet the current composition of the student body of the three study programmes does not reflect this ambition. To ensure alignment with the University's strategic goals, it is advisable to develop a targeted and measurable strategy for attracting international students. Such efforts would not only enhance intercultural competencies among future educators but also strengthen the global relevance of the programmes within Indonesia's evolving educational landscape. Therefore, the expert panel **recommends** the study programmes formulating a goal-oriented and quantifiable plan to attract international students.

The international composition of the faculty (teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The qualification objectives of the three study programmes suggest a level of international readiness and communicative competence that is not fully reflected in the current curriculum. The limited presence of foreign language courses, particularly in English, may hinder students' ability to engage with global academic discourse and professional environments as well as hinder the study programmes' national and international competitiveness. Introducing more courses taught in English would strengthen linguistic proficiency, broaden academic horizons, and better prepare graduates for international collaboration and mobility within the education sector as well as strengthening the study programmes' competitiveness. Thus, similarly to the recommendation above regarding materials and resources in English, the expert panel **strongly recommends** introducing more courses taught in English. The development of courses taught in English courses can be guided by the potential future markets that graduates are likely to enter, where English proficiency will be an asset.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.4 Internationality | | | | | |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion) | | | X | | |
| 3.4.2 Internationality of the student body | | | | X | |
| 3.4.3 Internationality of faculty | | | X | | |
| 3.4.4 Foreign language contents | | | | X | |

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

SPAE integrates theory and practice to enhance graduate employability, embedding this approach in core, pedagogic, and elective courses:

- **Banking Accounting:** Covers fundamental financial accounting principles, banking transactions, sources and investment of funds, bank services, commitments, contingencies, financial statements, and analysis.
- **Village Government Accounting Practices:** Focuses on accounting procedures for village financial planning, implementation, administration, and reporting.
- **BFW (Banking and Finance Work):** Requires internships in companies, banks, financial institutions, and industries to develop practical accounting skills aligned with industry demands.
- **Accounting for Micro, Small, and Medium Enterprises (MSMEs) and Cooperatives:** Explores accounting practices for MSMEs and cooperatives, their role in the economy, financial transactions, accounting cycles, and financial statements.
- **Sharia Financial Accounting:** A compulsory course for eighth-semester students covering sharia accounting principles, financial reporting for Islamic institutions, and accounting for Murabahah, Mudharabah, Musyarakah, Salam, Istishna, and Ijarah transactions.
- **ISF (Internship in Schools and Finance):** Offers students hands-on experience applying accounting skills in an educational setting, bridging theoretical knowledge with practical proficiency

In **SPME**, students receive soft and hard skills training to prepare for the workforce, including Management Skill Basic Training, entrepreneurship workshops, and soft skills development. SPME equips graduates with relevant skills through courses such as ISF I, ISF II, and ESCS, which provide direct school internships.

Entrepreneurship and Digital Marketing courses help shape edupreneur graduates in education, while the *Teaching Mathematics in English* elective enhances additional competencies. Students can also participate in national programmes by the Ministry of Education and Culture, such as teaching campus placements, corporate internships, and independent entrepreneurship programmes.

The *Teaching Campus* programme enables students to collaborate with teachers and develop innovative learning solutions. The *Certified Internship Programme* provides industry experience, while the *Merdeka Student Exchange* offers opportunities to study at other campuses and explore cultural diversity. The *Independent Entrepreneurship Programme* fosters entrepreneurial skills through off-campus activities.

SPETE graduates develop employability through:

- Integration of theory and practice in courses such as *Educational Psychology*, *Guidance and Counselling*, *Learner Development*, *Inclusive Education*, and others. Students conduct school visits, observing emotional, social, and cognitive development in pupils.

- Supportive skills training, including leadership, teamwork, and problem-solving, delivered through *Scouting*, *Hizbul Wathan*²⁰, *Management Skill Basic Training*, and IT workshops.
- Multidisciplinary competencies, strengthened through *ISF I*, *ISF II*, and *ESCS*. These courses encourage students to analyse school challenges, identify causes, and develop solutions, while improving interpersonal skills through direct engagement with school and community members, preparing them for roles as education consultants.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.5* | Multidisciplinary competences and skills (Asterisk Criterion) | | | X | | |

3.6 Skills for employment / Employability (Asterisk Criterion)

Skills for Employment in SPAE

SPAE aims to enhance employability by integrating theory and practice through core, pedagogic, and elective courses, including:

- Banking Accounting covers financial transactions, fund management, and financial statement analysis.
- Village Government Accounting Practices focuses on financial planning, implementation, and reporting in village administration.
- BFW Internship provides hands-on experience in financial institutions and industries.
- Accounting for Micro, Small, and Medium Enterprises and Cooperatives explores accounting principles for small businesses and cooperatives.
- Sharia Financial Accounting introduces Islamic finance concepts, transaction recording, and profit-sharing mechanisms.
- ISF Internship allows students to apply accounting skills in an educational setting.

Skills for Employment in SPME

Students receive soft and hard skills training, including management skills, entrepreneurship workshops, and digital marketing. Courses like *ISF I*, *ISF II*, and *ESCS* provide direct internship experience in schools, supporting career readiness in education. Additionally, students engage in national programmes, including teaching campus initiatives, internships, and entrepreneurship schemes.

²⁰ Hizbul Wathan is an Indonesian Islamic scouting organisation affiliated with Muhammadiyah, dedicated to shaping young people into responsible and morally grounded citizens through education, discipline, and community service.

Skills for Employment in SPETE

Graduate employability is strengthened through:

- Theory and practice integration – Courses such as Educational Psychology, Learner Development, and Inclusive Education include school visits and real-world observations.
- Specialised skills training – Courses like Scouting and Hizbul Wathan develop leadership, teamwork, and problem-solving abilities.
- Multidisciplinary competencies – ISF I, ISF II, and ESCS encourage problem-solving, critical analysis, and interpersonal skills, preparing students for careers in education consulting.

Appraisal:

The promotion of employability is a consistent and well-integrated feature across all three study programmes. Each programme combines theoretical foundations with practical experience to prepare future educators for diverse professional roles. SPAE equips students with accounting and financial literacy tailored to educational and community contexts; SPME fosters entrepreneurial and managerial skills for leadership in educational settings; and SPETE develops pedagogical expertise alongside multidisciplinary competencies relevant to inclusive and consultancy-based education. Through internships, school placements, and targeted skills training, the programmes ensure that graduates are prepared to contribute meaningfully to the education sector as well as to the entrepreneurial sector.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.6* Skills for employment / Employability (Asterisk Criterion) | | | X | | |

4. Academic environment and framework conditions

4.1 Faculty

Based on the section on Lecturers and Higher Education Personnel Standards in the Regulation of Ministry of Education and Culture Number 3 of 2020, the minimum number of permanent lecturers in each Bachelor study programme is five, with a minimum qualification of a Master's degree. In the three study programmes, numbers of lecturers are as follows:

Table 15 Number of lecturers teaching in the three study programmes

| Lecturer Category | SPAE | SPME | SPETE |
|---|------|------|-------|
| Full Time Lecturers | | | |
| Professors | 2 | 2 | 1 |
| Doctors | 9 | 6 | 10 |
| Masters | 4 | 10 | 13 |
| Total Full Time Lecturers | 15 | 18 | 24 |
| Part Time Lecturers (Retired Former Lecturers and Professionals) | | | |
| Professors | 0 | 0 | 0 |
| Doctors | 0 | 2 | 0 |
| Masters | 7 | 5 | 7 |
| Total Part Time Lecturers | 7 | 7 | 7 |
| Total all lecturers | 22 | 25 | 31 |

As of the submission of the Self-evaluation report, SPAE has 15 full-time lecturers and seven part-time lecturers. Permanent lecturers teach courses related to pedagogy, economics, accounting, and curriculum studies, while part-time lecturers teach according to their expertise and experience. The lecturer-to-student ratio at SPAE is 1:26.

As of the submission of the Self-evaluation report, SPME has 18 full-time lecturers and seven part-time lecturers. Full-time lecturers teach courses in pedagogy, mathematics, and instructional design in mathematics, while part-time lecturers teach according to their expertise and experience. These include teacher-element practitioners, data-processing practitioners, software experts, professionals from the entrepreneurial sector, and curriculum practitioners.

As of the submission of the Self-evaluation report, SPETE has 24 full-time lecturers and seven part-time lecturers. SPETE lecturers teach courses in elementary school education, including Natural Sciences, Social Sciences, Mathematics, Indonesian Language, Sports Education, Pancasila and Citizenship, Educational Psychology, Cultural Arts Education, and *Al-Islam Kemuhmadiyah* (Islam and Muhammadiyah Studies). Part-time lecturers are recruited based on their expertise and experience, including teacher practitioners, cultural arts practitioners, and curriculum specialists.

All Study Programmes Regarding Academic Qualification of Faculty

Lecturer recruitment is conducted through a recruitment system²¹ managed by the Bureau of Human Resources and Development. The general requirements for prospective lecturers are:

²¹ <https://rekrutmen.ums.ac.id/dosen>.

- A minimum of a Master's degree with a GPA of 3.5.
- An IELTS score of at least 5.5 or an equivalent qualification.
- Being physically and mentally healthy, as well as drug-free.

Furthermore, the recruitment process includes an assessment of administrative suitability, an English proficiency test, an *Al-Islam* and *Kemuhammadiyahan* test, an academic potential test, Micro Teaching relevant to the study programme, a research proposal evaluation, and an interview. These tests are designed to ensure that lecturers are well-equipped to conduct teaching, research, and community service activities effectively, thereby supporting students in achieving PEO and PLO.

In line with Ministry of Education and Culture Regulation No. 3 of 2020, undergraduate programme lecturers must hold a Master's degree relevant to their field. The initial recruitment process includes administrative verification to ensure alignment between the lecturer's expertise and the study programme.

SPAE lecturers must have a background in accounting education, economics education, accounting science, or education management. SPME lecturers should be graduates of mathematics education, mathematics, or statistics. SPETE lecturers typically hold degrees in fields such as Mathematics, Natural Science, Social Science, Indonesian Language, Civics, Physical and Sports Education, and Language.

Lecturers across all three programmes are assigned courses that align with their academic specialisations to ensure the achievement of PLOs. For instance, SPAE lecturers teach subjects within their fields of accounting, education, or economics; SPME lecturers deliver mathematics-related courses based on their expertise in Mathematics or Mathematics Education; and SPETE lecturers cover educational and artistic subjects according to their qualifications.

UMS facilitates lecturers in self-development, such as 1) international conference participation facilities; 2) assistance in preparing articles for publication in reputable journals; 3) assistance in preparing external funding proposals; and 4) facilitation of further studies. Thus, lecturers can improve their academic quality. The three study programmes also encourage lecturers to obtain educator certification. The educator certification assesses the professionalism of lecturers to determine the suitability of lecturers in carrying out their duties. As of September 2025, the percentage of lecturers who obtained National Lecturer certificate is 87% in SPAE, 95% of SPME, and 83% of SPETE.

Table 16 Academic qualifications and certification of full-time lecturers

| Category | Number of Lecturers | | |
|---|---------------------|------|-------|
| | SPAE | SPME | SPETE |
| Full Professor | 2 | 2 | 1 |
| Associate Professor | 2 | 2 | 7 |
| Assistant Professor (Lector and Expert Assistant) | 11 | 14 | 16 |
| Educator Certified Lecturer | 11 | 16 | 21 |

Promotion requires achieving specific scores in teaching, research (including journal publications, international conference presentations, or research product recognition), and community service. The academic ranks of full-time UMS lecturers are structured as follows:

1. Full Professor must hold a doctorate, have at least ten years of lecturing experience, and have served as an Associate Professor for at least two years. They must attain a minimum score of 850 across teaching, research, and service and have a publication in a reputable international journal. Their work must be relevant to the study programme's scientific focus.
2. Associate Professors hold either a Master's or Doctoral degree and must achieve a minimum score of 400 across teaching, research, and service, ensuring relevance to their field. They are required to conduct research and publish their findings in reputable national or international journals.
3. Lecturers hold a Master's or Doctoral degree and must score at least 300 in teaching, research, and service. Their work should align with the study programme, and they are responsible for conducting research and publishing in national or international journals.
4. Expert Assistants must achieve a minimum score of 150 across teaching, research, and service, with all activities relevant to the study programme.

Every semester, full-time lecturers must report their portfolios of their teaching, research, and service performance to UMS and the Ministry of Education and Culture through a government system (<https://sister.kemdikbud.go.id/>). The research field includes the publication of articles in national and international journals or proceedings, as well as writing books.

All Study Programmes Regarding Pedagogical / Didactical Qualification of Faculty

During recruitment, lecturers' pedagogical and didactic qualifications are assessed through Mirco Teaching tests. They prepare lecture plans, teaching materials, and learning media, then demonstrate them with students. The lecturers' performance is evaluated by three examiners from the study programme, FTTE, and UMS.

To enhance pedagogical skills, lecturers are encouraged to participate in workshops, seminars, and training programmes, both domestically and internationally. These activities are fully supported by the HEI in collaboration with the faculty, including funding for transportation, accommodation, and registration fees. Applications are submitted and approved online by the Head of the Study Programme, the Dean, and the Vice-Rector II.

UMS also provides training to develop lecturers' teaching abilities, including:

- PEKERTI (Training to Improve Basic Instructional Technique Skills)
- Innovative Learning Training
- Online Learning Training
- Semester Lesson Plan Preparation Training
- Interactive Content Training

Each year, UMS rewards outstanding lecturers in various categories, such as excellence in Learning Management System content and publication achievements.

All Study Programmes Regarding Practical Experience of Faculty

SPAIE lecturers have experience in entrepreneurship and education. Some supervise government-run independent entrepreneurship programmes, support the Teaching Campus

programme, ISF, and ESCS, and assess prospective Teacher Professional Programme students. Others work as educational consultants or counsellors, providing guidance on both educational and non-educational issues. Part-time lecturers with business experience teach entrepreneurship and financial management courses, offering both theoretical and practical insights.

Many **SPME** lecturers have backgrounds in school teaching, participate in lecturer teaching assignments, and engage in community service supporting mathematics educators. They also serve as field supervisors in initiatives such as the Teaching Campus programme, ESCS, ISF, gaining firsthand insights into school conditions. Full-time lecturers conduct annual research and community service to identify challenges in education and propose solutions. Part-time lecturers work as teachers and teach courses on designing manipulative teaching aids and learning applications. Some also have entrepreneurial experience and teach Entrepreneurship, Start-Up Business, and Digital Marketing.

SPETE lecturers aim to bridge theory and practice through research and service. Their school teaching experience aims to foster students' physical, moral, social, emotional, cultural, and intellectual growth. Research on child protection is integrated into Counselling Guidance for Elementary School lectures. Part-time lecturers contribute as dance coaches and instructors for singing courses.

All Study Programmes Regarding Internal Cooperation

Lecturers collaborate in various activities. In research groups, they discuss research proposals, share working papers, and co-author publications. In team teaching, they prepare lesson plans, teach together and contribute to textbook writing. At the beginning and end of each semester, allied lecturers gather to review exam questions to ensure questions are in accordance with CLOs, PLOs, templates and student cognitive levels. At the start of each semester, lecturers review and update modules to align with the schedule and student needs.

Coordination meetings between the head of the study programme and lecturers take place monthly, while scientific discussions are held every three months. Regular meetings between study programme heads ensure cooperation across programmes.

SPME organises at least four scientific discussions for lecturers each year, focusing on the latest developments in education and learning. Additionally, SPME hosts an international conference to present research findings and discuss current topics in mathematics and mathematics education. Beyond academics, SPME holds a quarterly gathering for lecturers and their families. This event fosters social, familial, and religious connections, helping strengthen workplace relationships.

Student support by faculty

Student support includes counselling, academic advising, final project guidance, student club mentoring, and competition assistance. Students can seek help during office hours, either in person—preferred by lecturers—or online.

Academic advisors provide scheduled guidance, typically four times per semester, assisting students with study planning, learning challenges, and academic progress. They monitor students' performance, with special support and guidance given to those with a GPA below 3.0.

Final project supervision is conducted by lecturers in coordination with the study programme through face-to-face meetings, online sessions, email, and WhatsApp. Thesis guidance is documented via an online system (<https://myskripsi.ums.ac.id/>). Lecturers often provide additional support outside working hours.²²

Student Club Mentoring takes place at both faculty and programme levels. At the faculty level, the Vice Dean III coordinates student organisations such as the Student Executive Board, theatre club, music club, and nature lovers club.

- **SPAE** supports student associations in organising seminars, competitions, and service activities. It also facilitates study groups, including the Accounting Study Club for accounting and finance discussions, the Entrepreneurship Study Club for entrepreneurship-related topics, and the Education Study Club for education-focused discussions.
- **SPME** assists student groups in organising seminars and competitions. Lecturers also support the Mathematics Writing Club and Mathematics Olympiad Club.
- **SPETE** mentors the SPETE Student Association, which runs annual initiatives such as the Student Creativity Programme Workshop, SPETE Islamic Festival, and Editing Application Training. SPETE also hosts smaller groups like the Champion Club, led by lecturers, and the English Club.

Lecturers also support students in preparing for academic and non-academic competitions, both offline and online. This includes competition planning, preparation of competition articles, review of competition products, presentation exercises, and others.

Student Support in Distance Learning

While the study programmes are primarily face-to-face, online learning has been integrated to provide prospective teachers with relevant experience.

During the pandemic, all lectures were delivered via “Schoology” and “MyEdu UMS” for asynchronous activities – such as material distribution, instructional videos, discussions, assignments, and exams – and synchronously via Zoom or Google Meet.

Currently, UMS policy requires lecturers to use the LMS, either “SPADA UMS” or “MyEdu UMS” at least three times per semester. This initiative aims to provide students with meaningful ICT experience and better prepare them for technological advancements.

Appraisal:

The structure and number of the faculty correspond to the programmes’ requirements and ensure that the students reach the intended qualification objectives. The faculty’s composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification as well as the pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support

²² UMS SER, p. 67.

in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience as well as teaching experience of the faculty corresponds to the requirement of the programmes to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Academic advisors offer regular guidance and targeted support for students facing academic challenges, while final project supervision is conducted by lecturers in coordination with the study programme through face-to-face meetings, online sessions, email, and WhatsApp. Thesis guidance is documented via an online system. During the on-site visit, the panel learned, that even beyond formal advising, lecturers are available outside office hours and actively engage in mentoring student clubs and preparing students for competitions. This comprehensive support system reflects a strong commitment to student success and well-being across all study programmes. The students are “fully content” with the support they receive.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.1 Faculty | | | | | |
| 4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | X | | |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.4 Practical business experience of faculty | | | X | | |
| 4.1.5* Internal cooperation (Asterisk Criterion) | | | X | | |
| 4.1.6* Student support by the faculty (Asterisk Criterion) | | X | | | |
| 4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | X | | |

4.2 Programme management

FTTE is managed by a Dean, who is assisted by four Vice Deans (Vice Dean of Academics, Vice Dean of Human Resources and Finance, Vice Dean of Student Affairs, and Vice Dean of Cooperation), along with quality assurance groups, laboratory heads, and education staff. The Dean is responsible for coordinating academic, administrative, and other activities. FTTE also has a senate consisting of senior lecturers and study programme heads, who collaborate with the Dean in the decision-making process.

Study programmes within FTTE are managed by a Head of Study Programme. According to Dean Decree No.286/A.3-III/FKIP/IX/2021 on the Job Descriptions of Structural Staff for 2021–2025, the main responsibilities of the Head of Study Programme are to:

1. Develop the study programme curriculum according to stakeholder needs, in coordination with the Dean / Vice Dean I and other study programmes.
2. Collaborate with the Dean in designing the Study Programme Development Plan and implementing academic activities at the programme level.
3. Coordinate and monitor the implementation of academic activities across the study programme as a whole.
4. Coordinate the lecturers within the study programme.
5. Oversee academic activities such as seminars, training, and discussions within each concentration area of knowledge.
6. Prepare lecture and examination schedules in line with the established academic calendar.
7. Direct and supervise the work carried out by units under the study programme.
8. Provide necessary facilities and infrastructure (literature and equipment) to support educational staff in conducting academic activities.
9. Plan and guide lecturers within the study programme.
10. Direct, monitor, and evaluate the implementation of academic activities at the programme level comprehensively.
11. Report *Catur Dharma* activities (Teaching, Research, Community Service, and *Al-Islam dan Kemuhammadiyah*) of the study programme to the Dean.

The Heads of the three study programmes regularly coordinate with the Dean of FTTE regarding programme management. The Head of the Study Programme oversees the implementation of education, research, and community service within each programme. The operational plan for each study programme is determined at the start of the academic year, preceded by an evaluation of the previous year's performance. This process includes activities aimed at strengthening and developing the study programme.

Regarding teaching activities, the Head of the Study Programme collaborates with the Secretary of the Study Programme to manage academic operations, including lecture schedules, final assignment supervision, and implementation of operational plans. Operational plan management is also conducted in coordination with the designated person-in-charge. Meanwhile, coordination with educational and administrative staff is handled by Vice Dean II, as these staff members assist in managing activities across all FTTE UMS study programmes.

The Dean of FTTE and the Head of the Study Programme also coordinate with various Bureaus at UMS to oversee activities, including the Academic Administration Bureau (academic coordination), University Asset Bureau (facilities and infrastructure coordination), Finance Bureau (staff and student financial coordination), Research and Innovation Institute (research coordination), and others. Coordination with these bureaus is conducted through meetings, email communication, or the respective bureau websites.

The Head of the Study Programme also engages with students through routine study programme dialogues and faculty dialogues, which enable students to provide input and suggestions to both the study programmes and FTTE.

Additionally, coordination with students is carried out through WhatsApp groups. This fosters communication between lecturers and students, allowing them to share suggestions and feedback related to student interests while promoting greater transparency.

Lecturer and student services are delivered both in person and online. Academic and general staff handle tasks such as class attendance, printing exam papers, and managing exam files. Lecture journals and teaching-related transport are managed online by FTTE finance staff. Students process graduation documents offline at the administrative office, while academic and financial matters are addressed online via the Academic Administration and Finance Bureau websites. UMS also offers online counselling through the Student Mental Health and Wellbeing Support” (SMHWS) Cell phone application. To enhance staff competencies, the three study programmes and FTTE collaborate with the Human Resource Development Bureau to provide training in areas such as service excellence, ICT, English language, administration, and through initiatives like Camp Baitul Arqam.

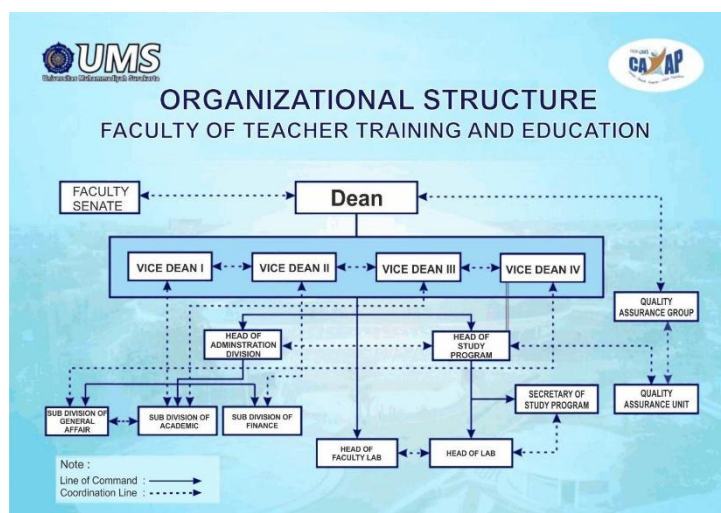


Figure 3 FTTE Organisational Structure

Appraisal:

The Heads of Study Programmes play a central role in promoting the systematic development of the study programmes. Their responsibilities encompass curriculum planning, academic coordination, staff supervision, and the implementation of education, research, and community service activities. Regular collaboration with the Dean and structured annual planning, which are grounded in performance evaluation, ensure that programme development is both strategic and inclusive of all relevant stakeholders.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available and acts as a service provider for students and faculty. During the review process, the panel learned that the commitment of administrative staff is highly valued by both lecturers and students, who rely on their efficiency and responsiveness in day-to-day matters. Students feel well-supported, particularly in navigating academic procedures, accessing resources, and resolving practical concerns.

Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development such as service excellence, and English language skills development.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.2 | Programme management | | | | | |
| 4.2.1* | Programme Director (Asterisk Criterion) | | X | | | |
| 4.2.2 | Process organisation and administrative support for students and faculty | | X | | | |

4.3 Cooperation and partnerships

In the UMS environment, legally cooperation is carried out at the university and faculty levels, but the implementation of cooperation is carried out by study programmes, faculties, and universities. Cooperation is carried out in the fields of education (development of learning media, student exchange, implementation of practical courses), research, publications, community service, and institutional development. FTTE has productive cooperation with institutions both nationally and internationally. At national level, FTTE has 210 collaborations with schools and 84 collaborations with state and private universities.²³ At international level, FTTE's most important collaboration are:

Table 17 Academic cooperation with International Academic Institutions (Selection)

| No. | Country | University / Institute |
|-----|-----------|---|
| 1 | Algeria | Faculty of Echahid Hamma Lakhdar University, |
| 2 | Korea | Vision University, College of Jeonju, Korea |
| | | Sunlin University, South Korea |
| | | Kyungdong University Korea (KDU), South Korea |
| | | Yongsan University, Korea |
| 3 | Taiwan | Asia University |
| | | National Dong Hwa University, Taiwan, ROC |
| | | Lunghwa University of Science and Technology, Taiwan |
| 4 | Singapore | National University of Singapore (NUS) |
| | | Temasek - National University of Singapore |
| 5 | Thailand | Fatoni University |
| | | Nakhon Pathom Rajabhat University |
| | | Pibulsongkram Rajabhat University (PSRU) |
| | | Khon Kaen University |
| | | Education Faculty Chulalongkorn University of Bangkok |
| 6 | Sri Lanka | Hapitigam National College of Education |
| 7 | Laos | Champassak University Lao |
| 8 | Malaysia | Universiti Pendidikan Sultan Idris |
| | | University of Malaysia Perlis |
| | | University Malaysia Sabah |
| | | Universiti Kebangsaan Malaysia |
| | | Universiti Teknologi Malaysia |
| | | Universiti Tun Hussein Onn Malaysia (UTHM) |
| 9 | Sweden | Lund University |
| | | Malmö University, Sweden |

²³ UMS SER, p. 70.

| No. | Country | University / Institute |
|-----|--------------------------|--|
| | | Swedish International Development Agent (SIDA) |
| 10 | Philippines | Centro Escolar University, Manila, Philippines |
| | | University Of Cordilleras, Philippines |
| | | Far Eastern University, Philippine |
| | | Ifugao State University, Philippines |
| 11 | United States of America | Angeles University Foundation |
| | | Minnesota University |
| | | University of Oregon |
| 12 | South Africa | Johannesburg, South Africa |
| 13 | Australia | Curtin University of Technology, Perth Australia |

All cooperation is documented through online system (<https://mypartnership.ums.ac.id/>). UMS has a Cooperation Standard Document and UMS cooperation policy (Rector's Decree number 33.2/II/2018).

The three study programs carry out cooperation to improve the quality of education, research, community service.

SPAE Regarding Cooperation with HEIs and Business Enterprises and Other Organisations

Regarding HEIs and academic institutions, SPAE has lectures delivered by lecturers from partner universities that aim to benefit students by providing additional insights, global perspectives, and a broader, deeper understanding of course materials related to research methodology, counselling guidance, educational management, basic accounting, and banking accounting.

For example, lectures have been conducted on research methodology by Hiroshima University, Japan, on educational management by the Ministry of Education and Culture, on guidance and counselling by the National University of Laos, on banking accounting by Xavier School of Management, Jamshedpur, India, and on introductory accounting and research methodology by Universiti Pendidikan Sultan Idris, Malaysia.

SPAE has also implemented an ESCS-integrated teaching practice programme in Malaysia, specifically through the ISF II and ESCS initiatives in Petaling Jaya, Selangor, Malaysia, where students engage in teaching practice activities. This programme aims to enhance the capacity and teaching skills of SPAE students, including school management skills, the development of learning tools, and the implementation of classroom learning.

Regarding business cooperations, SPAE has established cooperation agreements with various companies and organisations, including STAKO KOPI, which enables students to gain off-campus experience through the MBKM (*Merdeka Learning Campus Merdeka*, Emancipated Learning Experience Outside Study Programme). This partnership offers internships, particularly in business management. Additionally, SPAE collaborates with ROWN Division Distro Company, allowing students to conduct research in business management and digital marketing, enriching their understanding of business and technology.

SPAE also works with several village government institutions in the Soloraya region, providing students with hands-on experience in using technology for financial management at the village

level. This collaboration further enhances essential soft skills, such as teamwork, leadership, and community engagement.

The correlation between graduate profiles, PLOs, and cooperation partners is outlined in the following table.

Table 18 Correlation between Graduate Profile, PLOs, and Cooperation Partners at SPAE

| Profile | PLO | Cooperation Partner |
|------------------------------|--|---|
| Educator | [1], [2], [4], [5], [6], [8], [11], [12], [14] | Sekolah Menengah Kejuruan (SMK, Vocational High School) Muhammadiyah 1 Sukoharjo <ul style="list-style-type: none"> • SMK Negeri 1 Sragen • SMK Negeri 1 Pedan • SMK Negeri 1 Jatipuro • SMK Negeri 6 Surakarta • SMK Muhammadiyah 2 Klaten • SMK Muhammadiyah 3 Gemolong • SMK Muhammadiyah Kartasura • SMK Negeri 6 Sukoharjo • SMK Negeri 1 Banyudono • SMK Muhammadiyah 2 Karanganyar • SMK Negeri 1 Sukoharjo • SMK Negeri 3 Sukoharjo • SMK Negeri 1 Boyolali • SMK Muhammadiyah 1 Surakarta • SMK Muhammadiyah Delanggu • SMK Pandanaran • SMK Negeri 1 Musuk Sekolah Menengah Atas (SMA, Indonesian High School) <ul style="list-style-type: none"> • Batik 1 Surakarta • SMA Muhammadiyah 1 Karanganyar • SMA Muhammadiyah 1 Surakarta • SMA Muhammadiyah 1 Klaten • SMA Muhammadiyah 1 Sragen • SMA Muhammadiyah 2 Surakarta • SMA Muhammadiyah 3 Surakarta • SMK Negeri 4 Klaten • SMA Batik 2 Surakarta • SMK Negeri 1 Klaten • SMK Batik 2 Surakarta • SMP Muhammadiyah 11 Nogosari |
| Accounting and finance staff | [7], [9], [12], [13], [14] | <ul style="list-style-type: none"> • BUMDes Blulukan Gemilang • Rown Division Distro & Clothing Company • Kingkang Village Government, Klaten |
| Entrepreneur | [3], [9], [10], [12], [13], [14] | <ul style="list-style-type: none"> • Mushroom Farmers Group Bangunharjo • Sragen Stako Coffee |

SPME Regarding Cooperation with HEIs and Business Enterprises and Other Organisations

Regarding HEIs and academic institutions, SPEME cooperates inviting visiting lecturers, hosting guest lectures, and supporting lecturers in further studies, internships, and conferences. Key partners include Universiti Pendidikan Sultan Idris Malaysia (UPSI) and Nakhon Pathom Rajabhat University, Thailand. The visiting lecturer programme aims to enhance students' international experience and broadens their academic perspectives.

Internship programmes are conducted in partnership with Pangasinan State University, Philippines, the Southeast Asian Ministers of Education Organisation, and Muhammadiyah schools, aiming to strengthen teaching and pedagogical skills of students. Joint research and publication efforts involve Universiti Tun Hussein Onn Malaysia, Universiti Kebangsaan Malaysia, and Universiti Pendidikan Sultan Idris Malaysia. Additionally, SPME collaborates with several guidance centres in Malaysia and international publishers such as AIP Scopus, IOP Scopus, and Atlantis Press to support conference article publications. These collaborations enhance SPME's academic standing by improving GPA and student achievement, increasing the quantity and quality of lecturer and student publications, and strengthening its role as a centre for mathematics education development.

Regarding business cooperations, SPME collaborates with educational institutions and businesses to provide students with practical experience and life skills. Partners include Pangasinan State University, University of Northern Philippines, and schools in Soloraya. Additionally, SPME works with Educourse.id on STEM-based Learning Digital Teachers and with Celerates (PT. Mitra Talenta Group) on data analysis, enabling students to gain research experience.

To support entrepreneurial development, SPME collaborates with Stako Kopi, providing internship opportunities that enhance students' business skills, digital teaching abilities, and data processing expertise. These partnerships contribute to student life skills and align with graduate profile objectives.

The correlation between graduate profiles, PLOs, and cooperation partners is outlined in the following table.

Table 19 Correlation between Graduate Profile, PLOs, and Cooperation Partners at SPME

| Profile | PLO | Cooperation Partner |
|--|--------------------|---|
| Math Educator | [1], [3], [4], [5] | <ul style="list-style-type: none">• Educourse.id• Pangasinan State University - Philippines• University of Northern Philippines• SMP Muhammadiyah Special Programme Surakarta SMA Muhammadiyah 1 Surakarta• SMK Negeri 1 Sukoharjo• SMA Muhammadiyah 1 Karanganyar• SMK Negeri 2 Sragen• SMP Al-Irsyad Surakarta• SMK Negeri 1 Boyolali |
| Novice researcher in Mathematics Education | [3], [4], [5], [6] | <ul style="list-style-type: none">• Celerates (PT. Mitra Talenta Group) |

| Profile | PLO | Cooperation Partner |
|---------------------------------------|--------------------|---|
| Entrepreneur in Mathematics Education | [1], [2], [6], [7] | <ul style="list-style-type: none"> Stako Kopi DASDES Media |

SPETE Regarding Cooperation with HEIs and Business Enterprises and Other Organisations

Regarding HEIs and academic institutions, SPETE cooperates inviting visiting lecturers, hosting guest lectures, and supporting lecturers in further studies, internships, and conferences. Activities are carried out in collaboration with Universiti Pendidikan Sultan Idris, Malaysia and Our Lady of Fatima University, Philippines. The visiting lecturer programme aims to enhance students' international experience and broadens their academic perspectives.

Internship programmes are conducted in partnership with Kampung Flory and the Fun School Movement community, which are non-formal institutions in student internship activities to develop entrepreneurial skills. In addition, there is also cooperation with Muhammadiyah schools, aiming to strengthen teaching and pedagogical skills of students. Joint research and joint publication collaboration is carried out with the University of Technology Petronas and Xiamen University Malaysia, Our Lady of Fatima University, and King Abdulaziz University, Saudi Arabia. Cooperation in the field of service is carried out with several Guidance Sangars in Malaysia and Indonesian schools in Kuala Lumpur, Malaysia. These collaborations contribute to increasing GPA and student achievement, increasing the number and quality of lecturer and student publications, and improving the quality of SPETE as a centre for primary school education personnel.

Regarding business cooperations, SPETE collaborates with educational institutions nationally and internationally to provide students with practical experience and life skills development. To support edupreneurship, SPETE cooperates with the Fun School Movement and Flory Village, facilitating entrepreneurship courses and school development. Additionally, SPETE collaborates with Ventriloquist, Puppeteer & Puppet-Mak (India) on Indonesian learning media and drama video production, helping students improve leadership and entrepreneurship skills.

The correlation between graduate profiles, PLOs, and cooperation partners is outlined in the following table.

Table 20 Correlation between Graduate Profile, PLOs, and Cooperation Partners at SPETE

| Profile | PLO | Cooperation Partner |
|-------------------------|-------------------------------------|--|
| Primary School Educator | [1], [2], [3], [5], [7], [8], [10], | <ul style="list-style-type: none"> Muhammadiyah 1 Elementary School Muhammadiyah 16 Elementary School Muhammadiyah 22 Elementary School Muhammadiyah 23 Elementary School Muhammadiyah Special Programme Our Lady Fatimah University, Philippine San Antonio College UWC USA Al Hikmah University Ilorin Nigeria University of Education Sultan Idris, Malaysia |
| | | <ul style="list-style-type: none"> University Sains Islam Malaysia Sultan Sharif Ali Islamic University, Brunei Darussalam |

| Profile | PLO | Cooperation Partner |
|---------------------------|---------------------------|--|
| | | • University of South Africa |
| Education Consultant | [6], [7], [9], [11], [12] | • Movement Fun School and Flory Village |
| Entrepreneur and employee | [1], [4] | • Ventriloquist, Puppeteer & Puppet-Mak (India) • Movement Fun School and Flory Village |

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

In case that other academic institutions or organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

For **SPAE** and **SPME**, the scope and nature of cooperation with business enterprises and other institutions relevant to the programmes, especially with the great number of Muhammadiyah schools, are plausibly presented. For **SPETE**, the cooperation with a great number of schools Muhammadiyah schools and also schools overseas has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. cooperation in projects, provision of internships), they significantly contribute to the development of qualifications and skills. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

To enhance the professional readiness of graduates within the **SPAE** and **SPME** programmes, the expert panel **recommends** fostering more cooperation with businesses and intensifying collaborations with industry partners. Such strategic engagement is expected to provide students with valuable insights into real-world practices and entrepreneurial dynamics, thereby fostering the development of competencies aligned with the targeted graduate profiles of "Accounting and Finance staff", "Entrepreneur", "Novice researcher in Mathematics Education", and "Entrepreneur in Mathematics Education".

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.3 Cooperation and partnerships | | | | | |
| 4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) | | | X | | |
| 4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | SPETE | SPAE SPME | | |

4.4 Facilities and equipment

Classrooms used by the three study programmes are of varying sizes and equipped with projectors and LCD screens. There are also smart classrooms that are equipped with the latest technology. Additionally, discussion rooms for students are available.

UMS provides various disability-friendly facilities such as physical accessibility ramps and special toilets for the disabled. Special support services such as a counselling centre are provided by the Student Mental Health and Wellbeing Services. The educational staff also provides students with disabilities with academic assistance. These facilities are designed with the aim to provide an inclusive and comfortable learning environment for all students with disabilities.

UMS also has an Information and Technology Bureau that manages all Information Technology and Communication access and services on campus as shown below.

Table 21 IT and learning resources

| | |
|---|--|
| UMS Portal | All information related to its needs (learning, research and community service) can be accessed by all lecturers, employees and students. |
| Computer Laboratory | Computer lab with complete facilities |
| E-mail Access | E-mail service available to more than 20,000 users |
| Internet and Internet Access | UMS website can be accessed on and off campus |
| Regular Academic Integrated System (STAR) | STAR is available for student academic information services |
| Online Learning LMS | SPADA https://myspada.ums.ac.id/ and My Edu https://myedu.ums.ac.id/ |

To support the implementation of practical lectures, each study programme has its own laboratory according to its needs, with the addition of computers and or interactive communication devices for particular types of laboratories.

SPAE has a computer laboratory with one server computer and twenty student computers. The PCs are equipped with lecture support software including MYOB (Accounting Computer Practice), SPSS, Atlas, SmartPLS 3 (Data Processing Application Practice), Filmora (Accounting Learning Media Practice), Microsoft Office (Basic Computer Practice, Spreadsheet). There is also a Head of Study Programme Laboratory room equipped with one laboratory head computer and printer, and one laboratory assistant computer and printer. First aid kits are available, and the room is equipped with air condition. SPAE also has an accounting manual laboratory for manual practice lectures such as Trade and Services Accounting Practice, Manufacturing company Accounting Practice, Tax Accounting Practice.

To support the implementation of practicum lectures, **SPME** has a computer laboratory to support the implementation of IT-based courses. In addition, SPME also has a mathematics learning laboratory, equipped with a workshop for making mathematics teaching aids.

To support the implementation of practicum lectures, **SPETE** has four laboratory rooms. Firstly, the natural science laboratory in which there are several facilities in the form of microscopes,

torsos of human internal organs, torsos of human skeletons etc. Secondly, the art laboratory room with a set of gamelan traditional music instruments, a set of modern musical instruments in the form of drums, guitars, acoustic guitars, speakers, angklung, pianos and others. Thirdly, the mathematics laboratory room, in which there are facilities for mathematics props, namely flat buildings, building spaces, building frames, balance sheets, etc. Finally, there is the counselling laboratory used to support counselling and psychology courses. with counsellor desks, counselling chairs and benches, cupboards for storing data and others.

Regarding Access to Literature

The UMS central library has a collection of books, published articles, theses, theses, and dissertations to serve the needs of lecturers, employees, and students. Learning resources can also be accessed from anywhere through the library's website²⁴.

UMS Library provides free links to international journals including:

- <https://www.ebsco.com/products/research-databases/e-journals-database>
- <https://www.gale.com/>
- <https://www.emerald.com/insight/>
- <https://onlinelibrary.wiley.com/>
- <https://link.springer.com/>
- <https://www.cambridge.org/core/>
- <https://www.perpusnas.go.id>
- <https://perpustakaan.kemdikbud.go.id>
- <https://www.scientificamerican.com/>
- <https://www.nature.com/>

The library is open Monday to Friday 7am to 5:30pm and on Saturday from 8am to 4pm, with a prayer break between 12pm and 1pm on all days besides Friday, and 11:30am to 1pm on Fridays.

In the library, there are reading rooms, study rooms, as well as meeting rooms available for student use. In addition to borrowing books, students can make use of a book home delivery service to access materials from home. Furthermore, there are designated “corners” focused on specific topics, staffed by members of staff or appointed students who act as ambassadors for each corner. For example, the “SCOPUS Corner” provides support to help students access and navigate SCOPUS, as well as corners for several online resources, Muhammadiyah studies or Quran studies.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The expert panel **suggests** UMS considering harmonisation of IT equipment for lecturers (such as laptops) to further enhance the smooth delivery of lectures and research as well as thinking about a University-wide cyber security concept.

²⁴ <https://www.ums.ac.id/unit-layanan-kampus/perpustakaan-dan-pusat-layanan-digital>.

The opening hours of the library take students' needs sufficiently into account. Access to relevant digital media is available from the students' home. The book delivery service is very convenient for student use. Qualified library staff is there to advise students – especially with designated corners for different topics and applications. The expert panel was pleased to see during the on-site visit that the library is also a place for students to volunteer as “corner” of knowledge ambassadors and get into contact with other students. However, to further strengthen the resource base for the three study programmes, the expert panel **recommends** expanding the collection of hard copies of relevant and up-to-date materials by acquiring more hard copies of relevant and up-to-date resources for the three-study programme. This measure would ensure equitable access for all students, particularly in cases where digital formats may not suffice for in-depth study or where physical resources are pedagogically preferable.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.4 Facilities and equipment | | | | | |
| 4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | | X | | |
| 4.4.2* Access to literature (Asterisk Criterion) | | | X | | |

4.5 Additional services

UMS has a counselling service centre for alumni that provides or prepares information and education to prospective alumni and alumni related to post-study career development through the Alumni Career and Employment Centre (ACEC). ACEC is a service centre dedicated to assisting alumni in developing careers and finding job opportunities that match their expertise. ACEC also plays a role in increasing the competence of alumni and prospective alumni who are ready to face the world of work who not only fill job vacancies but also initiate jobs.

Through career guidance, skills training, workshops, job fairs, and career exhibitions, ACEC provides support for alumni in planning and achieving their professional goals. Additionally, ACEC provides CV drafting services, interview preparation, and access to online job portals, and facilitates networking among alumni to share career information and opportunities. ACEC service information can be accessed through the website.²⁵

Alumni Activities

UMS has a university-wide alumni network, the Alumni Association (AA) UMS as well as a faculty-wide alumni organisation and alumni organisations for the three study programmes.

AA UMS organises various activities to strengthen relationships among alumni and provide benefits to the community. These activities include reunions and alumni gatherings to enhance networking, seminars and workshops for professional development, job fairs and career exhibitions that connect alumni with job opportunities, and mentorship programmes in which experienced alumni guide the next generation.

²⁵ <https://acec.ums.ac.id/>.

Additionally, AA UMS is involved in initiatives such as soft skills development, including public speaking classes and the Future Leaders Mentor Bootcamp. It also organises social activities, such as “*qurban*”, “*umrah akbar*”, as well as AA UMS scholarships and community events like the Hanebu Sauyun Deni Caknan music concert.

The alumni organisations of the three study programmes conduct tracer studies and invite alumni to share career vacancy information. They also provide real-world insights into employment and entrepreneurship through seminar programmes, graduation briefings, and other academic collaborations. Talented alumni with extensive experience, specialised skills, or leadership positions are invited to serve as guest practitioners or lecturers, speak at graduation events, and contribute to curriculum development by evaluating existing programmes and assisting in the formulation of new curricula.

In SPETE, the alumni association also coordinates book donations from graduating students for their juniors, which are stored in the SPETE Science Oasis.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The University provides sufficient resources. The expert panel **suggests** monitoring and analysing the labour market in order to proactively rather than reactively align student education with current and emerging workforce needs.

Alumni activities are systematically implemented across three levels, University-wide, faculty-wide, and within individual study programmes, and are underpinned by long-term planning and regular execution. These activities are not only well-resourced and supported by dedicated staff, but also demonstrably contribute to the continuous assessment and development of the programmes. The alumni organisations actively engage in tracer studies and facilitate the exchange of career opportunities, while also enriching academic life through seminar series, graduation briefings, and collaborative curriculum development. The involvement of experienced alumni as guest lecturers, mentors, and evaluators ensures that students benefit from real-world insights into employment and entrepreneurship. Furthermore, initiatives such as professional development workshops, job fairs, and soft skills training, including public speaking and leadership bootcamps, underscore the strategic role alumni play in shaping both the academic and professional trajectories of current students. These multifaceted contributions reflect a mature and integrated alumni engagement framework that directly informs programme evolution.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.5 | Additional services | | | | | |
| 4.5.1 | Career counselling and placement service | | | X | | |
| 4.5.2 | Alumni Activities | | X | | | |

4.6 Financing of the study programme (Asterisk Criterion)

UMS has several funding sources to ensure the sustainability of study programmes in the next five years, including tuition fees and grants from the government (Merdeka Campus Competition Program, Digital Learning Innovation), endowment funds, and the business world.

These funds are managed through the Annual Work Programme Plan which forms the basis of the budget planning process for each study programme. A cross-subsidy funding mechanism ensures, that if in the future the study programme is forced to close, students in the study programme can graduate.

Appraisal:

The income related to the programmes ensures that each cohort of students starting within the accreditation period can complete the study programmes.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.6* Financing of the study programme (Asterisk Criterion) | | | X | | |

5. Quality assurance and documentation

At the university level, quality assurance procedures are coordinated by the Quality Assurance Centre (QAC). The implementation of quality assurance follows a staged approach, beginning at the study programme level (Quality Assurance Unit), progressing to the faculty level (Quality Assurance Group), and ultimately overseen by the university (QAC), in accordance with the Rector's Decree 158/R/IV/2021.

The function of the assurance unit at the study programme level is to ensure that the implementation of education (curriculum, learning process, and graduate competencies), research, and community service meets established standards. This is achieved through systematic, consistent, and sustainable quality assurance processes.

The organisational structure of UMS quality assurance is illustrated in the following figure.

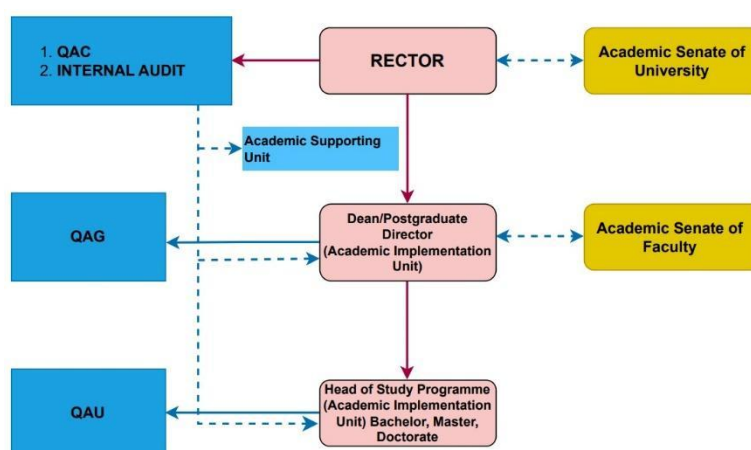


Figure 4 Quality Assurance Organisation Structure of Universitas Muhammadiyah Surakarta

Quality assurance in the three study programmes follows the stages of planning, implementation, evaluation, control, and improvement. It aligns with UMS quality standards, with follow-up efforts ensuring continuous enhancement. A self-evaluation report is prepared annually based on performance analysis and evaluation.

Audit activities are outlined in quality documents, including policies, manuals, standards, procedures, and forms. Internal quality audits are conducted every six months, focusing on learning standards in odd semesters and Key Performance Index, and on study programme activities in even semesters. Audit results are reviewed in Management Review Meetings to plan control actions. Assessed aspects include student workload, study period accuracy, graduate employment (within six months), and student cohort data.

SPAE, SPME, and SPETE conduct regular curriculum reviews annually and revitalise the curriculum every five years, involving experts, stakeholders, alumni, lecturers, students, and academic staff.

Quality assurance of the learning process includes the Lecturer Evaluation by Students (LES) each semester. The Head of the Study Programme, assisted by the Study Programme Quality Assurance Unit officer, oversees lecture delivery, including attendance, teaching methods,

media use, and course content. Assessment instruments undergo peer review, ensuring alignment with CLOs, appropriate time allocation, consistent question formatting, availability of rubrics, and clarity.

Graduate competency assurance is conducted through tracer studies, assessing GPA, study duration, job relevance to programme competencies, and employment timeframe post-graduation. Alumni and graduate users provide satisfaction feedback through tracer surveys (<http://tracer.ums.ac.id> and <http://survey.ums.ac.id>), which are periodically reviewed, documented, and acted upon for continuous improvement.

Evaluation by Students

Student evaluations are conducted through the LES system (<https://star.ums.ac.id/>) every semester before the exam period. The evaluation includes seven assessment components: class organisation, lecture material, learning methods, student interaction, feedback, learning media, and references or supporting materials. These components are validated through student satisfaction levels. The results of this evaluation serve as input to facilitate the improvement of the pedagogical and didactic quality of the lecturers.

LES results are publicly accessible via the website (<https://star.ums.ac.id/sia/epbm>) and analysed by the Quality Assurance Unit (QAU) of each study programme. A report is then submitted to the Head of Study Programme, Quality Assurance Group (QAG), and Dean for evaluation. The results are also discussed in study programme meetings and shared with lecturers. Each study programme publishes the LES findings on its website for transparency.

For the 2022/2023 academic year²⁶, the SPAE LES survey results, both for odd and even semester, show the highest score in the satisfaction level aspect, while the lowest is in learning methods, highlighting the need for improvement. To address this, active learning training was conducted for SPAE lecturers.

SPME LES results indicate that during the pandemic, the learning method component received the lowest score among all aspects and required enhancement. In response, lecturers attended a workshop on using the LMS.

The SPETE LES results show the highest scores in satisfaction level and class organisation, while the lowest is in learning methods. To improve this, lecturers were provided with support through interactive learning workshops.

Evaluation by Faculty

The evaluation by lecturers is conducted annually through the survey system provided by UMS through <https://survey.ums.ac.id>. The survey findings are published on the UMS website.

External Evaluation by Alumni, Employers and Third Parties

Evaluations conducted by external parties are carried out regularly through various systems, including <https://tracer.ums.ac.id/>, completed by alumni, and <https://survey.ums.ac.id/kuesioner/pengguna-lulusan>, completed by graduate users. Survey results are accessible via the system and analysed by the QAU of each study programme before being reported to the FTTE and UMS management through the Management Review

²⁶ UMS SER p. 80.

Meeting. These evaluation reports inform curriculum reviews and policy decisions for annual activities.

Based on tracer study analyses, alumni input, and feedback from graduate employers, the three study programmes have adjusted their curricula as follows:

1. **SPAE** graduates recommended strengthening technological and modern learning skills, leading to the introduction of new courses such as *Basic Programming Practice*, *Digital Marketing*, *Digital Literacy and Humanities*, and *English for Teaching Accounting*. They emphasised the importance of retaining the *Practical Entrepreneurship* course to support students in exploring business opportunities in a competitive job market, which was maintained in the revised curriculum. Additionally, graduates suggested placing greater emphasis on practical accounting and computer-based practices, resulting in the inclusion of *Village Government Accounting Practice* as an additional practical course.
2. **SPME** reviewed its curriculum in 2022 based on a graduate employer survey and the evolving needs of the teaching profession, particularly in relation to 21st-century mathematics skills. As a result, new courses were introduced, including *ICT Literacy in Mathematics Learning*, *Mathematics Learning Problematics*, *STEAM Learning*, *Ethnomathematics and Realistic Mathematics*, *Mathematics Literacy*, and *Digital Marketing*.
3. **SPETE** revised its curriculum in 2022 following stakeholder feedback, alignment with the Indonesian SPETE Lecturer Association, and assessment of teacher requirements for 21st-century skills. The updated curriculum introduced courses such as *Multiple Intelligence-Based Learning*, *Adaptive Physical Education*, *School Literacy Management*, *School-Based Management*, *Library Management*, *Multicultural Education*, *Entrepreneurship*, *Research Seminars and Publications*, *Angklung Music*, and *Batik Skills*.

The operational activities of the study programmes aim to enhance student competencies based on input from alumni and graduate users. The three study programmes collaborate with partners to facilitate student internships in schools. Partner evaluations are conducted through supervision visits by FTTE and coordination meetings with schools. A designated supervisor visits the school during the internship to discuss feedback and assess the planning, implementation, and evaluation processes. These findings are then reviewed by the FTTE Learning Laboratory and discussed in a coordination meeting with FTTE management.

One of the key evaluation outcomes from internship partner schools and ESCS is the assessment system, which operates through an integrated platform. To support this, the Mirco Teaching lab, ISF, and ESCS FTTE developed the ISF and ESCS management information system, accessible via <https://myplpkndik.fkip.ums.ac.id/>. This system enables stakeholders – including managers, faculty leaders, field supervisors, student teachers, and students – to navigate relevant features based on their roles. It facilitates the recording of activities up to the final grades obtained by students. Furthermore, the system is integrated with the UMS academic information system, allowing grades to be automatically updated in students' academic transcripts.

Programme Description

FTTE has an academic guidebook that contains general information about the study programmes. The academic guidebook contains general information about the organisational

structure, academic system, and student organisations of the University, faculty, and study programme levels. Various academic information is documented in printed and digital form in catalogues, academic guidebooks, online social media, websites on the University (<https://www.ums.ac.id/>), faculty (<https://fkip.ums.ac.id/>), and study programme level, for SPAE (<https://pend-akuntansi.ums.ac.id/>), SPME (<https://pend-mathematics.ums.ac.id/>), and SPETE (<https://pend-pgsd.ums.ac.id/>). The curriculum of the three study programmes can be accessed by the public on the study programmes websites. While the of the three study programmes is updated regularly every five years, minor updates are carried out every two years. Academic information is updated regularly so that interested parties can easily access general information such as curriculum, news, and general data. Internal data such as operational activities, funding, grants, and others can be accessed on the website <https://my.ums.ac.id/> by internal stakeholders, such as UMS Management, faculty management, study programme management, lecturers and staff. In the learning process, lectures are also supported by the information system SPADA UMS. Here, lecturers share course plans, materials, and lecture activities to be accessed by the class's students.

The academic activities of the three study programmes are also documented in the STAR UMS information system managed by the university academic bureau, faculty management, and study programme management. The STAR UMS is a digital information system that stores data about student academic progress, student consultations, lecture schedules, exam schedules, learning monitoring, and the implementation of a learning activity. Data is updated automatically if data is updated by students, lecturers, study programme management, or the university academic bureau. Transparency of data on academic progress or student payments is guaranteed through the information system <https://star-parent.ums.ac.id/> which can be accessed by parents or guardians of students.

Information on Activities During the Academic Year

UMS publishes an academic calendar every year. The academic calendar contains lecture schedules, exam implementation, university graduation, public holidays, and other academic activities. The academic calendar is used by all study programmes at UMS as a guide in implementing academic activities. The academic calendar can be accessed through the academic bureau website, faculty website, websites of the three study programmes, and study programme social media. The academic calendar in printed form is distributed to students at the beginning of the academic year. Furthermore, all activities carried out in one academic year are reported by the Rector through the UMS Rector's Annual Book (Kaleidoscope UMS) as well as the Rector's Annual Report, accessible to the public on the UMS website.²⁷

Information on the implementation of academic and non-academic activities at the university level is accessible to public through the University's website, while for faculty activities it is accessible through FTTEs website. In addition to the institution's official website, the faculty also provides academic and non-academic information through social media (Instagram, Facebook, TikTok or YouTube). Similarly, the three study programmes use social media.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to their contents, processes,

²⁷ <https://news.ums.ac.id/id/10/2024/laporan-tahunan-rektor-ums/>, accessed 08-28-2025.

and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programmes are described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency.

Press relations and network communication are actively maintained. In its annual report, accessible to the public on the University's website, UMS presents a summary of the activities of the academic year.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | X | | |
| 5.2 | Instruments of quality assurance | | | | | |
| 5.2.1 | Evaluation by students | | | X | | |
| 5.2.2 | Evaluation by faculty | | | X | | |
| 5.2.3 | External evaluation by alumni, employers and third parties | | | X | | |
| 5.3 | Programme documentation | | | | | |
| 5.3.1* | Programme description (Asterisk Criterion) | | X | | | |
| 5.3.2 | Information on activities during the academic year | | X | | | |

Quality profile

HEI: University Muhammadiyah Surakarta

Bachelor programmes:

Study Programme of Accounting Education (SPAЕ)

Study Programme of Mathematics Education (SPME)

Study Programme of Elementary Teacher Education (SPETE)

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1 | Objectives | | | | | |
| 1.1* | Objectives of the study programme (Asterisk Criterion) | | | X | | |
| 1.2* | International orientation of the study programme design (Asterisk Criterion) | | | X | | |
| 1.3 | Positioning of the study programme | | | | | |
| 1.3.1 | Positioning of the study programme in the educational market | | | X | | |
| 1.3.2 | Positioning of the study programme on the job market for graduates ("Employability") | | | X | | |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept | | | X | | |
| 2 | Admission | | | | | |
| 2.1* | Admission requirements (Asterisk Criterion) | | | X | | |
| 2.2 | Counselling for prospective students | | | X | | |
| 2.3* | Selection procedure (if relevant) | | | X | | |
| 2.4(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | | | X |
| 2.5* | Ensuring foreign language proficiency (Asterisk Criterion) | | | X | | |
| 2.6* | Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | X | | |
| 3 | Contents, structure and didactical concept | | | | | |
| 3.1 | Contents | | | | | |
| 3.1.1* | Logic and conceptual coherence (Asterisk Criterion) | | SPAЕ | SPME SPETE | | |
| 3.1.2* | Rationale for degree and programme name (Asterisk Criterion) | | | X | | |
| 3.1.3* | Integration of theory and practice (Asterisk Criterion) | | | X | | |
| 3.1.4 | Interdisciplinary thinking | | | X | | |
| 3.1.5 | Ethical aspects | | | X | | |
| 3.1.6* | Methods and scientific practice (Asterisk Criterion) | | | X | | |
| 3.1.7* | Examination and final thesis (Asterisk Criterion) | | | X | | |
| 3.2 | Structure | | | | | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2.1* Modular structure of the study programme (Asterisk Criterion) | | | X | | |
| 3.2.2* Study and exam regulations (Asterisk Criterion) | | | X | | |
| 3.2.3* Feasibility of study workload (Asterisk Criterion) | | | X | | |
| 3.2.4 Equality of opportunity | | | X | | |
| 3.3 Didactical concept | | | | | |
| 3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion) | | X | | | |
| 3.3.2* Course materials (Asterisk Criterion) | | | X | | |
| 3.3.3 Guest lecturers | | | X | | |
| 3.3.4 Lecturing tutors | | | | | X |
| 3.4 Internationality | | | | | |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion) | | | X | | |
| 3.4.2 Internationality of the student body | | | | X | |
| 3.4.3 Internationality of faculty | | | X | | |
| 3.4.4 Foreign language contents | | | | X | |
| 3.5* Multidisciplinary competences and skills (Asterisk Criterion) | | | X | | |
| 3.6* Skills for employment / Employability (Asterisk Criterion) | | | X | | |
| 4. Academic environment and framework conditions | | | | | |
| 4.1 Faculty | | | | | |
| 4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | X | | |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.4 Practical business experience of faculty | | | X | | |
| 4.1.5* Internal cooperation (Asterisk Criterion) | | | X | | |
| 4.1.6* Student support by the faculty (Asterisk Criterion) | | X | | | |
| 4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | X | | |
| 4.2 Programme management | | | | | |
| 4.2.1* Programme Director (Asterisk Criterion) | | X | | | |
| 4.2.2 Process organisation and administrative support for students and faculty | | X | | | |
| 4.3 Cooperation and partnerships | | | | | |

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) | | | X | | |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | SPETE | SPAE SPME | | |
| 4.4 | Facilities and equipment | | | | | |
| 4.4.1* | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | | X | | |
| 4.4.2* | Access to literature (Asterisk Criterion) | | | X | | |
| 4.5 | Additional services | | | | | |
| 4.5.1 | Career counselling and placement service | | | X | | |
| 4.5.2 | Alumni Activities | | X | | | |
| 4.6* | Financing of the study programme (Asterisk Criterion) | | | X | | |
| 5 | Quality assurance and documentation | | | | | |
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | X | | |
| 5.2 | Instruments of quality assurance | | | | | |
| 5.2.1 | Evaluation by students | | | X | | |
| 5.2.2 | Evaluation by faculty | | | X | | |
| 5.2.3 | External evaluation by alumni, employers and third parties | | | X | | |
| 5.3 | Programme documentation | | | | | |
| 5.3.1* | Programme description (Asterisk Criterion) | | X | | | |
| 5.3.2 | Information on activities during the academic year | | X | | | |

Appendix

Curriculum Overview

SPAЕ Programme, 8 Semesters

1st Semester

| Modul No. | Title of Module / Course Unit + Compulsory or elective? | Credit Points per Semester | | | | | | | | Workload | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations | Weight of exam related to final grade |
|-----------|--|----------------------------|----|----|----|----|----|----|----|----------------|------------------|--|-----------------------------------|---------------------------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study | | | |
| M1 | Module 1: Religion | 2 | | | | | | | | 23 | 56 | | | 60% |
| M1.1 | Syar'i moslem wear | | | | | | | | | 5 | 12 | L | Exam Paper (180 Min) | |
| M1.2 | Aqidah | | | | | | | | | 5 | 12 | L | | |
| M1.3 | Tawhid | | | | | | | | | 3 | 8 | L | | |
| M1.4 | Pillars of Faith | | | | | | | | | 5 | 12 | L | | |
| M1.5 | Akhlak | | | | | | | | | 5 | 12 | L | | |
| M2 | Module 2: Pancasila | 2 | | | | | | | | 23 | 56 | | | 60% |
| M2.1 | Urgency & legal basis for Pancasila education in higher education. | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M2.2 | Pancasila as the foundation and ideology of the state | | | | | | | | | 2 | 4 | L | | |
| M2.3 | Pancasila as a system of philosophy and ethics | | | | | | | | | 5 | 12 | L | | |
| M2.4 | Pancasila in the trajectory of time | | | | | | | | | 5 | 12 | L | | |
| M2.5 | Internalization of divine values in Pancasila; training human beings with dignity; values of Indonesian unity in concept & practice | | | | | | | | | 5 | 12 | L | | |
| M2.6 | People's Sovereignty Based on Equality and Consultation; Implementing Social Justice. | | | | | | | | | 4 | 12 | L | | |
| M3 | Module 3: English for Academic Purposes | 2 | | | | | | | | 23 | 56 | | | 60% |
| M3.1 | Course introduction, short conversations in a routine context according to the field of study (introducing other, motivation to study in the chosen department). | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M3.2 | Using reading techniques (previewing, skimming) to find the main idea in a paragraph in the text | | | | | | | | | 2 | 4 | L/P | | |

| | | | | | | | | | | | | | |
|-----------|---|----------|--|--|--|--|--|--|-----------|-----------|-----|-------------------------|------------|
| M3.3 | Instructions in daily life; recognize discourse markers that indicate steps; understand information sequentially. | | | | | | | | 2 | 4 | L | | |
| M3.4 | Vocabulary and writing rules for completing personal data when filling out forms (passport, visa, hotel reservation, account creation). | | | | | | | | 2 | 4 | L/P | | |
| M3.5 | Various expressions and conversations on how to give opinions, agree, disagree, express likes and dislikes about an actual topic | | | | | | | | 2 | 4 | L/P | | |
| M3.6 | Reading techniques to find details (scanning) in reading. Texts in the form of advertisements, prospectuses, menus, reference lists and schedules | | | | | | | | 2 | 4 | L | | |
| M3.7 | Structure, content, grammatical features and vocabulary in the permission letter. Steps to make a permission letter in English. | | | | | | | | 2 | 4 | L/P | | |
| M3.8 | Simple announcements and short messages, for example announcements at stations, airports, shopping places, etc. Vocabulary and discourse markers that are usually found in the announcement. | | | | | | | | 2 | 4 | L/P | | |
| M3.9 | Pronoun reference (contextual reference) in texts that contain simple instructions in everyday life, for example manuals, brochures, leaflets, posters, procedures for applying for job vacancies, and advertisements | | | | | | | | 2 | 4 | L/P | | |
| M3.10 | Expressions (discourse markers) in English that are often used in presentations, presentation structures, and presentation techniques. | | | | | | | | 2 | 8 | L/P | | |
| M3.11 | Organizational structure, grammatical features, and vocabulary in summaries. Summary technique. Scientific articles. | | | | | | | | 1 | 4 | L/P | | |
| M3.12 | Short, slow and clear radio podcasts that relate to everyday life. Review the vocabulary contained in the podcast. | | | | | | | | 2 | 8 | L/P | | |
| M4 | Module 4: Educational Philosophy | 2 | | | | | | | 23 | 56 | | | 60% |
| M4.1 | Basic Concepts of Philosophy and Educational Philosophy | | | | | | | | 5 | 12 | L | Exam Paper (180 Min) | |
| M4.2 | Fundamentals of Educational Science | | | | | | | | 5 | 12 | L | | |
| M4.3 | The Essence of Humans and the Philosophy of Islamic Education | | | | | | | | 5 | 12 | L | | |
| M4.4 | Philosophy of Character Education and the National Education System | | | | | | | | 3 | 8 | L | | |
| M4.5 | Philosophy of 21st-Century Learning | | | | | | | | 5 | 12 | L | | |
| M5 | Module 5: Economics Mathematics | 2 | | | | | | | 23 | 56 | | | 60% |
| M5.1 | Basic Concepts and Characteristics of Economic Mathematics | | | | | | | | 4 | 12 | L | Exam Paper (180 Min) | |
| M5.2 | Linear and Nonlinear Functions in Economics | | | | | | | | 5 | 12 | L/P | | |
| M5.3 | Differentials of Simple and Compound Functions in Economics | | | | | | | | 7 | 16 | L/P | | |
| M5.4 | Integrals in Economics | | | | | | | | 7 | 16 | L/P | | |
| M6 | Module 6: Microeconomics | 2 | | | | | | | 23 | 56 | | | 60% |
| M6.1 | Philosophy, Concepts, and Procedures of Microeconomic Theory | | | | | | | | 5 | 12 | L | | |

| | | | | | | | | | | | | | | |
|-----------|---|----------|--|--|--|--|--|--|--|-----------|-----------|---|-------------------------|------------|
| M6.2 | Empirical Studies in Microeconomic Theory | | | | | | | | | 5 | 12 | L | Exam Paper (180 Min) | |
| M6.3 | Application of Microeconomic Theory in Daily Life | | | | | | | | | 5 | 12 | L | | |
| M6.4 | Problem Solving in Microeconomics | | | | | | | | | 5 | 12 | L | | |
| M6.5 | Evaluation of Microeconomic Data Analysis | | | | | | | | | 3 | 8 | L | | |
| M7 | Module 7: Business Law | 2 | | | | | | | | 23 | 56 | | | 60% |
| M7.1 | Business law concepts | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M7.2 | Legal subjects and objects | | | | | | | | | 2 | 4 | L | | |
| M7.3 | Definition of engagement | | | | | | | | | 2 | 4 | L | | |
| M7.4 | Business relationship | | | | | | | | | 2 | 4 | L | | |
| M7.5 | Forms of business entities | | | | | | | | | 2 | 4 | L | | |
| M7.6 | Insurance | | | | | | | | | 2 | 4 | L | | |
| M7.7 | Intellectual property rights | | | | | | | | | 2 | 4 | L | | |
| M7.8 | Business dispute resolution | | | | | | | | | 3 | 12 | L | | |
| M7.9 | Bankruptcy and postponement of debt payment obligations | | | | | | | | | 2 | 4 | L | | |
| M7.10 | International Treaty Law and International Contract Law | | | | | | | | | 4 | 12 | L | | |
| M8 | Module 8: Digital Marketing | 2 | | | | | | | | 23 | 56 | | | 60% |
| M8.1 | Digital Business and Digital Marketing | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M8.2 | Challenges and Opportunities for Digital Businesses in the Industry 4.0 Era | | | | | | | | | 5 | 12 | L | | |
| M8.3 | Coming up with Business Ideas and Ideas in the Industrial Age 4.0. | | | | | | | | | 5 | 12 | L | | |
| M8.4 | Seeking, Creating, and Utilizing Business Opportunities. | | | | | | | | | 5 | 12 | L | | |
| M8.5 | Business Planning, Developing Business Sustainability and Creating Business Added Value | | | | | | | | | 4 | 12 | L | | |
| M8.6 | Managing Company Finances Steps to Becoming a Successful Entrepreneur Business Ethics | | | | | | | | | 2 | 4 | L | | |
| M9 | Module 9: Introduction to Management | 2 | | | | | | | | 23 | 56 | | | 60% |
| M9.1 | Definition of management; Levels and roles of managers. | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M9.2 | Historical development and theories of management. | | | | | | | | | 2 | 4 | L | | |
| M9.3 | Various company environments; Objectives of analyzing the company environment. | | | | | | | | | 2 | 4 | L | | |
| M9.4 | Stakeholder concept; Stakeholder classification. | | | | | | | | | 2 | 4 | L | | |
| M9.5 | Developing company planning; Strategic management; Decision making. | | | | | | | | | 3 | 8 | L | | |

| | | | | | | | | | | | | | | |
|------------|--|----------|--|--|--|--|--|--|--|-----------|-----------|-----|----------------|------------|
| M9.6 | Organizing and organizational structure; Authority and delegation; Human resource management. | | | | | | | | | 3 | 8 | L | | |
| M9.7 | Motivation; Communication within the organization; Leadership. | | | | | | | | | 3 | 8 | L | | |
| M9.8 | Company performance management; Control functions. | | | | | | | | | 3 | 8 | L/P | | |
| M9.9 | Definition of conflict; Types of conflict; Methods of managing, stimulating, reducing, and resolving conflict - structural, line, and staff conflicts; Line perspective; Staff perspective; Addressing line and staff conflicts. | | | | | | | | | 3 | 8 | L/P | | |
| M10 | Module 10: Basic Computer Practice | 2 | | | | | | | | 23 | 56 | | | 60% |
| M10.1 | Microsoft Word | | | | | | | | | 3 | 4 | L/P | Skill Practice | |
| M10.2 | Layout and Margin | | | | | | | | | 3 | 8 | P | | |
| M10.3 | Table and graph, table of reference, Mendeley | | | | | | | | | 3 | 8 | P | | |
| M10.4 | Mail Merge | | | | | | | | | 3 | 8 | P | | |
| M10.5 | Microsoft Excel | | | | | | | | | 2 | 4 | L/P | | |
| M10.6 | Function and formula | | | | | | | | | 3 | 8 | P | | |
| M10.7 | IF and LOOKUP. | | | | | | | | | 3 | 8 | P | | |
| M10.8 | Microsoft Powerpoint | | | | | | | | | 3 | 8 | L/P | | |

2nd Semester

| | | | | | | | | | | | | | | |
|------------|---|--|----------|--|--|--|--|--|--|-----------|-----------|---|-------------------------|------------|
| M11 | Module 11: Ibadah and Muamalah | | 2 | | | | | | | 23 | 56 | | | 60% |
| M11.1 | Definition and method of fasting | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M11.2 | Conditions for fasting and what nullifies it | | | | | | | | | 2 | 4 | L | | |
| M11.3 | Definition, types, status, and purpose of zakat | | | | | | | | | 2 | 4 | L | | |
| M11.4 | Items and targets of zakat, and groups that do not receive zakat | | | | | | | | | 2 | 4 | L | | |
| M11.5 | How to pay zakat | | | | | | | | | 2 | 4 | L | | |
| M11.6 | Hajj practice | | | | | | | | | 2 | 4 | L | | |
| M11.7 | Qurban practice | | | | | | | | | 2 | 4 | L | | |
| M11.8 | Criteria for choosing a spouse and the implementation of marriage | | | | | | | | | 2 | 4 | L | | |
| M11.9 | Rights and obligations of husband and wife | | | | | | | | | 2 | 4 | L | | |
| M11.10 | Rights and methods of inheritance distribution | | | | | | | | | 1 | 4 | L | | |
| M11.11 | Islamic business | | | | | | | | | 1 | 4 | L | | |

| | | | | | | | | | | | | | | |
|------------|---|--|----------|--|--|--|--|--|--|-----------|-----------|-----|-------------------------|------------|
| M11.1 2 | Islamic banking | | | | | | | | | 1 | 4 | L | | |
| M11.1 3 | Islamic banks, conventional banks, insurance | | | | | | | | | 2 | 8 | L | | |
| M12 | Module 12: Civics | | 2 | | | | | | | 23 | 56 | | | 60% |
| M12.1 | Introduction to citizenship education in higher education | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M12.2 | National identity as capital for national character development | | | | | | | | | 3 | 8 | L | | |
| M12.3 | Fair law enforcement & human rights | | | | | | | | | 3 | 8 | L | | |
| M12.4 | The state, the 1945 constitution of the Republic of Indonesia, amendments, and the laws thereunder | | | | | | | | | 3 | 8 | L | | |
| M12.5 | Indonesian democracy based on Pancasila and the 1945 constitution of the Republic of Indonesia amendment | | | | | | | | | 3 | 8 | L | | |
| M12.6 | Manifestation of Good Citizenship in National Life | | | | | | | | | 2 | 4 | L | | |
| M12.7 | Law Enforcement & Fair Human Rights | | | | | | | | | 2 | 4 | L | | |
| M12.8 | Role and Responsibilities of Millennials Regarding National Insight, National Resilience, and National Defense for Millennials | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M12.9 | Anti-Corruption Education in Higher Education | | | | | | | | | 2 | 4 | L | | |
| M13 | Module 13: Standardized Test Preparation | | 2 | | | | | | | 23 | 56 | | | 60% |
| M13.1 | Introduction to courses and audio announcements in public places. | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M13.2 | Phrases, expressions and vocabulary that are commonly used in a presentation. Exploration of terms used in the field of study to present a topic. Tips for a good presentation. | | | | | | | | | 3 | 8 | L | | |
| M13.3 | Personal and formal long text correspondence (Whatsapp chat, email, memo, letter) | | | | | | | | | 2 | 4 | L/P | | |
| M13.4 | Vocabulary and writing rules for essay writing. | | | | | | | | | 2 | 4 | L | | |
| M13.5 | Authentic audio according to field of study/general. | | | | | | | | | 2 | 4 | L | | |
| M13.6 | Texts of scientific articles, news, literature, etc. with topics according to the field of study or general. | | | | | | | | | 2 | 4 | L/P | | |
| M13.7 | Rules for writing reports with topics according to the field of study or general. | | | | | | | | | 2 | 4 | L/P | | |
| M13.8 | Podcast/video news and/or interview audio files. | | | | | | | | | 2 | 8 | L/P | | |
| M13.9 | Text with general topics/according to the field of study equivalent to B1. | | | | | | | | | 3 | 8 | L/P | | |
| M13.1 0 | Various complete TOEP practice questions. | | | | | | | | | 3 | 8 | L/P | | |
| M14 | Module 14: Educational Management | | 2 | | | | | | | 23 | 56 | | | 60% |

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|------------|--|--|----------|--|--|--|--|--|-----------|-----------|-----|-------------------------|------------|
| M14.1 | Learning Contract, Understanding of management, Urgency of Management in Education, Paradigms of Educational Management. | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M14.2 | Elements of Management (Human Resources and non-Human Resources), Management Functions: (Planning, Organizing, Directing, Controlling). | | | | | | | | 5 | 12 | L | | |
| M14.3 | Curriculum Management. | | | | | | | | 3 | 8 | L | | |
| M14.4 | Personnel Management: Facilities and Infrastructure Management, Financial Management, and Public Relations Management and Education Information Systems | | | | | | | | 5 | 12 | L | | |
| M14.5 | Educational Leadership and Supervision. | | | | | | | | 5 | 12 | L | | |
| M14.6 | School-based Management, Reflection. | | | | | | | | 3 | 8 | L | | |
| M15 | Module 15: Bank and Financial Institution | | 2 | | | | | | 23 | 56 | | | 60% |
| M15.1 | Definition, functions, objectives, and types of banks | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M15.2 | Sources of bank funds | | | | | | | | 2 | 4 | L | | |
| M15.3 | Definition, objectives, and history of central banks and commercial banks in Indonesia | | | | | | | | 2 | 4 | L | | |
| M15.4 | Activities of central banks and commercial banks in Indonesia | | | | | | | | 2 | 4 | L | | |
| M15.5 | Operational principles of Islamic banks and People's Credit Banks | | | | | | | | 2 | 4 | L | | |
| M15.6 | Products of Islamic banks and People's Credit Banks | | | | | | | | 2 | 4 | L | | |
| M15.7 | Development of Islamic banks and People's Credit Banks | | | | | | | | 2 | 4 | L | | |
| M15.8 | Roles, functions, positions, and activities of the Deposit Insurance Corporation (LPS) | | | | | | | | 2 | 4 | L | | |
| M15.9 | Operation of various Non-Bank Financial Institutions (insurance, pawnshops, savings and loan cooperatives, leasing, capital markets, joint ventures, etc.) | | | | | | | | 5 | 20 | L/P | | |
| M15.10 | Operation of International Financial Institutions (World Bank, IMF, ADB, IDB, etc.) | | | | | | | | 2 | 4 | L | | |
| M16 | Module 16: Macroeconomics | | 2 | | | | | | 23 | 56 | | | 60% |
| M16.1 | Scope and Concepts of Macroeconomics | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M16.2 | Two-Factor Economy Market Equilibrium | | | | | | | | 2 | 4 | L | | |
| M16.3 | Three-Factor Economic Market Equilibrium | | | | | | | | 2 | 4 | L | | |
| M16.4 | The Concept of National Income | | | | | | | | 2 | 4 | L | | |
| M16.5 | National Income Calculation | | | | | | | | 3 | 8 | L/P | | |
| M16.6 | Money Supply and Economic Activities of a Country | | | | | | | | 3 | 8 | L | | |
| M16.7 | Unemployment, Inflation, and Government Policy | | | | | | | | 3 | 8 | | | |

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|------------|---|--|----------|--|--|--|--|--|-----------|-----------|-------|-------------------------|------------|
| M16.8 | Foreign Trade, Protection, and Globalization | | | | | | | | 3 | 8 | | | |
| M16.9 | Balance of Payments, Foreign Exchange Rates, and Open Economic Activity | | | | | | | | 3 | 8 | L | | |
| M17 | Module 17: Introduction to Accounting 1 | | 3 | | | | | | 35 | 84 | | | 60% |
| M17.1 | Concept of business entity and accounting profession, concept of financial statements, characteristics and basic concepts of accounting. | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M17.2 | Basic Equations of Accounting and financial reports. | | | | | | | | 5 | 12 | L/T/P | | |
| M17.3 | Debit credit analysis and journaling of service company transactions. | | | | | | | | 3 | 8 | L/P | | |
| M17.4 | Ledgers, work sheet, and trial balance | | | | | | | | 5 | 12 | L/T/P | | |
| M17.5 | Adjusting entries, trial balance after adjustments, financial statements. | | | | | | | | 5 | 8 | L/T/P | | |
| M17.6 | Closing journal, post-closing trial balance, reversing journal. | | | | | | | | 3 | 8 | L/P | | |
| M17.7 | Perpetual and Periodic method journaling in general journals and special journals, posting to subsidiary ledgers, trial balance of trading companies. | | | | | | | | 5 | 12 | L/T/P | | |
| M17.8 | Calculation of cost of goods sold, adjustment journal for trading companies, trial balance after adjustments, financial statements for trading companies. | | | | | | | | 3 | 8 | L/P | | |
| M17.9 | Closing journal, trial balance after closing a trading company. | | | | | | | | 3 | 8 | L/P | | |
| M18 | Module 18: English for Teaching Accounting | | 2 | | | | | | 23 | 56 | | | 60% |
| M18.1 | Introduction to Learning and Mastery of English for Students. | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M18.2 | Students can learn and explain Accounting, Accounting Principles, and Accounting Cycle effectively. | | | | | | | | 2 | 4 | L/P | | |
| M18.3 | Accounting, Accounting Principles, and Accounting Cycles. | | | | | | | | 2 | 4 | L | | |
| M18.4 | Bookkeeping, Accounts, and Accounting Equations. | | | | | | | | 2 | 4 | L | | |
| M18.5 | Apply and work on Bookkeeping, Accounts, and Accounting Equations effectively. | | | | | | | | 2 | 4 | L | | |
| M18.6 | Independently, accurately, and measurably create Financial Statements. | | | | | | | | 2 | 4 | L | | |
| M18.7 | Financial Statements correctly and accurately. | | | | | | | | 1 | 4 | L | | |
| M18.8 | Payroll correctly and accurately. | | | | | | | | 2 | 8 | L | | |
| M18.9 | Budgets correctly and accurately. | | | | | | | | 2 | 8 | L | | |
| M18.10 | Professional Relationships correctly and accurately. | | | | | | | | 2 | 4 | L | | |
| M18.11 | Internalizing The Future of Accounting. | | | | | | | | 2 | 4 | L | | |
| M18.12 | Professional Relationships and The Future of Accounting with academic values, norms, and ethics. | | | | | | | | 2 | 4 | L/P | | |
| M19 | Module 19: Professional Ethics for Teachers | | 2 | | | | | | 23 | 56 | | | 60% |

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|-------|--|--|--|--|--|--|--|--|--|---|----|---|-------------------------|--|
| M19.1 | Human Nature and Essence, dimensions of human nature, development of human dimensions, and describing humans as a whole human figure as a teacher. | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M19.2 | Definition of Education, the education process, analysis of the functions of education, and teacher policy in Indonesia. | | | | | | | | | 3 | 8 | L | | |
| M19.3 | Basis, Function, and Purpose of National Education, institutionalization of education, and foundations of education. | | | | | | | | | 5 | 12 | L | | |
| M19.4 | The Meaning of Teaching as a Profession, the responsibilities of teachers, the duties of teachers, as well as the roles and competencies in teacher professionalism. | | | | | | | | | 5 | 12 | L | | |
| M19.5 | (1) The concept of change, goals, and educational innovation. (2) Innovation cycle and educational innovation efforts in Indonesia. (3)Renewal of the education system for education personnel, the foundation of the concept of character education, the foundation of character values, and the stages of character development. | | | | | | | | | 7 | 16 | L | | |

3rd Semester

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|------------|--|--|--|----------|--|--|--|--|--|-----------|-----------|---|-------------------------|------------|
| M20 | Module 20: Islam and IPTEKS | | | 2 | | | | | | 23 | 56 | | | 60% |
| M20.1 | Reason and revelation | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M20.2 | The position and function of reason and revelation in understanding Islam | | | | | | | | | 2 | 4 | L | | |
| M20.3 | Reason and revelation in the perspective of human creation | | | | | | | | | 2 | 4 | L | | |
| M20.4 | Science: definition, commandment, seeking knowledge, the position of knowledgeable individuals | | | | | | | | | 2 | 5 | L | | |
| M20.5 | The importance of mastering knowledge | | | | | | | | | 2 | 5 | L | | |
| M20.6 | Epistemology of science in Islam; Ethos and Code of scholarly ethics | | | | | | | | | 2 | 5 | L | | |
| M20.7 | The foundation and limits of Islamic education | | | | | | | | | 2 | 5 | L | | |
| M20.8 | Lifelong education | | | | | | | | | 3 | 8 | L | | |
| M20.9 | Educational factors; the tri and chess of education | | | | | | | | | 3 | 8 | L | | |
| M20.10 | Tawhid education; sakinah family | | | | | | | | | 3 | 8 | L | | |
| M21 | Module 21: Indonesian and Scientific Paper Writing | | | 2 | | | | | | 23 | 56 | | | 60% |
| M21.1 | History and function of Indonesian Language | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M21.2 | Academic text | | | | | | | | | 5 | 12 | L | | |
| M21.3 | Libraries | | | | | | | | | 5 | 12 | T | | |
| M21.4 | Research proposal and activity proposal | | | | | | | | | 5 | 12 | P | | |
| M21.5 | Scientific publication and its presentation | | | | | | | | | 5 | 12 | P | | |
| M22 | Module 22: Curriculum and Learning | | | 2 | | | | | | 23 | 56 | | | 60% |

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| M22.1 | Basic concepts of curriculum | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M22.2 | Curriculum development models | | | | | | | | | 2 | 4 | L | | |
| M22.3 | Foundations and principles of curriculum | | | | | | | | | 2 | 4 | L | | |
| M22.4 | Curriculum development in education | | | | | | | | | 2 | 4 | L | | |
| M22.5 | Dynamics of curriculum development in Indonesia | | | | | | | | | 2 | 4 | L | | |
| M22.6 | Basic concepts of learning, teaching and learning | | | | | | | | | 2 | 4 | L | | |
| M22.7 | The meaning and principles of learning | | | | | | | | | 2 | 4 | L | | |
| M22.8 | Characteristics of learning | | | | | | | | | 2 | 4 | L | | |
| M22.9 | Learning elements | | | | | | | | | 2 | 8 | L | | |
| M22.10 | Approaches to teaching and learning | | | | | | | | | 2 | 8 | L | | |
| M22.11 | Models in learning | | | | | | | | | 3 | 8 | L | | |
| M23 | Module 23: Educational Psychology | | | 2 | | | | | | 23 | 56 | | | 60% |
| M23.1 | Definition and scope of educational psychology | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M23.2 | The basic concepts of educational psychology | | | | | | | | | 2 | 4 | L | | |
| M23.3 | Growth and development of students, developmental tasks, developmental aspects | | | | | | | | | 2 | 4 | L | | |
| M23.4 | Individual characteristics; | | | | | | | | | 2 | 4 | L | | |
| M23.5 | Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ) | | | | | | | | | 2 | 4 | L | | |
| M23.6 | Learning concepts and theories | | | | | | | | | 3 | 8 | L | | |
| M23.7 | Students and their families, students and peers | | | | | | | | | 3 | 8 | L | | |
| M23.8 | Behavioral problems in the classroom, socially detrimental student behavior problems | | | | | | | | | 3 | 8 | L | | |
| M23.9 | learning approach from psychological perspective | | | | | | | | | 3 | 8 | L | | |
| M24 | Module 24: Business Communication and Negotiation | | | 2 | | | | | | 23 | 56 | | | 60% |
| M24.1 | Definition of communication, forms of communication and communication processes; Types of communication, barriers and success of communication; Business communication via letters writing about work. | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M24.2 | Digitized communication, electronic media, social media and visual media; Perception, cognition and emotion communication. | | | | | | | | | 2 | 4 | L | | |
| M24.3 | Communication in organizations | | | | | | | | | 3 | 8 | L/P | | |
| M24.4 | Definition of negotiation, objectives, benefits, basic abilities, and main factors in negotiation; Types of negotiators, requirements for a negotiator. | | | | | | | | | 3 | 8 | L | | |

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| M24.5 | Strategic planning and negotiation tactics; Ethics in negotiations, managing negotiations. | | | | | | | | 5 | 12 | L/P | | |
| M24.6 | Definition of presentation, function of presentation, purpose of presentation, types of presentation, presentation techniques. | | | | | | | | 3 | 8 | L | | |
| M24.7 | Business communication through presentations | | | | | | | | 5 | 12 | L/P | | |
| M25 | Module 25: Tax Accounting | | | 2 | | | | | 23 | 56 | | | 60% |
| M25.1 | Basic concepts of tax accounting | | | | | | | | 2 | 4 | L | | |
| M25.2 | Bookkeeping and financial reporting | | | | | | | | 2 | 4 | L | | |
| M25.3 | Differences between commercial and fiscal financial reports | | | | | | | | 2 | 4 | L | | |
| M25.4 | Assets and Liabilities | | | | | | | | 2 | 4 | L | | |
| M25.5 | Current assets and fixed assets and other assets | | | | | | | | 2 | 4 | L | | |
| M25.6 | Calculating income tax consisting of PPh 21, PPh 22, PPh 23, PPh 24, PPh 25, PPh 26, Income Tax Article 4 Paragraph 2 | | | | | | | | 2 | 8 | L/P | | |
| M25.7 | Calculate and record VAT, & PPnBM, Stamp Duty, PBB, and BPHTB | | | | | | | | 3 | 8 | L/P | | |
| M25.8 | Calculate and implement VAT & PPnBM; Calculate and record PBB and BPHTB | | | | | | | | 3 | 8 | L/P | | |
| M25.9 | Reconciliation of commercial and fiscal financial statements, some differences in treatment | | | | | | | | 5 | 12 | L/P | | |
| M26 | Module 26: Introduction to Accounting 2 | | | 3 | | | | | 35 | 84 | | | 60% |
| M26.1 | Internal control | | | | | | | | 3 | 6 | L | | |
| M26.2 | Cash | | | | | | | | 3 | 6 | L/P | | |
| M26.3 | Cash in Bank | | | | | | | | 3 | 6 | L/P | | |
| M26.4 | Accounts Receivables Accounting | | | | | | | | 3 | 12 | L/P | | |
| M26.5 | Inventory Accounting | | | | | | | | 5 | 12 | L/P | | |
| M26.6 | Accounting for Liabilities | | | | | | | | 5 | 12 | L/P | | |
| M26.7 | Short-term investment accounting | | | | | | | | 3 | 6 | L/P | | |
| M26.8 | Fixed assets and intangible fixed assets | | | | | | | | 5 | 12 | L/P | | |
| M26.9 | Accounting for liabilities and equity | | | | | | | | 5 | 12 | L/P | | |
| M27 | Module 27: Teaching-Learning Strategy of Accounting | | | 2 | | | | | 23 | 56 | | | 60% |
| M27.1 | Understanding School Culture; Understanding students; Preparing to teach for the first time | | | | | | | | 2 | 4 | L | | |
| M27.2 | Learning model; Learning approaches; Learning strategies; Learning methods; Learning techniques and tactics | | | | | | | | 2 | 4 | L | | |

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| M27.3 | Effective classroom management; Classroom management in the 21st Century; Online learning environment; Mental preparation of teachers and students | | | | | | | | 2 | 4 | L | | |
| M27.4 | Effective learning concept; Learning organization strategies; Learning delivery strategies; Learning management strategies | | | | | | | | 2 | 4 | L | | |
| M27.5 | Theory in group learning; Group learning strategies; Models in group learning | | | | | | | | 3 | 8 | L | | |
| M27.6 | The nature, purpose, types of discussion; Effective discussion techniques; Discussion in the 21st Century | | | | | | | | 3 | 8 | L | | |
| M27.7 | Challenges of implementing technology in learning; Technology milestones in learning; Online platforms | | | | | | | | 3 | 8 | L | | |
| M27.8 | Inquiry; Discovery; Problem Based Learning; Project Based Learning; Scientific Learning | | | | | | | | 3 | 8 | L | | |
| M27.9 | Feedback Concept; Factors influencing feedback; Feedback model; Feedback and learning outcomes; Feedback in online learning | | | | | | | | 3 | 8 | L | | |
| M28 | Module 28: Basic Programming Practice | | | 2 | | | | | 23 | 56 | | | 60% |
| M28.1 | Understanding programming; Types of programming languages | | | | | | | | 2 | 4 | T/P | | |
| M28.2 | Sequencing, Sprites, Events, Loops, Conditionals | | | | | | | | 2 | 4 | T/P | | |
| M28.3 | Design layouts for simple applications (text, button, image, screen, radio button) | | | | | | | | 3 | 8 | T/P | | |
| M28.4 | Layout created through block based coding | | | | | | | | 3 | 8 | T/P | | |
| M28.5 | Visual coding | | | | | | | | 3 | 8 | T/P | | |
| M28.6 | Introduction to Kodulator.io, Application Layout, Button, image, text, screen | | | | | | | | 5 | 12 | T/P | | |
| M28.7 | Create an Android-based accounting application | | | | | | | | 5 | 12 | T/P | | |

4th Semester

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| M29 | Module 29: Kemuhmadiyah | | | 2 | | | | | 23 | 56 | | | 60% |
| M29.1 | Reform in Islam | | | | | | | | 4 | 12 | L | | |
| M29.2 | Background of Muhammadiyah | | | | | | | | 5 | 12 | L | | |
| M29.3 | Muhammadiyah: Identity, Normative, and Operational Base | | | | | | | | 7 | 16 | L | | |
| M29.4 | Autonomous organization in Muhammadiyah | | | | | | | | 7 | 16 | L | | |
| M30 | Module 30: Guidance and Counseling | | | 2 | | | | | 23 | 56 | | | 60% |
| M30.1 | Concept of guidance and counseling | | | | | | | | 2 | 4 | L | | |
| M30.2 | Guidance and counseling: Foundations, function, and principles | | | | | | | | 2 | 4 | L | | |
| M30.3 | Character and student development tasks | | | | | | | | 2 | 4 | L | | |
| M30.4 | Students understanding techniques, assessments and functions | | | | | | | | 2 | 4 | L | | |

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| M30.5 | Preparation for guidance and counseling activities | | | | | | | | 3 | 8 | L | | |
| M30.6 | Guidance and counseling program design | | | | | | | | 3 | 8 | L | | |
| M30.7 | Direct services and indirect services | | | | | | | | 3 | 8 | L/P | | |
| M30.8 | Requests, administration, mechanisms, additional activities and development | | | | | | | | 3 | 8 | L | | |
| M30.9 | Reporting, evaluating, and follow-up | | | | | | | | 3 | 8 | L | | |
| M31 | Module 31: School Field Introduction I | | | 1 | | | | | 12 | 28 | | | 60% |
| M31.1 | General characteristics of students | | | | | | | | 1 | 2 | P | Activity Report | |
| M31.2 | Organization structure of school, work system, and school regulations | | | | | | | | 1 | 2 | P | | |
| M31.3 | Types of school activities: ceremonial-formal | | | | | | | | 1 | 4 | P | | |
| M31.4 | Curricular, co-curricular, and extra-curricular activities | | | | | | | | 1 | 4 | P | | |
| M31.5 | Habituation practices and positive habits at school | | | | | | | | 2 | 4 | P | | |
| M31.6 | Climate of learning and interaction patterns among students at school | | | | | | | | 2 | 4 | P | | |
| M31.7 | Interaction patterns among teachers at school | | | | | | | | 2 | 4 | P | | |
| M31.8 | Teaching and learning evaluation at school | | | | | | | | 2 | 4 | P | | |
| M32 | Module 32: Accounting Information System | | | 2 | | | | | 23 | 56 | | | 60% |
| M32.1 | Accounting system; steps for preparing and implementing an accounting system. | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M32.2 | Forms, journals. | | | | | | | | 2 | 4 | L | | |
| M32.3 | Ledger and subsidiary books. | | | | | | | | 3 | 8 | L | | |
| M32.4 | Internal control system. | | | | | | | | 3 | 8 | L | | |
| M32.5 | Sales system, receivables recording procedure and sales distribution. | | | | | | | | 3 | 8 | L | | |
| M32.6 | Purchasing system, debt recording procedures and purchase distribution. | | | | | | | | 3 | 8 | L | | |
| M32.7 | Payroll and wage systems, production control systems and cost systems. | | | | | | | | 3 | 8 | L | | |
| M32.8 | Cash system, preparing accounting system reports. | | | | | | | | 4 | 8 | L | | |
| M33 | Module 33: Entrepreneurship | | | 2 | | | | | 23 | 56 | | | 60% |
| M33.1 | Why Entrepreneurship? concepts and definitions of entrepreneurship, various types of entrepreneurship, entrepreneurial goals. The evolution of entrepreneurship | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M33.2 | Motivation, creativity and innovation | | | | | | | | 2 | 4 | L | | |
| M33.3 | Concept and definition of leadership, theory, nature and types of leadership, leadership skills, power in business relationships; Leadership focus, leadership behavior, leadership approaches | | | | | | | | 2 | 4 | L | | |

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| M33.4 | Prophet as entrepreneurship; Possession of the Prophet's entrepreneurial spirit; The Prophet's way of doing business; Commendable behavior in trading | | | | | | | | 3 | 8 | L | | |
| M33.5 | Digital business model; Digital business model framework; The internet as a means for digital business model innovation | | | | | | | | 5 | 12 | L | | |
| M33.6 | Digital business model chain | | | | | | | | 3 | 8 | L | | |
| M33.7 | Operational data, business value | | | | | | | | 3 | 8 | L | | |
| M33.8 | Digital business capital services market; International expansion | | | | | | | | 3 | 8 | L | | |
| M34 | Module 34: Intermediate Accounting 1 | | | | 3 | | | | 35 | 84 | | | 60% |
| M34.1 | Accounting standards and financial reports comply with PSAK and IFRS standards | | | | | | | | 3 | 6 | L | | |
| M34.2 | Financial reports comply with PSAK standards | | | | | | | | 5 | 12 | L/P | | |
| M34.3 | Accounting information systems and financial report information in service, trading and manufacturing companies | | | | | | | | 3 | 6 | L/P | | |
| M34.4 | Accounting procedures for cash in service, trading and manufacturing companies | | | | | | | | 5 | 12 | L/P | | |
| M34.5 | Accounting procedures for receivables in service, trading and manufacturing companies | | | | | | | | 5 | 12 | L/P | | |
| M34.6 | Accounting procedures for inventory valuation | | | | | | | | 5 | 12 | L/P | | |
| M34.7 | Accounting procedures for tangible fixed assets | | | | | | | | 5 | 12 | L/P | | |
| M34.8 | Accounting procedures for intangible assets | | | | | | | | 4 | 12 | L/P | | |
| M35 | Module 35: Cost Accounting | | | | 3 | | | | 35 | 84 | | | 60% |
| M35.1 | Specific characteristics of manufacturing companies, cost terminology, and cost classifications | | | | | | | | 5 | 12 | L | | |
| M35.2 | Job order costing | | | | | | | | 6 | 18 | L/T/P | | |
| M35.3 | Process costing | | | | | | | | 8 | 18 | L/T/P | | |
| M35.4 | Joint products and by-products, joint costs, and management decisions | | | | | | | | 8 | 18 | L/T/P | | |
| M35.5 | Activity-based costing | | | | | | | | 8 | 18 | L/T/P | | |
| M36 | Module 36: Learning Evaluation of Accounting | | | | 2 | | | | 23 | 56 | | | 60% |
| M36.1 | Basic concepts of measurement, assessment, evaluation; Functions and principles of learning outcomes evaluation; Implementation of learning outcomes evaluation; Approach to evaluating learning outcomes | | | | | | | | 2 | 4 | L | | |
| M36.2 | The scope of evaluating learning outcomes and the challenges of academic cheating in learning | | | | | | | | 3 | 4 | L | | |
| M36.3 | 2013 curriculum assessment and evaluation system, authentic assessment, Higher Order Thinking Skills (HOTS) based assessment, diagnostic, formative and summative assessments | | | | | | | | 3 | 8 | L | | |
| M36.4 | Knowledge assessment | | | | | | | | 3 | 8 | L/P | | |

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| M36.5 | Attitude assessment | | | | | | | | 3 | 8 | L/P | | |
| M36.6 | Skill assessment | | | | | | | | 3 | 8 | L/P | | |
| M36.7 | Quality of questions/tests, test validity, test reliability | | | | | | | | 3 | 8 | L/P | | |
| M36.8 | The quality of the items is in the form of difficulty level, differentiation power, and distractor function | | | | | | | | 3 | 8 | L/P | | |
| M37 | Module 37: Accounting for Good and Service Practice | | | | 2 | | | | 23 | 56 | | | 60% |
| M37.1 | Journalizing service company transactions and posting | | | | | | | | 2 | 4 | P | Skill Practice | |
| M37.2 | Trial balance | | | | | | | | 2 | 4 | P | | |
| M37.3 | Service company adjustments | | | | | | | | 2 | 4 | P | | |
| M37.4 | Service company financial reports | | | | | | | | 2 | 8 | P | | |
| M37.5 | Closing journal | | | | | | | | 2 | 4 | P | | |
| M37.6 | Journalizing merchandising company transactions | | | | | | | | 3 | 8 | P | | |
| M37.7 | Posting ledger and subsidiary ledger | | | | | | | | 2 | 4 | P | | |
| M37.8 | Merchandising company balance sheet | | | | | | | | 2 | 4 | P | | |
| M37.9 | Merchandising company adjustments | | | | | | | | 3 | 8 | P | | |
| M37.10 | Merchandising company financial reports | | | | | | | | 3 | 8 | P | | |
| M38 | Module 38: Tax Accounting Practice | | | | 2 | | | | 23 | 56 | | | 60% |
| M38.1 | Procedures for calculating and paying tax for corporate taxpayers | | | | | | | | 2 | 4 | P | Skill Practice | |
| M38.2 | Procedures for reporting taxes for corporate taxpayers and PPh | | | | | | | | 2 | 4 | P | | |
| M38.3 | PPH 21 Permanent employees with monthly salary; PPH 21 Permanent employees with weekly salary; PPH 21 Permanent employees receiving piece wages | | | | | | | | 2 | 4 | P | | |
| M38.4 | HPP; Fiscal Arrangement; Fiscal Reconciliation | | | | | | | | 2 | 4 | P | | |
| M38.5 | Filling out the Tax Payment Letter (SSP) | | | | | | | | 3 | 8 | P | | |
| M38.6 | Income statement for taxpayers who use bookkeeping | | | | | | | | 3 | 8 | P | | |
| M38.7 | Form 1111 | | | | | | | | 3 | 8 | P | | |
| M38.8 | Form 1771 | | | | | | | | 3 | 8 | P | | |
| M38.9 | SSP Form; Form of proof of income tax withholding Article 21/26; SPT 1721 A1 | | | | | | | | 3 | 8 | P | | |

5th Semester

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|------------|---|--|--|--|--|----------|--|--|--|-----------|-----------|-----|-------------------------|------------|
| M39 | Module 39: Intermediate Accounting 2 | | | | | 3 | | | | 35 | 84 | | | 60% |
| M39.1 | Revenue Recognition | | | | | | | | | 5 | 12 | L/P | Exam Paper (180 Min) | |
| M39.2 | Provisions | | | | | | | | | 5 | 12 | L/P | | |
| M39.3 | Contingencies | | | | | | | | | 10 | 24 | L/P | | |
| M39.4 | Income Tax | | | | | | | | | 10 | 24 | L/P | | |
| M39.5 | Leasing Pension Fund | | | | | | | | | 5 | 12 | L/P | | |
| M40 | Module 40: Village Governance Accounting | | | | | 2 | | | | 23 | 56 | | | 60% |
| M40.1 | Definition of village, village apparatus, regulations regarding villages | | | | | | | | | 5 | 12 | L | Exam Paper (180 Min) | |
| M40.2 | Village financial planning mechanisms; Mechanisms for implementing village finances; Village administration mechanisms; Village reporting mechanism; Village accountability mechanism | | | | | | | | | 8 | 20 | L | | |
| M40.3 | Village financial supervision mechanism | | | | | | | | | 2 | 4 | L | | |
| M40.4 | Village wealth report (Village balance sheet) | | | | | | | | | 3 | 8 | L | | |
| M40.5 | Village Financial Report; Realization of APBDesa Implementation; Notes to Financial Reports; Activity Realization Report | | | | | | | | | 5 | 12 | L | | |
| M41 | Module 41: Management Accounting | | | | | 2 | | | | 23 | 56 | | | 60% |
| M41.1 | Management Accounting and Business Environment | | | | | | | | | 3 | 4 | L | Exam Paper (180 Min) | |
| M41.2 | Cost Concept and Cost Classification | | | | | | | | | 3 | 8 | L | | |
| M41.3 | Activity-based Costing and Activity-based Management | | | | | | | | | 3 | 8 | L | | |
| M41.4 | Job order costing and process costing | | | | | | | | | 3 | 8 | L/P | | |
| M41.5 | Standard cost | | | | | | | | | 3 | 8 | L/P | | |
| M41.6 | Support Department Cost Allocation | | | | | | | | | 2 | 4 | L/P | | |
| M41.7 | Budgeting, Accountability Accounting | | | | | | | | | 3 | 8 | L/P | | |
| M41.8 | CVP Analysis, Balanced Scorecard | | | | | | | | | 3 | 8 | L/P | | |
| M42 | Module 42: Banking Accounting | | | | | 2 | | | | 23 | 56 | | | 60% |
| M42.1 | Definition and history of Banking; accounting Banking Accounting Theory; Basic principles of Banking Accounting; Types of Banking Fund Products Banking; Accounting Cycle | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M42.2 | Cash In Book and Cash Out Book | | | | | | | | | 3 | 8 | L | | |
| M42.3 | Account cards for savings, current accounts, deposits, loans, securities and interbank balances list of savings, current accounts, deposits, loans, Securities and Interbank | | | | | | | | | 8 | 24 | L/P | | |

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|------------|---|--|--|--|--|----------|--|--|-----------|-----------|-----|-------------------------|------------|
| M42.4 | Clearing transactions and Letter of Credit (LC) | | | | | | | | 2 | 4 | L | | |
| M42.5 | Transfer services, payment services/payment points (QRIS), bank assurance, credit cards, and loyalty treatment | | | | | | | | 2 | 4 | L | | |
| M42.6 | Non-cash transactions/ Internal Bookkeeping Notes | | | | | | | | 2 | 4 | L | | |
| M42.7 | Monthly recapitulation | | | | | | | | 2 | 4 | L | | |
| M42.8 | banking accounting financial statements | | | | | | | | 2 | 4 | L/P | | |
| M43 | Module 43: Statistics | | | | | 2 | | | 23 | 56 | | | 60% |
| M43.1 | Statistics in education | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M43.2 | Fundamentals of Statistics | | | | | | | | 2 | 4 | L | | |
| M43.3 | Descriptive Statistics; Organizing Data, Presenting Data | | | | | | | | 3 | 8 | L/P | | |
| M43.4 | Descriptive Statistics; Measures of Central Tendency, Measurement of Variability, Standard Deviation and Variance, Variance | | | | | | | | 2 | 4 | L/P | | |
| M43.5 | Data Validity and Reliability | | | | | | | | 3 | 8 | L/P | | |
| M43.6 | Validity, Reliability, Assumption Test | | | | | | | | 3 | 8 | L/P | | |
| M43.7 | Relationship Measurement | | | | | | | | 2 | 4 | L/P | | |
| M43.8 | Inferential Statistics | | | | | | | | 3 | 8 | L/P | | |
| M43.9 | Conducting Quantitative Research | | | | | | | | 3 | 8 | L/P | | |
| M44 | Module 44: ICT-Based Accounting Learning Media | | | | | 2 | | | 23 | 56 | | | 60% |
| M44.1 | Definition of learning media; Functions of learning media; The role of learning media | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M44.2 | Learning media taxonomy according to several experts and the concept of learning media taxonomy | | | | | | | | 3 | 8 | L | | |
| M44.3 | General characteristics of learning media | | | | | | | | 2 | 4 | L | | |
| M44.4 | Audio-based learning media; Visual-based learning media | | | | | | | | 3 | 8 | L | | |
| M44.5 | Digital-based audio-visual Learning Media | | | | | | | | 2 | 4 | L | | |
| M44.6 | Planning and development stages of learning media | | | | | | | | 2 | 4 | L/P | | |
| M44.7 | Components of the planning and development stages of digital-based learning media | | | | | | | | 3 | 8 | L/P | | |
| M44.8 | Stages of learning media production; Overview of learning media production | | | | | | | | 3 | 8 | L/P | | |
| M44.9 | Types of evaluation; Assessment criteria | | | | | | | | 3 | 8 | L/P | | |
| M45 | Module 45: Lesson Planning of Accounting | | | | | 2 | | | 23 | 56 | | | 60% |

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|------------|--|--|--|--|--|----------|--|--|--|-----------|-----------|-----|-------------------------|------------|
| M45.1 | Importance of lesson planning, definition of lesson planning, and benefits of lesson planning | | | | | | | | | 1 | 4 | L | Exam Paper (180 Min) | |
| M45.2 | Components of learning planning (learning objectives, learning materials, learning models and methods, assessment of learning outcomes) and learning principles | | | | | | | | | 1 | 4 | L | | |
| M45.3 | The general format of the Learning Implementation Plan (RPP) or teaching module in accordance with the applicable curriculum, 21st Century skills competencies (4C), Technological Pedagogical Content Knowledge (TPACK), the mandate of the 2013 curriculum through a scientific approach, and the Pancasila learner profile strengthening program. | | | | | | | | | 1 | 4 | L | | |
| M45.4 | Analysis of KI-KD / Learning Outcomes, formulation of Competency Achievement Indicators (IPK), learning objectives, and forms of learning materials | | | | | | | | | 2 | 4 | L | | |
| M45.5 | Scientific approach, determination of learning models, formulation of learning activities based on appropriate learning models | | | | | | | | | 2 | 4 | L | | |
| M45.6 | Basic concepts of authentic assessment (attitude, knowledge and skills), HOTS assessment, learning assessment grids, remedial and enrichment program | | | | | | | | | 2 | 4 | L/P | | |
| M45.7 | Syllabus and Flow of Learning Objectives (ATP) according to accounting field of expertise | | | | | | | | | 2 | 4 | L/P | | |
| M45.8 | Basic concepts of teaching materials, learning media, Learner Worksheets (LKPD), and evaluation instruments | | | | | | | | | 2 | 4 | L/P | | |
| M45.9 | Learning modules or reading materials for educators and learners | | | | | | | | | 2 | 4 | L/P | | |
| M45.10 | Learning media | | | | | | | | | 2 | 4 | L/P | | |
| M45.11 | Accounting Learner Worksheet (LKPD) | | | | | | | | | 2 | 4 | L/P | | |
| M45.12 | Authentic assessment (attitude, knowledge, skills) and assessment based on Higher Order Thinking Skills (HOTS) | | | | | | | | | 2 | 4 | L/P | | |
| M45.13 | Diagnostic, formative, and summative assessments | | | | | | | | | 2 | 8 | L/P | | |
| M46 | Module 46: Spreadsheet for Accounting Practice | | | | | 2 | | | | 23 | 56 | | | 60% |
| M46.1 | accounting roles and accounting activities in microsoft excel | | | | | | | | | 1 | 4 | L | Skill practice | |
| M46.2 | steps to use microsoft excel to complete the accounting cycle | | | | | | | | | 1 | 4 | L | | |
| M46.3 | Design a Microsoft Excel workspace and activate Microsoft Excel work. | | | | | | | | | 1 | 4 | P | | |
| M46.4 | design and modify account and code list worksheets | | | | | | | | | 1 | 4 | P | | |
| M46.5 | how to create an account and code list worksheet with automation correctly and precisely | | | | | | | | | 2 | 4 | P | | |
| M46.6 | how to create code worksheets in automation correctly and precisely | | | | | | | | | 2 | 4 | P | | |
| M46.7 | design and modify journal, ledger and balance sheet worksheets correctly and correctly | | | | | | | | | 2 | 4 | P | | |

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|------------|--|--|--|--|--|----------|--|--|-----------|-----------|---|-----------------|------------|
| M46.8 | how to create financial transactions into general ledger worksheets with automation correctly and precisely | | | | | | | | 2 | 4 | P | | |
| M46.9 | how to create financial transactions into a balance sheet worksheet in an automated manner correctly and precisely | | | | | | | | 2 | 4 | P | | |
| M46.10 | design and modify profit and loss worksheets and balance sheets appropriately and correctly | | | | | | | | 2 | 4 | P | | |
| M46.11 | how to create financial transactions into an automated profit and loss worksheet precisely and correctly | | | | | | | | 2 | 4 | P | | |
| M46.12 | how to create financial transactions into a balance sheet worksheet appropriately and correctly | | | | | | | | 2 | 4 | P | | |
| M46.13 | design menus in Microsoft Excel worksheets automatically | | | | | | | | 3 | 8 | P | | |
| M47 | Module 47: Business Work Practice | | | | | 1 | | | 12 | 28 | | | 60% |
| M47.1 | Definition of benefits and objectives and types of BWP (Business Work Practices) | | | | | | | | 1 | 2 | P | Activity report | |
| M47.2 | Object of implementation at profit and non-profit oriented institutions; Areas of activity, Administration, Accounting, Production, Marketing, and Personnel | | | | | | | | 1 | 2 | P | | |
| M47.3 | Implementation of Business Practices in government and private companies | | | | | | | | 4 | 10 | P | | |
| M47.4 | Preparation of internship or field practice report | | | | | | | | 2 | 4 | P | | |
| M47.5 | Internship report presentation | | | | | | | | 4 | 10 | S | | |
| M48 | Module 48: Manufacturing Accounting Practice | | | | | 2 | | | 23 | 56 | | | 60% |
| M48.1 | General information about PT Zahara Alvava Solo (ZAS) and the cost accounting cycle | | | | | | | | 1 | 4 | L | Skill practice | |
| M48.2 | Sales journal, cash in journal, and recapitulation | | | | | | | | 1 | 4 | L | | |
| M48.3 | journal/voucher list and recapitulation | | | | | | | | 2 | 4 | P | | |
| M48.4 | Checklist, material usage journal, and recapitulation | | | | | | | | 2 | 4 | P | | |
| M48.5 | Memorial journal and recapitulation | | | | | | | | 2 | 4 | P | | |
| M48.6 | Fill in the accounts of the auxiliary book | | | | | | | | 3 | 8 | P | | |
| M48.7 | Cost recapitulation and BOP allocation | | | | | | | | 3 | 8 | P | | |
| M48.8 | Preparation section production cost report | | | | | | | | 2 | 4 | P | | |
| M48.9 | Preparation section production cost report | | | | | | | | 2 | 4 | P | | |
| M48.10 | Cost of goods sold report and profit/loss statement | | | | | | | | 2 | 4 | P | | |
| M48.11 | Cost accounting closing journal | | | | | | | | 3 | 8 | P | | |

| M49 | Module 49: Entrepreneurship Practice | | | | | 1 | | | | 12 | 28 | | | 60% |
|-------|---|--|--|--|--|---|--|--|--|----|----|-----|----------------|-----|
| M49.1 | Business Proposal Concept | | | | | | | | | 1 | 2 | L | Project report | |
| M49.2 | Business plan/business proposal | | | | | | | | | 1 | 2 | L | | |
| M49.3 | Business plan concept by collaborating with MSME partners/vocational students | | | | | | | | | 2 | 4 | P | | |
| M49.4 | Implement the group business plan by collaborating with MSME partners/vocational students | | | | | | | | | 3 | 10 | P | | |
| M49.5 | Financial report | | | | | | | | | 1 | 2 | L/P | | |
| M49.6 | Business plan/businessproposal results | | | | | | | | | 4 | 8 | P | | |

6th Semester

| M50 | Module 50: Life skills: Community Service Program in Education | | | | | 4 | | | | 0 | 159 | | | 30% |
|--------|---|--|--|--|--|---|--|--|--|----|-----|-----|----------------------|-----|
| M50.1 | School needs analysis, concept of academic excellence, school competitiveness, characteristics of Muhammadiyah education. | | | | | | | | | | 23 | P | Project report | |
| M50.2 | Designing quality improvement programs, learning innovations, developing school culture and character | | | | | | | | | | 23 | P | | |
| M50.3 | School administration, 21st century teaching, utilization of technology in education. | | | | | | | | | | 11 | P | | |
| M50.4 | Adaptive and progressive learning, digital learning, school community empowerment strategies | | | | | | | | | | 23 | P | | |
| M50.5 | Identification of village needs, development of hard and soft skills, concept of community empowerment. | | | | | | | | | | 11 | P | | |
| M50.6 | Life skills education, an empowerment strategy for long-term prosperity. | | | | | | | | | | 11 | P | | |
| M50.7 | Conceptualizing humanitarian intervention, education assistance in emergency situations | | | | | | | | | | 11 | P | | |
| M50.8 | Education in emergencies, social support for education. | | | | | | | | | | 23 | P | | |
| M50.9 | Analysis of entrepreneurial opportunities and challenges, community-based business development strategies. | | | | | | | | | | 11 | P | | |
| M50.10 | Community entrepreneurship development program design, entrepreneurial innovation concept. | | | | | | | | | | 12 | P | | |
| M51 | Module 51: Advanced Accounting | | | | | 3 | | | | 35 | 84 | | | 60% |
| M51.1 | Nature of the partnership entity; Accounting for the formation of the; partnership Accounting for operations; Allocating profit or loss to the allies Reporting | | | | | | | | | 2 | 6 | L/P | Exam Paper (180 Min) | |
| M51.2 | General concept; New ally purchases interest; New ally invests in the partnership; Determines the cost of the new ally's investment; Resignation of the ally from the company | | | | | | | | | 2 | 6 | L/P | | |

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| M51.3 | Overview of partnership liquidation; Lump sum liquidation; Staged liquidation | | | | | | | | | 2 | 6 | L/P | | |
| M51.4 | Installment sales of immovable and movable goods; Cancellation of installment sales; Exchange of installment sales | | | | | | | | | 2 | 6 | L/P | | |
| M51.5 | Recording procedures for commissioners; Recording procedures for trustees | | | | | | | | | 3 | 6 | L/P | | |
| M51.6 | Intercompany account Branch; establishment Branch profit recognition; Merchandise shipment to branch | | | | | | | | | 3 | 6 | L/P | | |
| M51.7 | Factors causing business expansion; Business combination | | | | | | | | | 3 | 6 | L/P | | |
| M51.8 | Financial reporting method based on ownership level of common stock; Reporting of ownership other than investment in common stock | | | | | | | | | 3 | 6 | L/P | | |
| M51.9 | Consolidation concept and consolidated financial statements; Consolidated financial statements of wholly-owned subsidiaries | | | | | | | | | 3 | 12 | L/P | | |
| M51.1 0 | Consolidation procedures in less than wholly owned subsidiaries | | | | | | | | | 3 | 6 | L/P | | |
| M51.1 1 | Inter-company transfer of non-current assets | | | | | | | | | 3 | 6 | L/P | | |
| M51.1 2 | Inter-company inventory transfer | | | | | | | | | 3 | 6 | L/P | | |
| M51.1 3 | Inter-company debt transfer | | | | | | | | | 3 | 6 | L/P | | |
| M52 | Module 52: Financial Management | | | | | | | 2 | | 23 | 56 | | | 60% |
| M52.1 | Financial management from various experts; Objectives of financial management; Functions of financial management; Principles of financial management; Stages of financial management | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M52.2 | Role of finance manager; Duties of finance manager; Responsibilities of financemanager; Financial management decisions | | | | | | | | | 2 | 4 | L | | |
| M52.3 | The concept of time value of money | | | | | | | | | 2 | 4 | L | | |
| M52.4 | Working capital management, Receivables management, Inventory management, Cash management; Securities; Capital structure | | | | | | | | | 3 | 16 | L | | |
| M52.5 | Capital structure | | | | | | | | | 2 | 4 | L/P | | |
| M52.6 | Risk and return in investment | | | | | | | | | 2 | 4 | L/P | | |
| M52.7 | Investment risk and return | | | | | | | | | 2 | 4 | L/P | | |
| M52.8 | Investment decision methods | | | | | | | | | 2 | 4 | L/P | | |
| M52.9 | Break Event point (BEP) method analysis tool | | | | | | | | | 2 | 4 | L/P | | |
| M52.1 0 | Financial statement analysis | | | | | | | | | 2 | 4 | L/P | | |

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|------------|--|--|--|--|--|--|---|--|--|----|----|-----|-------------------------|-----|
| M52.1 1 | Multinational financial management | | | | | | | | | 2 | 4 | L/P | | |
| M53 | Module 53: Micro Teaching | | | | | | 2 | | | 23 | 56 | | | 60% |
| M53.1 | Design and components of teaching modules as learning planning tools | | | | | | | | | 2 | 4 | P | Skill practice | |
| M53.2 | Learning planning attachment (teaching module) LKPD, learning media, teaching materials, and assessment instruments | | | | | | | | | 2 | 4 | P | | |
| M53.3 | Basic teaching skills | | | | | | | | | 2 | 4 | P | | |
| M53.4 | Simulation of learning practices based on the teaching module tools that have been made | | | | | | | | | 5 | 16 | P | | |
| M53.5 | Learning assessment practice | | | | | | | | | 3 | 8 | P | | |
| M53.6 | Effective methods of providing feedback | | | | | | | | | 2 | 4 | P | | |
| M53.7 | Effective communication techniques in learning | | | | | | | | | 2 | 4 | P | | |
| M53.8 | Enrichment and remedial activities that meet student needs based on learning evaluation results | | | | | | | | | 2 | 4 | P | | |
| M53.9 | Self-reflection on learning practices that have been implemented | | | | | | | | | 3 | 8 | P | | |
| M54 | Module 54: Educational Research Methodology | | | | | | 2 | | | 23 | 56 | | | 60% |
| M54.1 | Q1,2,3,4 scopus indexed International Journal Manuscripts with the same focus, according to the student's specialization. 2. National Journal manuscripts sinta 1,2,3,4 with the same focus, according to specialization 3. Each student downloads 2 journals, makes a digest, looks for similarities and differences in content and methods | | | | | | | | | 1 | 4 | L | Exam Paper (180 Min) | |
| M54.2 | Proposal Writing Guidelines | | | | | | | | | 2 | 4 | L | | |
| M54.3 | Develop a Research Proposal | | | | | | | | | 2 | 4 | L/P | | |
| M54.4 | 1. Download 2 scopus indexed international journal articles, or 2. Download 2 sinta national journal articles according to expertise | | | | | | | | | 2 | 4 | L/P | | |
| M54.5 | 2 articles published in scopus indexed international journals 2 articles published in sinta national journals | | | | | | | | | 2 | 4 | L/P | | |
| M54.6 | Type of Research Research Design Source of Data Research Instruments Research subjects | | | | | | | | | 2 | 4 | L/P | | |
| M54.7 | Data collection techniques; Coding techniques; Tabulating techniques; Data validity analysis techniques; Data presentation techniques | | | | | | | | | 2 | 4 | L/P | | |
| M54.8 | Qualitative Research Instruments and In-Depth Interviews | | | | | | | | | 2 | 4 | L/P | | |
| M54.9 | Classroom Action Research Methods | | | | | | | | | 2 | 4 | L/P | | |
| M54.1 0 | Data Processing Technique | | | | | | | | | 2 | 4 | L/P | | |
| M54.1 1 | Research Report Writing | | | | | | | | | 2 | 8 | L/P | | |

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|------------|--|--|--|--|--|--|--|--|----------|---|-----------|-----------|----------------|------------|
| M54.1 2 | Writing a Publication Manuscript | | | | | | | | | 2 | 8 | L/P | | |
| M55 | Module 55: Computer in Accounting Practice | | | | | | | | 2 | | 23 | 56 | | 60% |
| M55.1 | Basic concepts of accounting computerization | | | | | | | | | 1 | 4 | T/P | Skill practice | |
| M55.2 | Basic concepts of accounting computerization | | | | | | | | | 1 | 4 | T/P | | |
| M55.3 | Initial company identity | | | | | | | | | 2 | 4 | T/P | | |
| M55.4 | Account number and name in accounting software | | | | | | | | | 2 | 4 | T/P | | |
| M55.5 | Linked accounts and tax settings in accounting software | | | | | | | | | 2 | 4 | T/P | | |
| M55.6 | List of opening balances for the trial balance | | | | | | | | | 2 | 4 | T/P | | |
| M55.7 | List of customer and supplier balances | | | | | | | | | 2 | 4 | T/P | | |
| M55.8 | Financial transactions and recording of financial transaction journaling | | | | | | | | | 4 | 12 | T/P | | |
| M55.9 | Adjustment journal of financial transactions | | | | | | | | | 2 | 4 | T/P | | |
| M55.1 0 | Accounting software-based profit and loss financial statements | | | | | | | | | 2 | 4 | T/P | | |
| M55.1 1 | Balance sheet financial report based on accounting software | | | | | | | | | 3 | 8 | T/P | | |
| M56 | Module 56: Village Governance Accounting Practice | | | | | | | | 2 | | 23 | 56 | | 60% |
| M56.1 | APBDes preparation mechanism | | | | | | | | | 2 | 4 | L/T | Skill practice | |
| M56.2 | Mechanism for APBDes preparation | | | | | | | | | 2 | 4 | L/T | | |
| M56.3 | Village Transaction Bookkeeping Mechanism | | | | | | | | | 3 | 8 | T/P | | |
| M56.4 | Payment Request Letter; General Cash Book; Activity Assistant Cash Book; Tax Assistant Book; Bank Assistant Book; Asset Inventory Book | | | | | | | | | 8 | 20 | T/P | | |
| M56.5 | Procedures for Preparing the Budget Realization Report; Village Owned Wealth (LKMD) | | | | | | | | | 8 | 20 | T/P | | |
| M57 | Module 57: Data Processing Practice | | | | | | | | 2 | | 23 | 56 | | 60% |
| M57.1 | Questionnaire for quantitative research | | | | | | | | | 1 | 4 | P | Skill practice | |
| M57.2 | Introduction to the Menu of SPSS 23 and data entry | | | | | | | | | 2 | 4 | P | | |
| M57.3 | Descriptive analysis in SPSS 23 | | | | | | | | | 2 | 4 | P | | |
| M57.4 | Data frequency distribution | | | | | | | | | 2 | 4 | P | | |
| M57.5 | Crosstab | | | | | | | | | 2 | 4 | P | | |
| M57.6 | Presenting the data in graph | | | | | | | | | 2 | 4 | P | | |

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| M57.7 | Validity and reliability test of questionnaire | | | | | | | | | 3 | 8 | P | | |
| M57.8 | Basic assumptions and classical assumption test | | | | | | | | | 3 | 8 | P | | |
| M57.9 | Independent t-test and paired t | | | | | | | | | 3 | 8 | P | | |
| M57.10 | Simple and multiple regression analysis | | | | | | | | | 3 | 8 | P | | |
| M58 | Module 58: Learning Media Practice | | | | | | | 1 | | 12 | 28 | | | 60% |
| M58.1 | Allocating components in preparing ICT-based learning media designs | | | | | | | | | 1 | 2 | P | | |
| M58.2 | Allocating the learning objectives and learning evaluation, learning models, materials, tools | | | | | | | | | 2 | 2 | P | | |
| M58.3 | Applying the steps for creating learning media | | | | | | | | | 3 | 8 | P | | |
| M58.4 | Evaluate learning media products | | | | | | | | | 3 | 8 | P | | |
| M58.5 | Carry out revisions for perfection of learning media products | | | | | | | | | 3 | 8 | P | | |
| M59 | Module 59: Fieldwork Course Practice | | | | | | | 1 | | 12 | 28 | | | 60% |
| M59.1 | Characteristics and general conditions in the fields of education, MSMEs, community economy, and financial and business activities of the creative industry at the level of government, companies, and society in general. | | | | | | | | | 1 | 2 | P | | |
| M59.2 | Issues and problems in the world of education, MSMEs, community economy, financial activities and creative industry businesses at the level of government, companies, society in general. | | | | | | | | | 1 | 2 | P | | |
| M59.3 | Alternative solutions in overcoming problems that occur in the world of education, MSMEs, community economy, financial activities and creative industry businesses at the level of government, companies, and society in general. | | | | | | | | | 3 | 6 | P | | |
| M59.4 | observation visits to public objects related to education, MSMEs, community economy, and financial and business activities of the creative industry at the level of government, companies, and society in general. | | | | | | | | | 3 | 8 | P | | |
| M59.5 | Make a report and conduct a seminar on the results of the field work visit observation implementation | | | | | | | | | 4 | 10 | P | | |

7th Semester

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|------------|---|--|--|--|--|--|--|----------|--|----------|------------|---|--|------------|
| M60 | Module 60: School Field Introduction II | | | | | | | 3 | | 0 | 119 | | | 30% |
| M60.1 | Analyze curriculum and learning tools | | | | | | | | | | 8 | P | | |
| M60.2 | Learning strategy and learning evaluation system | | | | | | | | | | 8 | P | | |
| M60.3 | Utilization of information and communication technology in learning | | | | | | | | | | 8 | P | | |

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|------------|--|--|--|--|--|--|--|----------|-----------|-----------|---|-------------------------|------------|
| M60.4 | Student mentoring duties and extracurricular activities | | | | | | | | | 9 | P | | |
| M60.5 | Types of teacher administrative tasks in classroom and school management | | | | | | | | | 9 | P | | |
| M60.6 | Implementation of teacher administration tasks | | | | | | | | | 17 | P | | |
| M60.7 | Preparation of teaching module learning tools | | | | | | | | | 17 | P | | |
| M60.8 | The development of teaching module attachments includes LKPD, assessments, reading materials, and learning media | | | | | | | | | 17 | P | | |
| M60.9 | Assistance activities in learning | | | | | | | | | 17 | P | | |
| M60.10 | Reflection on teaching assistance experience | | | | | | | | | 9 | P | | |
| M61 | Module 61: Auditing | | | | | | | 2 | 20 | 48 | | | 60% |
| M61.1 | Auditing and the Public Accountant Profession | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M61.2 | Materiality, Audit risk and audit strategy | | | | | | | | 3 | 8 | L | | |
| M61.3 | Internal Control Structure | | | | | | | | 3 | 8 | L | | |
| M61.4 | Control testing and substantive testing | | | | | | | | 3 | 8 | L | | |
| M61.5 | Audit Working Paper | | | | | | | | 3 | 8 | L | | |
| M61.6 | Expenditure Cycle Accounting | | | | | | | | 2 | 4 | L | | |
| M61.7 | Auditing of Cash and Receivables | | | | | | | | 2 | 4 | L | | |
| M61.8 | Audit Report | | | | | | | | 2 | 4 | L | | |
| M62 | Module 62: Financial Statement Analysis | | | | | | | 2 | 22 | 52 | | | 60% |
| M62.2 | Definition and categories of financial statement analysis | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M62.3 | Financial statement analysis procedures | | | | | | | | 2 | 4 | L | | |
| M62.4 | Financial statement analysis | | | | | | | | 2 | 4 | L | | |
| M62.5 | Statement of changes in working capital (PMK) | | | | | | | | 3 | 8 | L | | |
| M62.6 | Comparative balance sheet and profit and loss statement (PNL) | | | | | | | | 3 | 8 | L | | |
| M62.7 | Financial ratio analysis (AR) | | | | | | | | 7 | 16 | L | | |
| M62.8 | Planning gross profit (PLK) | | | | | | | | 3 | 8 | L | | |
| M63 | Module 63: Accounting Theory | | | | | | | 2 | 19 | 48 | | | 60% |
| M63.1 | Accounting theory and history of accounting development | | | | | | | | 3 | 8 | L | Exam Paper (120 Min) | |
| M63.2 | Formulation of Accounting Theory, Conceptual Framework of Financial statements | | | | | | | | 3 | 8 | L | | |
| M63.3 | Accounting Standards | | | | | | | | 3 | 8 | L | | |

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|------------|---|--|--|--|--|--|--|--|----------|-----------|-----------|-----|-------------------------|------------|
| M63.4 | Income concept | | | | | | | | | 3 | 8 | L | | |
| M63.5 | Cost Concept | | | | | | | | | 2 | 4 | L | | |
| M63.6 | Profit Concept | | | | | | | | | 3 | 8 | L | | |
| M63.7 | Financial Statement Disclosure | | | | | | | | | 2 | 4 | L | | |
| M64 | Module 64: Corporate Budgeting | | | | | | | | 2 | 24 | 56 | | | 60% |
| M64.1 | Corporate budget | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M64.2 | Sales planning, forecasting, and sales strategy | | | | | | | | | 2 | 4 | L | | |
| M64.3 | Production Budget | | | | | | | | | 2 | 4 | L | | |
| M64.4 | Materials planning: purchase and consumption | | | | | | | | | 3 | 8 | L | | |
| M64.5 | Labor planning: needs and salaries | | | | | | | | | 2 | 4 | L | | |
| M64.6 | Planning for sales cost, administration cost, and variable cost | | | | | | | | | 3 | 8 | L | | |
| M64.7 | Cost of goods manufactured | | | | | | | | | 2 | 4 | L | | |
| M64.8 | Budget forecasting of marketing expenses and administrative expenses | | | | | | | | | 2 | 4 | L | | |
| M64.9 | Cash and debts planning | | | | | | | | | 3 | 8 | L | | |
| M64.10 | Budget effectiveness and budget report | | | | | | | | | 3 | 8 | L | | |
| M65 | Module 65: Seminar of Accounting Education | | | | | | | | 2 | 24 | 56 | | | 60% |
| M65.1 | Definition of Seminar, Speaker, Comparator, Minutes and Moderator | | | | | | | | | 2 | 4 | T/P | Research proposal | |
| M65.2 | Procedure for organizing a seminar | | | | | | | | | 2 | 4 | P | | |
| M65.3 | Types of presentation techniques | | | | | | | | | 2 | 4 | P | | |
| M65.4 | Types of speaking, listening and question answering techniques in seminars | | | | | | | | | 2 | 4 | P | | |
| M65.5 | Finding the problem being observed | | | | | | | | | 2 | 4 | P | | |
| M65.6 | Explain and implement procedures for exploring ideas and ideas as problem solutions | | | | | | | | | 3 | 8 | P | | |
| M65.7 | Making scientific articles | | | | | | | | | 8 | 20 | P | | |
| M65.8 | Presentation of scientific articles in seminars | | | | | | | | | 3 | 8 | S | | |
| M66 | Module 66: Sharia Financial Accounting *) | | | | | | | | 2 | 20 | 44 | | | 60% |
| M66.1 | Fundamentals of Islamic economics Accounting history | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M66.2 | Development of syariah financial institutions in Indonesia and the World | | | | | | | | | 2 | 4 | L | | |
| M66.3 | Sharia principles that must be considered in the management of an Islamic bank | | | | | | | | | 2 | 4 | L | | |

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|------------|---|--|--|--|--|--|--|--|----------|-----------|-----------|---|--|------------|
| M66.4 | Scheme of Islamic bank operations | | | | | | | | | 2 | 4 | L | | |
| M66.5 | Funds collection accounting | | | | | | | | | 2 | 4 | L | | |
| M66.6 | Concept of mudharabah investment - Recording mudharabah investment | | | | | | | | | 3 | 8 | L | | |
| M66.7 | Concept of musyarakah investment - Recording musyarakah investment | | | | | | | | | 2 | 4 | L | | |
| M66.8 | Concept of salam transactions - Recording salam and parallel salam transactions | | | | | | | | | 2 | 4 | L | | |
| M66.9 | Concept of istishna - Recording of istishna and parallel istishna transactions | | | | | | | | | 2 | 4 | L | | |
| M67 | Module 67: Accounting for MSMEs and Cooperative *) | | | | | | | | 2 | 20 | 48 | | | 60% |
| M67.1 | MSME and Cooperative Accounting concepts | | | | | | | | | 2 | 4 | L | | |
| M67.2 | Purchase, sales, asset and inventory transactions in MSMEs into a journal | | | | | | | | | 7 | 16 | L | | |
| M67.3 | MSME financial statements | | | | | | | | | 3 | 8 | L | | |
| M67.4 | Cooperative fund raising transactions, investment journals, asset journals in cooperatives | | | | | | | | | 5 | 12 | L | | |
| M67.5 | Financial Statement of Residual Income | | | | | | | | | 3 | 8 | L | | |
| M67.6 | Financial Issues in MSMEs and Cooperatives | | | | | | | | | 3 | 8 | L | | |
| M68 | Module 68: Creative Economics *) | | | | | | | | 2 | 18 | 44 | | | 60% |
| M68.1 | Understanding and concepts about creative economy | | | | | | | | | 3 | 8 | L | | |
| M68.2 | The importance of the creative economy as a new economy | | | | | | | | | 3 | 8 | L | | |
| M68.3 | Identify types of creative industries based on creative industry sub-sectors and creative industry market potential. | | | | | | | | | 3 | 8 | L | | |
| M68.4 | Creative industry classification | | | | | | | | | 2 | 4 | L | | |
| M68.5 | Market Share of Creative Industry | | | | | | | | | 5 | 12 | L | | |
| M68.6 | Creative services concept | | | | | | | | | 2 | 4 | L | | |
| M68.7 | Basic Capital and Pillars of the Creative Economy: | | | | | | | | | 2 | 4 | L | | |
| | Creativity and its importance, Creativity and Entrepreneur and Innovation and ntrepreneurship Methods of Generating Ideas | | | | | | | | | 3 | 8 | L | | |
| M69 | Module 69: Islamic Economics *) | | | | | | | | 2 | 24 | 56 | | | 60% |
| M69.1 | Overview of socialism, capitalism, and Islamic economic system | | | | | | | | | 3 | 8 | L | | |
| M69.2 | Islamic Economics in National Development in Indonesia | | | | | | | | | 2 | 4 | L | | |
| M69.3 | Islamic Economics in Various Global Economic Systems | | | | | | | | | 3 | 8 | L | | |

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|------------|--|--|--|--|--|--|--|----------|-----------|-----------|---|-------------------------|------------|
| M69.4 | Production, Production Factors in Islam Consumption from an Islamic perspective Building a supply chain in accordance with Islamic guidance (Halal supply chain) | | | | | | | | 3 | 8 | L | | |
| M69.5 | Conventional factors of production and Islamic point of view Consumption in Islamic point of view Distribution and Islamic distribution channels (Halal supply chain) | | | | | | | | 3 | 8 | L | | |
| M69.6 | Conventional Financial Industry vs Financial Industry in Islamic countries Conventional Banking vs Islamic Banking Conventional social security vs Islamic social security | | | | | | | | 2 | 4 | L | | |
| M69.7 | Types of transactions recommended in Islam Types of transactions prohibited in Islam (Riba, maysir, gharar, etc.) | | | | | | | | 2 | 4 | L | | |
| M69.8 | Financial system in Islam Market mechanis | | | | | | | | 2 | 4 | L | | |
| M69.9 | Islamic economics in different countries | | | | | | | | 2 | 4 | L | | |
| M69.10 | Halal industry in various countries Potential of halal industry in Indonesia | | | | | | | | 2 | 4 | L | | |
| M70 | Module 70: Business Ethic *) | | | | | | | 2 | 26 | 60 | | | 60% |
| M70.1 | The nature of business ethics with links to religion, ethics and values | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M70.2 | Ethical theory in business development. | | | | | | | | 2 | 4 | L | | |
| M70.3 | Ethical theory and paradigm of the development of human nature | | | | | | | | 3 | 8 | L | | |
| M70.4 | Application of ethical theory in everyday life, especially in business activities | | | | | | | | 2 | 4 | L | | |
| M70.5 | Business ethics issues in Indonesia | | | | | | | | 3 | 8 | L | | |
| M70.6 | Consumer rights and consumer protection principles | | | | | | | | 2 | 4 | L | | |
| M70.7 | Design the company's marketing mechanism wisely and in accordance with applicable regulations | | | | | | | | 3 | 8 | L | | |
| M70.8 | Corporate social responsibility programs, discrimination issues | | | | | | | | 2 | 4 | L | | |
| M70.9 | Correct claim mechanisms related to company responsibilities and employee rights | | | | | | | | 2 | 4 | L | | |
| M70.10 | Potential ethical issues in governance, accounting and finance | | | | | | | | 2 | 4 | L | | |
| M70.11 | Corporate Social Responsibility process in the company | | | | | | | | 3 | 8 | L | | |
| M71 | Module 71: Organizational Behaviour *) | | | | | | | 2 | 24 | 52 | | | 60% |
| M71.1 | Basic concepts of organizational behavior | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M71.2 | organizational diversity | | | | | | | | 2 | 4 | L | | |
| M71.3 | Perception and individual decision making | | | | | | | | 2 | 4 | L | | |
| M71.4 | Attitude and job satisfaction | | | | | | | | 2 | 4 | L | | |

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| M71.5 | Motivation and 3 key elements motivation | | | | | | | | | 3 | 8 | L | | |
| M71.6 | Teamwork | | | | | | | | | 2 | 4 | L | | |
| M71.7 | Basics of group behavior | | | | | | | | | 2 | 4 | L | | |
| M71.8 | Organizational communication | | | | | | | | | 2 | 4 | L | | |
| M71.9 | Foundation of organizational structure | | | | | | | | | 2 | 4 | L | | |
| M71.1 0 | Influence, Power, and Politics | | | | | | | | | 3 | 8 | L | | |
| M71.1 1 | Conflict and Negotiation | | | | | | | | | 2 | 4 | L | | |
| M72 | Module 72: Human Resource Management *) | | | | | | | | 2 | 22 | 44 | | | 60% |
| M72.1 | Definition of HR management as a science, art and process | | | | | | | | | 2 | 4 | L | | |
| M72.2 | HR Management versus Personnel Management | | | | | | | | | 2 | 4 | L | | |
| M72.3 | The development of HR as a profession | | | | | | | | | 2 | 4 | L | | |
| M72.4 | Competitive advantage through human resources | | | | | | | | | 2 | 4 | L | | |
| M72.5 | The development of the conception of competitive advantage 3. Corporate culture 4. Sources of competitive advantages | | | | | | | | | 2 | 4 | L | | |
| M72.6 | The role of HR as a key element in organizational development. | | | | | | | | | 2 | 4 | L | | |
| M72.7 | Business strategy and HR strategy | | | | | | | | | 2 | 4 | L | | |
| M72.8 | Human resource planning | | | | | | | | | 2 | 4 | L | | |
| M72.9 | The role of HR in the face of change | | | | | | | | | 2 | 4 | L | | |
| M72.1 0 | Strategies for realizing competitive HR Excellence | | | | | | | | | 2 | 4 | L | | |
| M72.1 1 | Corporate culture | | | | | | | | | 2 | 4 | L | | |
| M72.1 2 | Competitive challenges and global competition | | | | | | | | | 2 | 4 | L | | |
| M72.1 3 | History of Human Resource Management Education in Organization | | | | | | | | | 2 | 4 | L | | |
| M72.1 4 | Development of HR as a profession | | | | | | | | | 2 | 4 | L | | |
| M73 | Module 73: Supervision Management *) | | | | | | | | 2 | 22 | 44 | | | 60% |
| M73.1 | Definition of educational supervision | | | | | | | | | 2 | 4 | L | | |
| M73.2 | Principles of educational supervision | | | | | | | | | 2 | 4 | L | | |

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| M73.3 | The purpose of educational supervision | | | | | | | | 2 | 4 | L | | |
| M73.4 | The role of educational supervision | | | | | | | | 2 | 4 | L | | |
| M73.5 | Definition of academic supervision | | | | | | | | 2 | 4 | L | | |
| M73.6 | Definition of managerial supervision | | | | | | | | 2 | 4 | L | | |
| M73.7 | Definition, components, stages School quality assurance system and Supervision Methods and Techniques Education | | | | | | | | 2 | 4 | L | | |
| M73.8 | School quality assurance system and Supervision Methods and Techniques Education | | | | | | | | 2 | 4 | L | | |
| M73.9 | The role of the school principal | | | | | | | | 2 | 4 | L | | |
| M73.1 0 | The role of the school supervisor | | | | | | | | 2 | 4 | L | | |
| M73.1 1 | Definition of visionary leadership | | | | | | | | 2 | 4 | L | | |
| M73.1 2 | Definition of transformational leadership | | | | | | | | 2 | 4 | L | | |
| M73.1 3 | Basic concepts of management-based School | | | | | | | | 2 | 4 | L | | |
| M73.1 4 | Implementation of management-based School | | | | | | | | 2 | 4 | L | | |
| M74 | Module 74: Strategic Management *) | | | | | | | 2 | 22 | 48 | | | 60% |
| M74.1 | Basic concepts of strategic management | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M74.2 | Components and evolution of strategic management | | | | | | | | 2 | 4 | L | | |
| M74.3 | Micro-environmental and macro-environmental analysis of strategic management | | | | | | | | 2 | 4 | L | | |
| M74.4 | Industry and competitor environment analysis | | | | | | | | 2 | 4 | L | | |
| M74.5 | Definition and 5 Stages of the Product Lifecycle Cycle | | | | | | | | 2 | 4 | L | | |
| M74.6 | Definition of Strength (Strength) Weakness (Weakness) Opportunity (Opportunity) Threat (Threat) analysis | | | | | | | | 2 | 4 | L | | |
| M74.7 | Definition of market share growth and measurement of market share growth and Corporate Culture | | | | | | | | 2 | 4 | L | | |
| M74.8 | Definition and groups of growth strategies Definition of industrial life matrix | | | | | | | | 3 | 8 | L | | |
| M74.9 | Differences in the definition of vision, mission, philosophy, and identity / corporate image | | | | | | | | 2 | 4 | L | | |
| M74.1 0 | Application of the theory of cost advantage and differentiation theory | | | | | | | | 3 | 8 | L | | |
| M75 | Module 75: Total Quality Management *) | | | | | | | 2 | 21 | 52 | | | 60% |

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|------------|--|--|--|--|--|--|--|--|----------|-----------|-----------|---|-------------------------|------------|
| M75.1 | Basic concepts of TQM and analyze the history of TQM | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M75.2 | Customer focus, service quality, process management and process improvement, Employee Involvement and Empowerment (PPK) in quality, leadership and teamwork, reengineering and quality culture | | | | | | | | | 8 | 20 | L | | |
| M75.3 | Tools and techniques for measuring quality performance, six sigma, quality costs, benchmarking, productivity, ISO 9000, and ISO 14000 | | | | | | | | | 8 | 20 | L | | |
| M75.4 | Awarding quality awards, the need for quality changes and TQM implementation phases | | | | | | | | | 3 | 8 | L | | |
| M76 | Module 76: Educational Sociology *) | | | | | | | | 2 | 22 | 44 | | | 60% |
| M76.1 | Educational sociology: concept, history, and scope | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M76.2 | Educational science and sociology | | | | | | | | | 2 | 4 | L | | |
| M76.3 | structure of educational society, relationships between structures in educational society, values of relationships between structures | | | | | | | | | 2 | 4 | L | | |
| M76.4 | Mapping the social structure of the community around the school | | | | | | | | | 2 | 4 | L | | |
| M76.5 | Sociological map of the relationship between school structures and social structures outside the school | | | | | | | | | 2 | 4 | L | | |
| M76.6 | The relationship between school culture and the development of the surrounding community | | | | | | | | | 2 | 4 | L | | |
| M76.7 | Teachers as agents of development, social agents, and reconstructing social change | | | | | | | | | 2 | 4 | L | | |
| M76.8 | Teachers in a functional structural environment | | | | | | | | | 2 | 4 | L | | |
| M76.9 | Social development of children, the process of religiosity, and children social development | | | | | | | | | 2 | 4 | L | | |
| M76.10 | Maturation of the child, the child as an individual, the child as a member of the family, the child as a member of society, the child as a citizen, the pace of social development | | | | | | | | | 2 | 4 | L | | |
| M76.11 | Educational development, Unemployment, Social mobility, and Development Policy | | | | | | | | | 2 | 4 | L | | |
| M76.12 | Multi-cultural society 2. social and political dynamics 3. future role of education | | | | | | | | | 2 | 4 | L | | |
| M77 | Module 77: School Financial Management *) | | | | | | | | 2 | 24 | 48 | | | 60% |
| M77.1 | Economic Concepts of Education | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M77.2 | Basic concepts of Macro, Messo, and Budgeting Planning and Budgeting | | | | | | | | | 2 | 4 | L | | |
| M77.3 | Quantitative Program Planning Methods | | | | | | | | | 2 | 4 | L | | |
| M77.4 | Cash Management for Schools | | | | | | | | | 2 | 4 | L | | |
| M77.5 | Micro-level Cost Grouping | | | | | | | | | 2 | 4 | L | | |

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| M77.6 | Micro-level tuition fee sources | | | | | | | | | 2 | 4 | L | | |
| M77.7 | Planning School Input Costs | | | | | | | | | 2 | 4 | L | | |
| M77.8 | Planning the Direct Costs of Learning | | | | | | | | | 2 | 4 | L | | |
| M77.9 | Planning the cost of learning facilities and infrastructure | | | | | | | | | 2 | 4 | L | | |
| M77.1 0 | administrative, housekeeping, financial, and secretariat costs | | | | | | | | | 2 | 4 | L | | |
| M77.1 1 | Learning overhead cost planning | | | | | | | | | 2 | 4 | L | | |
| M77.1 2 | BOS Fund Cost Management | | | | | | | | | 2 | 4 | L | | |
| M77.1 3 | Preparation of School Budget | | | | | | | | | 2 | 4 | L | | |
| M77.1 4 | Effectiveness of school financial management and preparation of evaluation reporting | | | | | | | | | 2 | 4 | L | | |
| M78 | Module 78: Digital and Humanity Literacy *) | | | | | | | | 2 | 24 | 56 | | | 60% |
| M78.1 | Concept of digital literacy and internet of things | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M78.2 | AI definitions, concepts, and applications AI process Basic concepts of algorithms in AI | | | | | | | | | 2 | 4 | L | | |
| M78.3 | Positive and negative impacts of technological and information developments on education | | | | | | | | | 3 | 8 | L | | |
| M78.4 | The concept of digital transactions and its development | | | | | | | | | 2 | 4 | L | | |
| M78.5 | Definition of e-commerce Online business Online marketing | | | | | | | | | 2 | 4 | L | | |
| M78.6 | Legal regulations regarding digital transactions/e-commerce | | | | | | | | | 2 | 4 | L | | |
| M78.7 | Human literacy and its components | | | | | | | | | 3 | 8 | L | | |
| M78.8 | Industrial Revolution 4.0 and Society 5.0 | | | | | | | | | 3 | 8 | L | | |
| M78.9 | the interconnectedness of digital literacy and humanity | | | | | | | | | 5 | 12 | L | | |

8th Semester

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| M79 | Module 79: Undergraduate Thesis | | | | | | | | 4 | 51 | 120 | | | 30% |
| M79.1 | Logical, critical and systematic principles | | | | | | | | | 7 | 16 | P | Undergraduate Thesis Defense | |
| M79.2 | Research background writing | | | | | | | | | 7 | 16 | P | | |
| M79.3 | Distinction between Fact and Opinion; Introduction and Recognition of Bias | | | | | | | | | 10 | 24 | P | | |

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| M79.4 | Understanding the Theoretical Basis; Techniques for Formulating Research Questions; Relationship between Research Questions and Objectives; Student Involvement in the Research Thinking Process | | | | | | | | | 7 | 16 | P | | |
| M79.5 | Scientific Writing: Structure and Key Elements | | | | | | | | | 7 | 16 | P | | |
| M79.6 | Integration of Findings with Theory | | | | | | | | | 3 | 8 | P | | |
| M79.7 | Importance of Citation and Referencing | | | | | | | | | 3 | 8 | P | | |
| M79.8 | Plagiasrms and Ethics in Research | | | | | | | | | 7 | 16 | P | | |

*) *Elective course*

| | | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|--|
| total | 2 | 1 | 1 | 2 | 2 | 2 | 3 | 4 | 180 | 457 | |
| | 0 | 9 | 9 | 1 | 1 | 1 | 9 | | 0 | 4 | |

L: *Lecture*

S: *Seminar*

T: *Tutorial*

P: *Practice*

Curriculum Overview

SPETE Programme, 8 Semesters

1st Semester

| Modul No. | Title of Module / Course Unit + Compulsory or elective? | Credit Points per Semester | | | | | | | | Workload | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations | weight of exam related to final grade |
|-----------|--|----------------------------|----|----|----|----|----|----|----|----------------|------------------|--|-----------------------------------|---------------------------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study | | | |
| M1 | Module 1: Pancasila | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.1.1 | Pancasila within the study of the Indonesian history. | | | | | | | | | 4 | 10 | L/T | Exam Paper (180 Min) | |
| M.1.2 | Pancasila as the state foundation | | | | | | | | | 4 | 10 | L/T | | |
| M.1.3 | Pancasila as the state ideology | | | | | | | | | 3 | 6 | L/T | | |
| M.1.4 | Pancasila as the philosophical system | | | | | | | | | 4 | 10 | L/T | | |
| M.1.5 | Pancasila as the ethic system | | | | | | | | | 4 | 10 | L/T | | |
| M.1.6 | Pancasila sebagai as fundamental value of science advancement | | | | | | | | | 4 | 10 | L/T | | |
| M2 | Module 2: Islamic Studies: Tauhid | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.2.1 | Aqidah (Islamic beliefs) | | | | | | | | | 5 | 14 | L/T | Exam Paper (180 Min) | |
| M.2.2 | Tawheed | | | | | | | | | 5 | 14 | L/T | | |
| M.2.3 | Pillars of faith | | | | | | | | | 6 | 14 | L/T | | |
| M.2.4 | Good characters (Akhlak) | | | | | | | | | 7 | 14 | L/T | | |
| M3 | Module 3: Introduction to Standardized EnglishTest | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.3.1 | Introduction | | | | | | | | | 2 | 8 | L/T | Exam Paper (180 Min) | |
| M.3.2 | Reading (Skimming, Previewing Main Idea, Scanning) | | | | | | | | | 3 | 8 | L/P | | |
| M.3.3 | Listening (Detailed Information, announcement,) | | | | | | | | | 4 | 8 | L/P | | |
| M.3.4 | Writing (Official Document,article summary) | | | | | | | | | 4 | 8 | L/P | | |
| M.3.5 | Speaking (Giving opinion, agreeing, Disagreeing, discourse marker on presentation) | | | | | | | | | 6 | 12 | L/P | | |
| M.3.6 | Pronoun Reference | | | | | | | | | 4 | 12 | L/P | | |

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| M4 | | Module 4: Educational Philosophy | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.4.1 | The definition of philosophy and education philosophy; | | | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M.4.2 | Schools in educational philosophy; | | | | | | | | | | 4 | 6 | L | | |
| M.4.3 | The educational philosophy view towards human beings; | | | | | | | | | | 5 | 13 | L | | |
| M.4.4 | The National education system; | | | | | | | | | | 6 | 16 | L | | |
| M.4.5 | The philosophical concepts of education components. | | | | | | | | | | 6 | 16 | L | | |
| M5 | | Module 5: Educational Psychology | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.5.1 | Definition and scope of educational psychology; | | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M.5.2 | The basic concepts of educational psychology; | | | | | | | | | | 2 | 4 | T | | |
| M.5.3 | Growth and development of students, developmental tasks, developmental aspects; | | | | | | | | | | 2 | 4 | T | | |
| M.5.4 | Individual characteristics; | | | | | | | | | | 2 | 4 | L | | |
| M.5.5 | Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ); | | | | | | | | | | 2 | 4 | L/T | | |
| M.5.6 | Learning concepts and theories; | | | | | | | | | | 3 | 8 | L/T | | |
| M.5.7 | Students and their families, Students and peers; | | | | | | | | | | 3 | 8 | L | | |
| M.5.8 | Behavioral problems in the classroom, socially detrimental student behavior problems; | | | | | | | | | | 3 | 8 | L | | |
| M.5.9 | learning approach from psychological perspective; | | | | | | | | | | 3 | 8 | L/T | | |
| M6 | | Module 6: Basic Concepts of Indonesian Language | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.6.1 | Indonesian language: definition and position | | | | | | | | | | 2 | 5 | L/T | Exam Paper (180 Min) | |
| M.6.2 | The position, function, and purpose of language | | | | | | | | | | 2 | 5 | L/T | | |
| M.6.3 | Concepts of letters, spelling, and punctuation (Phonology) | | | | | | | | | | 2 | 5 | L/T | | |
| M.6.4 | Words, and their formation (Morphology) | | | | | | | | | | 2 | 5 | L/T | | |
| M.6.5 | Concepts of phrases, clauses, and sentences (Syntax) | | | | | | | | | | 2 | 5 | L/T | | |
| M.6.6 | Paragraph and discourse concept | | | | | | | | | | 2 | 5 | L/T | | |
| M.6.7 | The concept of the field of meaning (semantics) | | | | | | | | | | 3 | 7 | L/T | | |
| M.6.8 | The concept of pragmatics | | | | | | | | | | 2 | 5 | L/T | | |
| M.6.9 | Paragraphs and discourses in their use in education | | | | | | | | | | 3 | 7 | P | | |
| M.6.10 | Sentences and discourses that contain the meaning and purpose of the statement | | | | | | | | | | 3 | 7 | P | | |
| M7 | | Module 7: Basic Concepts of Natural Science | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.7.1 | Quantity, Unit, and Measurement | | | | | | | | | | 1 | 2 | L/P | Exam Paper (180 Min) | |
| M.7.2 | Kinematics | | | | | | | | | | 2 | 6 | L/T | | |

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| M.7.3 | Dimanics | | | | | | | | | 2 | 6 | L/P | | |
| M.7.4 | Work, Energy, and Power | | | | | | | | | 2 | 6 | L | | |
| M.7.5 | Vibration, Wave, and Optics | | | | | | | | | 2 | 5 | L | | |
| M.7.6 | Static Electricity and Dinamc Electricity | | | | | | | | | 2 | 5 | L/P | | |
| M.7.7 | Magnetism | | | | | | | | | 2 | 5 | L/P | | |
| M.7.8 | Living Things Characteristics | | | | | | | | | 2 | 5 | L/T | | |
| M.7.9 | Plant and Animal (Invertebrae and Invertebrae) | | | | | | | | | 2 | 4 | L/T | | |
| M.7.10 | Body System (Cirulatory System, Digestive System, Mascular System, Skeletal System, Respiratory System, Nervous System) | | | | | | | | | 2 | 4 | L/T | | |
| M.7.11 | Nutrition, Health, and Deseases | | | | | | | | | 2 | 4 | L/T | | |
| M.7.12 | Ecosystem | | | | | | | | | 2 | 4 | L/P | | |
| M8 | Module 8: Basic Concepts of Social Science | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.8.1 | Understanding Social Sciences, Scientific Methods and Scientific Truth | | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M.8.2 | The Structure and Role of Science | | | | | | | | | 2 | 5 | L | | |
| M.8.3 | Sosiology | | | | | | | | | 2 | 5 | L | | |
| M.8.4 | Anthropology | | | | | | | | | 2 | 4 | L | | |
| M.8.5 | Geography | | | | | | | | | 2 | 4 | L | | |
| M.8.6 | History | | | | | | | | | 3 | 4 | L | | |
| M.8.7 | Economics | | | | | | | | | 3 | 6 | L | | |
| M.8.8 | Psychology | | | | | | | | | 3 | 11 | L | | |
| M.8.9 | Political Science | | | | | | | | | 4 | 12 | L | | |
| M9 | Module 9: Basic Concepts of Civic Education | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.9.1 | Introduction to Basic Concepts of Civics for Elementary Schools | | | | | | | | | 1 | 4 | L/P | Exam Paper (180 Min) | |
| M.9.2 | Basic Concepts of Civics for Elementary School | | | | | | | | | 1 | 4 | L/P | | |
| M.9.3 | Characteristics and scope of Civics in Elementary School | | | | | | | | | 1 | 4 | L/P | | |
| M.9.4 | Concept of Norm and Moral Values | | | | | | | | | 1 | 4 | L/P | | |
| M.9.5 | Law and Legislation | | | | | | | | | 1 | 4 | L/P | | |
| M.9.6 | Democratic government | | | | | | | | | 2 | 4 | L/P | | |
| M.9.7 | The history of the formation of Pancasila | | | | | | | | | 2 | 4 | L/P | | |
| M.9.8 | Pancasila as an ideology and an effort to defend Pancasila | | | | | | | | | 2 | 4 | L/P | | |
| M.9.9 | Understanding the types and institutions of Indonesian government | | | | | | | | | 2 | 4 | L/P | | |

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| M.9.10 | The unity and integrity of the Indonesian nation | | | | | | | | | 2 | 4 | L/P | | |
| M.9.11 | Forms and concepts of nationalism | | | | | | | | | 2 | 4 | L/P | | |
| M.9.12 | Indonesian foreign policy | | | | | | | | | 2 | 4 | L/P | | |
| M.9.13 | Globalization :Concept and Aspect | | | | | | | | | 2 | 4 | L/P | | |
| M.9.14 | Archipelago insight of Nusantara | | | | | | | | | 2 | 4 | L/P | | |
| M10 | Module 10: Basic Concepts of Mathematics | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.10.1 | Mathematical logic | | | | | | | | | 1 | 3 | L/T | Exam Paper (180 Min) | |
| M.10.2 | Sets and their types, set operations and their properties | | | | | | | | | 1 | 3 | L/T | | |
| M.10.3 | Relationships and their properties | | | | | | | | | 1 | 3 | L/T | | |
| M.10.4 | Functions and their graphs | | | | | | | | | 2 | 4 | L/T | | |
| M.10.5 | Natural, whole, and even numbers | | | | | | | | | 2 | 4 | L/T | | |
| M.10.6 | Rational numbers | | | | | | | | | 2 | 4 | L/T | | |
| M.10.7 | Irrational numbers | | | | | | | | | 2 | 5 | L/T | | |
| M.10.8 | Basic concepts of arithmetic | | | | | | | | | 2 | 5 | L/T | | |
| M.10.9 | Powers of numbers, roots, sequences, mathematical series | | | | | | | | | 2 | 5 | L/T | | |
| M.10.10 | Geometry | | | | | | | | | 2 | 5 | L/T | | |
| M.10.11 | Linear equations and inequalities | | | | | | | | | 2 | 5 | L/T | | |
| M.10.12 | Quadratic equations and inequalities | | | | | | | | | 2 | 5 | L/T | | |
| M.10.13 | Mathematics problem solving | | | | | | | | | 2 | 5 | L/T | | |

2nd Semester

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| M11 | Module 11: Civics | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.11.1 | National Integration in Bhineka Tunggal Ika Framework | | | | | | | | | 8 | 20 | L | Exam Paper (180 Min) | |
| M.11.2 | Threat against the nation in Bhineka Tunggal Ika Framework | | | | | | | | | 7 | 16 | L | | |
| M.11.3 | Archipelago Insight in Indonesia Context | | | | | | | | | 8 | 20 | L | | |
| M12 | Module 12: Islamic Religious and Social Practices | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.12.1 | Shoum | | | | | | | | | 5 | 12 | L/T | | |
| M.12.2 | Zakat | | | | | | | | | 5 | 12 | L/T | | |
| M.12.3 | Hajj, Umrah | | | | | | | | | 3 | 8 | L/T | | |
| M.12.4 | Marriage in Islam | | | | | | | | | 2 | 4 | L/T | | |

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| M.12.5 | Inheritance share | | | | | | | | | 2 | 4 | L/T | | |
| M.12.6 | Business in Islam | | | | | | | | | 3 | 8 | L/T | | |
| M.12.7 | Financial institution in Islam | | | | | | | | | 3 | 8 | L/T | | |
| M13 | Module 13: Standardized Test (English) Preparation | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.13.1 | Introduction | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M.13.2 | Listening and Reading Comprehension | | | | | | | | | 7 | 16 | L | | |
| M.13.3 | Structure and Written Expression, Incomplete Sentence, Error Recognition | | | | | | | | | 2 | 4 | L | | |
| M.13.4 | Strategies and Tips for Completing the TOEP Test | | | | | | | | | 3 | 8 | L/P | | |
| M.13.5 | Full Practise Test | | | | | | | | | 3 | 8 | L/P | | |
| M.13.6 | Full TOEP Practise Test | | | | | | | | | 5 | 12 | L/P | | |
| M14 | Modul 14 : Guidance and Counseling | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.14.1 | Background to the need for guidance and counseling in schools | | | | | | | | | 3 | 8 | L/T | Exam Paper (180 Min) | |
| M.14.2 | Basic concepts of counseling guidance | | | | | | | | | 2 | 4 | L/T | | |
| M.14.3 | The nature, function, and purpose of guidance and counseling in schools | | | | | | | | | 2 | 4 | L/T | | |
| M.14.4 | Islamic counseling guidance | | | | | | | | | 2 | 4 | L/T | | |
| M.14.5 | Student problem solving | | | | | | | | | 3 | 8 | L/T | | |
| M.14.6 | Child friendly school | | | | | | | | | 2 | 4 | L/T | | |
| M.14.7 | Guidance and counseling service area | | | | | | | | | 2 | 4 | L/T | | |
| M.14.8 | Guidance and counseling programs in schools | | | | | | | | | 3 | 8 | L/T | | |
| M.14.9 | Character guidance | | | | | | | | | 2 | 4 | L/T | | |
| M.14.10 | Counseling services for children with special needs | | | | | | | | | 2 | 8 | L/T | | |
| M15 | Module 15 : Computer | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.15.1 | Managing Text and Paragraphs; Organizing Pages, Numbering, Graphical Tables and Objects | | | | | | | | | 3 | 8 | P | Exam Paper (180 Min) | |
| M.15.2 | Using the Style feature in Microsoft Word, the Header and Footer feature in document management | | | | | | | | | 3 | 8 | P | | |
| M.15.3 | Zootero and Mendeley | | | | | | | | | 2 | 4 | P | | |
| M.15.4 | Create a glossary and index using the Microsoft Office Word feature | | | | | | | | | 2 | 4 | P | | |
| M.15.5 | Mail merge | | | | | | | | | 2 | 4 | P | | |
| M.15.6 | Microsoft Excel | | | | | | | | | 2 | 4 | P | | |

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| M.15.7 | Tables, Pivot Table | | | | | | | | | 2 | 8 | P | | |
| M.15.8 | Graphic and drawing tools; Formula function and functions on Microsoft excel | | | | | | | | | 2 | 4 | P | | |
| M.15.9 | Autosum function and text function in Microsoft Excel | | | | | | | | | 5 | 12 | P | | |
| M16 Module 16: Indonesian Language Education in Elementary | | | 2 | | | | | | | 23 | 56 | | | 65% |
| M.16.1 | the nature of learning, teaching, learning, and education | | | | | | | | | 5 | 12 | L | Exam Paper (180 Min) | |
| M.16.2 | The concept of education and the goals of Indonesian language learning in elementary schools | | | | | | | | | 3 | 8 | L | | |
| M.16.3 | Indonesian Language and Literature in Elementary School Textbooks | | | | | | | | | 7 | 16 | L | | |
| M.16.4 | language and literature skills in elementary school, Digital-based children's literature and language learning media | | | | | | | | | 8 | 20 | L | | |
| M17 Module 17 : Natural Science Education in Elementary | | | 2 | | | | | | | 23 | 56 | | | 65% |
| M.17.1 | physical quantities, units and measurements | | | | | | | | | 3 | 8 | L/T | Exam Paper (180 Min) | |
| M.17.2 | basic concepts and principles of motion kinematics | | | | | | | | | 2 | 4 | L/T | | |
| M.17.3 | Newton's laws as the basic principles of motion dynamics | | | | | | | | | 3 | 8 | L/T | | |
| M.17.4 | form and matter in everyday life | | | | | | | | | 2 | 4 | L/T | | |
| M.17.5 | the concept of energy and its changes, the concept of temperature and heat in everyday life | | | | | | | | | 3 | 8 | T/P | | |
| M.17.7 | the concept of vibrations, waves in everyday life | | | | | | | | | 2 | 4 | T/P | | |
| M.17.8 | the concept of sound and light in everyday life | | | | | | | | | 3 | 8 | T/P | | |
| M.17.10 | the concept of electricity and magnetism in everyday life | | | | | | | | | 3 | 8 | T/P | | |
| M.17.12 | concept of the earth and the universe | | | | | | | | | 2 | 4 | T/P | | |
| M18 Module 18: Mathematics Education in Elementary | | | 2 | | | | | | | 23 | 56 | | | 65% |
| M.18.1 | Mathematics education in elementary school | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M.18.2 | Theory of learning mathematics | | | | | | | | | 3 | 8 | L | | |
| M.18.3 | The concept of Numeracy Literacy and Computational Thinking in Elementary Schools; The meaning and position of problem solving as a mathematical skill | | | | | | | | | 3 | 8 | L | | |
| M.18.4 | steps for solving mathematical problems using the polya stage and the bruner stage | | | | | | | | | 2 | 4 | L | | |
| M.18.5 | Integration of STEM and STEAM approach through problem-solving strategies in elementary schools | | | | | | | | | 2 | 4 | L | | |
| M.18.6 | Types of math problems and correct problem solving strategies | | | | | | | | | 2 | 4 | L | | |
| M.18.7 | problem-solving strategies for solving various types of mathematical problems | | | | | | | | | 3 | 8 | T/P | | |

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| M.18.8 | problem solving questions according to type | | | | | | | | | 3 | 8 | | | |
| M.18.9 | mathematics teaching materials using problem-solving strategies in elementary schools | | | | | | | | | 3 | 8 | | | |
| M19 | Module 19: Elementary Student Development | 2 | | | | | | | | 23 | 56 | | | 65% |
| M.19.1 | The nature of students | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M.19.2 | Growth and development | | | | | | | | | 2 | 4 | L | | |
| M.19.3 | Aspects of development | | | | | | | | | 7 | 16 | L | | |
| M.19.4 | Phenomena and problems related to student development | | | | | | | | | 2 | 4 | L/S | | |
| M.19.5 | Multiple intelligences | | | | | | | | | 2 | 4 | L/S | | |
| M.19.6 | Utilizing multiple intelligence identification for | | | | | | | | | 2 | 4 | L/S | | |
| M.19.7 | learning development and success | | | | | | | | | 5 | 16 | L | | |
| M20 | Mathematics Practicum | 1 | | | | | | | | 12 | 28 | | | 75% |
| M.20.1 | Geometry, algebra, and statistics during mathematics learning at school | | | | | | | | | 2 | 4 | p | Project Report | |
| M.20.2 | Problem solving related to difficulties in learning geometry, algebra, and statistics during mathematics learning at school | | | | | | | | | 1 | 2 | p | | |
| M.20.3 | Sketches and use of teaching aids | | | | | | | | | 1 | 2 | p | | |
| M.20.4 | Suitability of teaching aids to mathematical concepts | | | | | | | | | 2 | 4 | p | | |
| M.20.5 | TPACK-based mathematics problems and mathematics learning media | | | | | | | | | 3 | 8 | p | | |
| M.20.6 | Practicing and implementing TPACK-based mathematics learning media | | | | | | | | | 3 | 8 | p | | |
| M21 | Natural Science Practicum | 1 | | | | | | | | 12 | 28 | | | 75% |
| M.21.1 | Science laboratory equipment; Observation using Microscope; Growth and Development of Living; PhotosynthesisThings | | | | | | | | | 3 | 8 | P | Project Report | |
| M.21.2 | Organ Systems (Respiration, Digestion, Movement, Circulation, Excretion) | | | | | | | | | 1 | 2 | P | | |
| M.21.3 | Food Experiment | | | | | | | | | 1 | 2 | P | | |
| M.21.4 | Ecosystem | | | | | | | | | 1 | 2 | P | | |
| M.21.5 | Force | | | | | | | | | 1 | 2 | P | | |
| M.21.6 | Sound | | | | | | | | | 1 | 2 | P | | |
| M.21.7 | Heat | | | | | | | | | 1 | 2 | P | | |
| M.21.8 | Light, magnetism, and electricity | | | | | | | | | 3 | 8 | P | | |
| 3rd Semester | | | | | | | | | | | | | | |

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| M22 | Module 22: The Indonesian Academic Writing | | | 2 | | | | | | 23 | 56 | | | 65% |
| M.22.1 | Outline of research proposal and journal article | | | | | | | | | 2 | 4 | T/P | Exam Paper (180 Min) | |
| M.22.2 | Writing background of study and writing research position | | | | | | | | | 2 | 4 | T/P | | |
| M.22.3 | Qoutation Techniques: doing direct and indirect qoutation | | | | | | | | | 2 | 4 | T/P | | |
| M.22.4 | Writing literature review based on jurnal articles | | | | | | | | | 2 | 4 | T/P | | |
| M.22.5 | Writing underlying theory | | | | | | | | | 2 | 4 | T/P | | |
| M.22.6 | Writing research methods | | | | | | | | | 2 | 4 | T/P | | |
| M.22.7 | Writing research findings | | | | | | | | | 2 | 4 | T/P | | |
| M.22.8 | Writing research description | | | | | | | | | 2 | 4 | T/P | | |
| M.22.9 | Writing conclusion and recommendation | | | | | | | | | 2 | 4 | T/P | | |
| M.22.10 | Writing bibliography based on APA or Harvard style | | | | | | | | | 3 | 8 | T/P | | |
| M.22.11 | Writing abstract and keywords | | | | | | | | | 2 | 4 | T/P | | |
| M23 | Module 23 : Islam and Science, Technology and Arts | | | 2 | | | | | | 23 | 56 | | | 65% |
| M.23.1 | Reason and revelation | | | | | | | | | 2 | 8 | T/P | Exam Paper (180 Min) | |
| M.23.2 | Science | | | | | | | | | 2 | 4 | T/P | | |
| M.23.3 | Psychology in Islam | | | | | | | | | 2 | 4 | T/P | | |
| M.23.4 | Science and Technology in Islam | | | | | | | | | 3 | 12 | T/P | | |
| M.23.5 | Economic in Islam | | | | | | | | | 2 | 4 | T/P | | |
| M.23.6 | Geography in Islam | | | | | | | | | 2 | 4 | T/P | | |
| M.23.7 | Law in Islam | | | | | | | | | 2 | 4 | T/P | | |
| M.23.8 | Health in Islam | | | | | | | | | 2 | 4 | T/P | | |
| M.23.9 | Pharmacy and genetics in Islam | | | | | | | | | 2 | 4 | T/P | | |
| M.23.10 | Medical in Islam | | | | | | | | | 2 | 4 | T/P | | |
| M.23.11 | Gender in Islam | | | | | | | | | 2 | 4 | T/P | | |
| M24 | Module 24 : Education Management | | | 2 | | | | | | 23 | 56 | | | 65% |
| M.24.1 | Learning Contract, Definition of management, Urgency of Management in Education, Education Management Paradigm | | | | | | | | | 2 | 4 | T/P | Exam Paper (180 Min) | |
| M.24.2 | Elements of Management (HR and non-HR), Management functions: (Planning, Organizing, Directing, Supervising) | | | | | | | | | 2 | 4 | T/P | | |

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| M.24.3 | Curriculum Management | | | | | | | | | 3 | 12 | T/P | | |
| M.24.4 | Personnel Management | | | | | | | | | 2 | 4 | T/P | | |
| M.24.5 | Student Management | | | | | | | | | 2 | 4 | T/P | | |
| M.24.6 | Facilities and Infrastructure Management | | | | | | | | | 2 | 4 | T/P | | |
| M.24.7 | Financial Management | | | | | | | | | 2 | 4 | T/P | | |
| M.24.8 | Public Relations Management and Education Information Systems | | | | | | | | | 2 | 4 | T/P | | |
| M.24.9 | Educational Leadership and Supervision | | | | | | | | | 3 | 8 | T/P | | |
| M.24.10 | School Based Management | | | | | | | | | 3 | 8 | T/P | | |
| M25 Module 25: Elementary Students' Issues Identification | | | | 2 | | | | | | 23 | 56 | | | 65% |
| M.25.1 | Theories, concepts and objectives of early identification | | | | | | | | | 2 | 8 | L/P | Exam Paper (180 Min) | |
| M.25.2 | Troubled Child Identification and Characteristics of Children Issues | | | | | | | | | 2 | 4 | L/P | | |
| M.25.3 | Diagnosis of Children's Physical, Cognitive, Behavioral, Emotional, Social, and Language Development | | | | | | | | | 3 | 12 | L/P | | |
| M.25.4 | Common Issues in Child Studies | | | | | | | | | 2 | 4 | L/P | | |
| M.25.5 | Characteristics of A Troubled Child | | | | | | | | | 2 | 4 | L/P | | |
| M.25.6 | Influencing Factors to Children's Growth and Development | | | | | | | | | 2 | 4 | L/P | | |
| M.25.7 | Approach to Elementary Children Issues Identification | | | | | | | | | 2 | 8 | L/P | | |
| M.25.8 | Instruments to Elementary Children Issues Identification | | | | | | | | | 2 | 4 | L/P | | |
| M.25.9 | Implementation of Elementary Children Issues Identification | | | | | | | | | 2 | 4 | L/P | | |
| M.25.10 | Involvement of parents and other agents in issue resolution | | | | | | | | | 2 | 4 | L/P | | |
| M.25.11 | Types of Cooperation in Elementary Children Issues Resolution | | | | | | | | | 2 | 4 | L/P | | |
| M26 Module 26 : Scientific Writing | | | | 2 | | | | | | 23 | 56 | | | 65% |
| M.26.1 | Definition of scientific work, and the function of scientific work. | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M.26.2 | The nature of scientific work | | | | | | | | | 2 | 4 | L | | |
| M.26.3 | Topics, problems, and titles of scientific papers | | | | | | | | | 2 | 4 | L | | |
| M.26.4 | Scientific work framework | | | | | | | | | 2 | 4 | L | | |
| M.26.5 | Data collection and literature review | | | | | | | | | 2 | 4 | L/P | | |
| M.26.6 | Data analysis and synthesis | | | | | | | | | 3 | 8 | L/P | | |

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|------------|---|--|--|----------|--|--|--|--|--|-----------|-----------|-----|----------------------|------------|
| M.26.7 | Layout and appearance | | | | | | | | | 2 | 4 | L/P | | |
| M.26.8 | Title, purpose, consent form | | | | | | | | | 2 | 4 | L/P | | |
| M.26.9 | Abstracts, forewords, table of contents, tables, graphs, figures and schematics | | | | | | | | | 2 | 8 | L/P | | |
| M.26.10 | Quotations and bibliography | | | | | | | | | 2 | 4 | L/P | | |
| M.26.11 | Drafting scientific papers | | | | | | | | | 2 | 8 | L/P | | |
| M27 | Module 27 : Classroom Management | | | 2 | | | | | | 23 | 56 | | | 65% |
| M.27.1 | Learning Overview in General | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M.27.2 | Elementary School Student Development Theory | | | | | | | | | 3 | 4 | L | | |
| M.27.3 | Characteristics of Learners | | | | | | | | | 3 | 8 | L | | |
| M.27.4 | Ideal Classroom Layout and Design | | | | | | | | | 3 | 8 | T/L | | |
| M.27.5 | Learning Management by Teachers | | | | | | | | | 3 | 8 | L | | |
| M.27.6 | Ideal Classroom Rules | | | | | | | | | 3 | 8 | L | | |
| M.27.7 | Comparison of learning management abroad | | | | | | | | | 3 | 8 | T/L | | |
| M.27.8 | Anlyzing learning practice in Indonesia | | | | | | | | | 3 | 8 | L/P | | |
| M28 | Module 28 : Elementary School Learning Strategies | | | 2 | | | | | | 23 | 56 | | | 65% |
| M.28.1 | Paradigm of education and learning | | | | | | | | | 2 | 4 | L/P | Exam Paper (180 Min) | |
| M.28.2 | Conceptual definitions and contextual examples of approaches, strategies, models, methods, and learning techniques at the elementary school level | | | | | | | | | 3 | 8 | L/P | | |
| M.28.3 | Learning Modalities | | | | | | | | | 3 | 8 | L/P | | |
| M.28.4 | Conceptual definitions and contextual examples of learning, teaching and instruction | | | | | | | | | 2 | 4 | L/P | | |
| M.28.5 | Behaviorism, cognitivism, constructivism, and humanism concept | | | | | | | | | 2 | 4 | L/P | | |
| M.28.6 | Discovery and inquiry-based learning | | | | | | | | | 3 | 8 | L/P | | |
| M.28.7 | Problem and project-based learning | | | | | | | | | 3 | 8 | L/P | | |
| M.28.8 | Subject specific pedagogy concept | | | | | | | | | 2 | 4 | L/P | | |
| M.28.9 | Designing learning strategies for elementary school students | | | | | | | | | 3 | 8 | L/P | | |
| M29 | Module 29 : Learning Media and Resources | | | 3 | | | | | | 35 | 84 | | | 75% |
| M.29.1 | Function, benefits, and urgency of learning media and resources | | | | | | | | | 3 | 6 | T/P | Project Report | |
| M.29.2 | Types and Characteristic od learning media | | | | | | | | | 3 | 6 | T/P | | |

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|------------|--|--|--|----------|--|--|--|--|--|-----------|-----------|-----|----------------------|------------|
| M.29.3 | Analysis of the advantages and disadvantages of learning media | | | | | | | | | 3 | 6 | T/P | | |
| M.29.4 | The utilization of learning media | | | | | | | | | 3 | 6 | T/P | | |
| M.29.5 | Learning Resources as a Component of Learning Media | | | | | | | | | 3 | 12 | T/P | | |
| M.29.6 | Utilization of Libraries and Laboratorium as a Learning Resources | | | | | | | | | 5 | 12 | T/P | | |
| M.29.7 | The evaluation of Learning Media | | | | | | | | | 5 | 12 | T/P | | |
| M.29.8 | Media production techniques and mechanisms | | | | | | | | | 5 | 12 | T/P | | |
| M.29.9 | Developing and Designing learning media | | | | | | | | | 5 | 12 | T/P | | |
| M30 | Module 30: Ethics and Educational Leadership | | | 2 | | | | | | 23 | 56 | | | 65% |
| M.30.1 | Ethical concepts in the leadhershhip | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M.30.2 | Ethical concepts in the educational leadership profession | | | | | | | | | 2 | 4 | L | | |
| M.30.3 | Ethics of Educational Leadership Decision Making | | | | | | | | | 2 | 4 | L | | |
| M.30.4 | Management of Educational Leadership Resources | | | | | | | | | 3 | 6 | L | | |
| M.30.5 | Development and Improvement of the Quality of Educational Leadership | | | | | | | | | 3 | 8 | L | | |
| M.30.6 | Development of Teacher Professionalism | | | | | | | | | 3 | 12 | L | | |
| M31 | Module 31:Physical Education and Children's Health | | | 2 | | | | | | 23 | 56 | | | 75% |
| M.31.1 | Definitions and basic concepts of physical education and sports | | | | | | | | | 2 | 4 | L/P | practice report | |
| M.31.2 | Definition and basic concepts of fitness | | | | | | | | | 2 | 4 | L/P | | |
| M.31.3 | Definitions and basic concepts of games and play | | | | | | | | | 2 | 4 | L/P | | |
| M.31.4 | Administration system and match management | | | | | | | | | 2 | 4 | L/P | | |
| M.31.5 | Athletic theory | | | | | | | | | 3 | 8 | L/P | | |
| M.31.6 | Theory and practice of small ball games | | | | | | | | | 3 | 8 | L/P | | |
| M.31.7 | Theory and practice of big ball games | | | | | | | | | 3 | 8 | L/P | | |
| M.31.8 | Basic theory of gymnastics | | | | | | | | | 3 | 8 | L/P | | |
| M.31.9 | Basic aquatic theory | | | | | | | | | 3 | 8 | L/P | | |

4th
Semester

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| M32 | Module 32: Principle of Islamic Organization (Kemuhammadiyah) | | | | 2 | | | | | 23 | 56 | | | 65% |
| M.32.1 | Reform in Islam | | | | | | | | | 5 | 14 | L/P | Exam Paper (180 Min) | |
| M.32.2 | Background of Muhammadiyah | | | | | | | | | 6 | 14 | L/P | | |
| M.32.3 | Muhammadiyah: Identity, Normative, and Operational Base | | | | | | | | | 6 | 14 | L/P | | |
| M.32.4 | Autonomous organization in Muhammadiyah | | | | | | | | | 6 | 14 | L/P | | |
| M33 | Module 33 : School Field Introduction I | | | | 1 | | | | | 12 | 28 | | | 75% |
| M.33.1 | School's vision and Mission | | | | | | | | | 1 | 3 | P | Practice and Project Report | |
| M.33.2 | School's Culture. | | | | | | | | | 1 | 3 | P | | |
| M.33.3 | Management Standards. | | | | | | | | | 1 | 2 | P | | |
| M.33.4 | Facilities and Infrastructure Standards. | | | | | | | | | 1 | 2 | P | | |
| M.33.5 | Education and Educational Staff Standards. | | | | | | | | | 1 | 2 | P | | |
| M.33.6 | Process Standard. | | | | | | | | | 1 | 2 | P | | |
| M.33.7 | Education Financing Standards. | | | | | | | | | 1 | 2 | P | | |
| M.33.8 | Content Standards. | | | | | | | | | 1 | 3 | P | | |
| M.33.9 | Process Standard. | | | | | | | | | 1 | 3 | P | | |
| M.33.10 | Assessment Standards. | | | | | | | | | 1 | 3 | P | | |
| M.33.11 | Graduate competence standard. | | | | | | | | | 2 | 3 | P | | |
| M34 | Module 34 : Curriculum and Learning | | | | 2 | | | | | 23 | 56 | | | 65% |
| M.34.1 | Understanding the Curriculum | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M.34.2 | Understanding learning and teaching | | | | | | | | | 2 | 4 | L | | |
| M.34.3 | Learning theories, principles, meaning, and characteristics | | | | | | | | | 2 | 4 | L | | |
| M.34.4 | Explaining the essential elements of teaching | | | | | | | | | 2 | 4 | L/T | | |
| M.34.5 | The concept of learning and its importance | | | | | | | | | 2 | 5 | L/T | | |
| M.34.6 | The concept of learning and its approaches: process, deductive/inductive, expository/heuristic, and contextual | | | | | | | | | 2 | 5 | L/T | | |
| M.34.7 | Teaching models in learning | | | | | | | | | 3 | 10 | L/T | | |
| M.34.8 | The role and function of curriculum | | | | | | | | | 4 | 10 | L/T | | |
| M.34.9 | Understanding curriculum development | | | | | | | | | 4 | 10 | L/T | | |

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| M35 | Modul 35 : Management of Guidance and Counseling in Elementary | | | | 2 | | | | | 23 | 56 | | | 65%% |
| M.35.1 | Substance of Management of Counseling Guidance | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M.35.2 | Counseling Guidance Services in Elementary Schools | | | | | | | | | 2 | 4 | L | | |
| M.35.3 | Functions, Goals, Principles of Counseling Guidance | | | | | | | | | 2 | 4 | L | | |
| M.35.4 | Counseling Guidance Program | | | | | | | | | 2 | 4 | L | | |
| M.35.5 | Management of Guidance and Counseling | | | | | | | | | 2 | 6 | L | | |
| M.35.6 | Counseling Guidance Organizational Structure Model | | | | | | | | | 2 | 6 | L | | |
| M.35.7 | Facilities in Counseling Guidance | | | | | | | | | 3 | 6 | L | | |
| M.35.8 | Guidance board | | | | | | | | | 3 | 6 | L | | |
| M.35.9 | Trouble Box | | | | | | | | | 3 | 6 | L | | |
| M.35.10 | Implementation of the dimensions of counseling guidance activities in elementary schools | | | | | | | | | 2 | 10 | L | | |
| M36 | Modul 36 : Learning Evaluation | | | | 3 | | | | | 35 | 84 | | | 65% |
| M.36.1 | The concept and urgency of assessment, measurement, and evaluation | | | | | | | | | 2 | 6 | L/T | Exam Paper (180 Min) | |
| M.36.2 | Utilization of assessment, measurement, and evaluation | | | | | | | | | 2 | 6 | L/T | | |
| M.36.3 | The concept of assessment and measurement of the affective, cognitive, and psychomotor domains | | | | | | | | | 2 | 6 | L/T | | |
| M.36.4 | Assessment procedures and processes by teachers and education units | | | | | | | | | 2 | 8 | L/T | | |
| M.36.5 | Assessment grid development | | | | | | | | | 3 | 8 | L/T | | |
| M.36.6 | Development of affective, cognitive, and psychomotor assessment instruments | | | | | | | | | 3 | 6 | L/T | | |
| M.36.7 | Concept and Urgency of instrument validity and reliability | | | | | | | | | 3 | 6 | L/T | | |
| M.36.8 | Practice validity and reliability testing | | | | | | | | | 3 | 8 | P | | |
| M.36.9 | Concept and Urgency of discriminative test and the degree of difficulty of the instrument | | | | | | | | | 3 | 6 | L/T | | |
| M.36.10 | Practice of discriminative test and the degree of difficulty of the instrument | | | | | | | | | 4 | 12 | P | | |
| M.36.11 | Utilization and Follow-up of Evaluation Results | | | | | | | | | 4 | 6 | L/T | | |
| M.36.12 | Learning Evaluation Reflection | | | | | | | | | 4 | 6 | L/T | | |
| M37 | Module 37: Lesson Learning in Elementary | | | | 2 | | | | | 23 | 56 | | | 65% |
| M.37.1 | Academic Calender | | | | | | | | | 2 | 3 | L/T | | |

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| M.37.2 | Annual and Semester Planning Program | | | | | | | | | 2 | 3 | L/T | Exam Paper (180 Min) | |
| M.37.3 | Learning Outcome in Elementary | | | | | | | | | 2 | 3 | L/T | | |
| M.37.4 | Cognitive Assessment | | | | | | | | | 2 | 6 | L/T | | |
| M.37.5 | Affective Assessment | | | | | | | | | 2 | 6 | L/T | | |
| M.37.6 | Psychomotoric Assessment | | | | | | | | | 2 | 7 | L/T | | |
| M.37.7 | Instructional Resources | | | | | | | | | 2 | 4 | L/T | | |
| M.37.8 | Learning Media | | | | | | | | | 2 | 6 | L/T | | |
| M.37.9 | Instructional Activities | | | | | | | | | 2 | 4 | L/T | | |
| M.37.10 | Lesson Plan Design | | | | | | | | | 5 | 14 | L/T | | |
| M38 | Module 38 : Social Science Education in Elementary | | | | 2 | | | | | 23 | 56 | | | 65% |
| M.38.1 | Definition and scope of Social Studies Education | | | | | | | | | 1 | 4 | T/P | Exam Paper (180 Min) | |
| M.38.2 | The essence of Social Studies | | | | | | | | | 2 | 4 | T/P | | |
| M.38.3 | Economic Activities, Type of Business and Employment | | | | | | | | | 2 | 4 | T/P | | |
| M.38.4 | Cooperative and welfare | | | | | | | | | 2 | 4 | T/P | | |
| M.38.5 | Natural Environment, Natural Resources and Energy | | | | | | | | | 2 | 3 | T/P | | |
| M.38.6 | Historical Heritage and Development of Hindu-Buddhist in Indonesia | | | | | | | | | 2 | 5 | T/P | | |
| M.38.7 | Historical Relics and the Development of Islam in Indonesia | | | | | | | | | 2 | 5 | T/P | | |
| M.38.8 | Export and Import Activities | | | | | | | | | 2 | 5 | T/P | | |
| M.38.9 | Natural Events/Natural Symptoms and Ecosystem Balance | | | | | | | | | 2 | 5 | T/P | | |
| M.38.10 | Globalization and International Relations | | | | | | | | | 2 | 5 | T/P | | |
| M.38.11 | The Development of Science and Technology and Its Influence | | | | | | | | | 2 | 6 | T/P | | |
| M.38.12 | Social Problems (Interaction, Action, Institutions, Change, Conflict, and Social Integration) | | | | | | | | | 2 | 6 | T/P | | |
| M39 | Module 39 : Civics Education in Elementary | | | | 2 | | | | | 24 | 56 | | | 65% |
| M.39.1 | Introduction and paradigm of Civics Education in Elementary | | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M.39.2 | Elementary Civics Dimensions | | | | | | | | | 3 | 6 | L | | |
| M.39.3 | Democratic Citizen | | | | | | | | | 3 | 6 | L | | |
| M.39.4 | Understanding the Concept of Values, Norms and Morals | | | | | | | | | 3 | 6 | L | | |

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| M.39.5 | Characteristics of Civics Concepts in Elementary | | | | | | | | | 3 | 6 | L | | |
| M.39.6 | Teaching materials Design for Elementary Civics | | | | | | | | | 3 | 8 | L/P | | |
| M.39.7 | Designing elementary democracy education | | | | | | | | | 3 | 8 | P | | |
| M.39.8 | Designing Democracy and Pancasila Education for Elementary School Students | | | | | | | | | 3 | 8 | P | | |
| M.39.9 | Definition, impact and role of Indonesia in the globalization era | | | | | | | | | 3 | 8 | L | | |
| M40 | Module 40: Educational Research | | | | 3 | | | | | 35 | 84 | | | 65% |
| M.40.1 | Concepts, principles, and ethics of educational research | | | | | | | | | 6 | 15 | L/P | Exam Paper (180 Min) | |
| M.40.2 | Types of research | | | | | | | | | 6 | 15 | L/P | | |
| M.40.3 | Research methods | | | | | | | | | 7 | 14 | L/P | | |
| M.40.4 | Preparation of research proposals | | | | | | | | | 8 | 20 | L/P | | |
| M.40.5 | Practice writing proposals | | | | | | | | | 8 | 20 | L/P | | |
| M41 | Module 41: Adaptive Physical Education | | | | 2 | | | | | 24 | 56 | | | 65% |
| M.41.1 | Basic concepts of physical education for children with special needs | | | | | | | | | 2 | 8 | L/P | Exam Paper (180 Min) | |
| M.41.2 | Adaptive physical education and sports planning strategies | | | | | | | | | 4 | 10 | L/P | | |
| M.41.3 | Characteristics of children with special needs, mentally retarded | | | | | | | | | 6 | 10 | L/P | | |
| M.41.4 | Characteristics of children with special needs who are blind, deaf, speech impaired, physically disabled and with cerebral palsy | | | | | | | | | 6 | 14 | L/P | | |
| M.41.5 | Modifying physical activities and sports games adapted to children with special needs | | | | | | | | | 6 | 14 | L/P | | |
| M42 | Module 42: Multiple Intelligence based learning | | | | 2 | | | | | 23 | 56 | | | 65% |
| M.42.1 | Psychological concepts according to academic ethics | | | | | | | | | 4 | 14 | L | Exam Paper (180 Min) | |
| M.42.2 | Benefits of multiple intelligences in learning development | | | | | | | | | 6 | 14 | L | | |
| M.42.3 | Playing principles based on multiple intelligences | | | | | | | | | 6 | 14 | L/T | | |
| M.42.4 | Development of cognitive, physical, psychological and social aspects through a pluralistic approach | | | | | | | | | 7 | 14 | L | | |

5th
Semester

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| M43 | Module 43: Development of Arts and Culture Creativity in Elementary Schools | | | | | 3 | | | | 35 | 84 | | | 65% |
| M.43.1 | Arts and Culture subject curriculum in elementary schools, The nature of Arts and Culture and evaluating fine arts in Arts and Culture lessons in elementary schools | | | | | | | | | 14 | 36 | L/P | practice report | |

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| M.43.2 | Fine arts in art and culture lessons in elementary schools, both theoretical and practical | | | | | | | | | 8 | 18 | L/P | | |
| M.43.3 | Concept art of skills and their development | | | | | | | | | 5 | 12 | L/P | | |
| M.43.4 | innovative learning tools by designing and implementing the development of artistic and cultural creativity in elementary schools. | | | | | | | | | 8 | 18 | L/P | | |
| M44 | Module 44: Development of Indonesian Language Learning | | | | | 3 | | | | 35 | 84 | | | 65% |
| M44.1 | Indonesian Curriculum | | | | | | | | | 8 | 18 | L/P | practice report | |
| M44.2 | linguistic concepts, components of the learning tools contained in the Merdeka Curriculum | | | | | | | | | 10 | 24 | L/P | | |
| M44.3 | Developing literacy-based learning tools in elementary schools; Implementing the independent curriculum learning tools by integrating innovation | | | | | | | | | 17 | 42 | L/P | | |
| | Module 45: Development of elementary school mathematic learning | | | | | 3 | | | | 35 | 84 | | | 65% |
| M.45.1 | Analysis of the Elementary School Mathematics Curriculum; Concrete examples of the implementation of the Independent Curriculum and its implications for mathematics learning strategies | | | | | | | | | 5 | 12 | L/P | practice report | |
| M.45.2 | TaRL Approach and CRT Approach, Learning Models and Learning Methods | | | | | | | | | 5 | 12 | L/P | | |
| M.45.3 | Teaching Modules and Teaching Materials | | | | | | | | | 3 | 6 | | | |
| M.45.4 | LKPD, Learning Media, Assessment | | | | | | | | | 5 | 12 | | | |
| | Learning Practices in Upper and Lower Classes | | | | | | | | | 14 | 36 | | | |
| | Reflection and follow-up | | | | | | | | | 3 | 6 | | | |
| M46 | Module 46: Development of Elementary School Science Learning | | | | | 3 | | | | 35 | 84 | | | 65% |
| M.46.1 | The Nature of Science and Science Learning in Elementary Schools | | | | | | | | | 3 | 6 | L/P | practice report | |
| M.46.2 | Science Literacy and Misconceptions | | | | | | | | | 5 | 12 | L/P | | |
| M.46.3 | Elementary Science Curriculum Analysis | | | | | | | | | 5 | 12 | L/P | | |
| M.46.4 | Teaching modules, reading materials, student worksheets, learning media, and science learning assessments | | | | | | | | | 8 | 18 | L/P | | |
| M.46.5 | Science Learning Simulation in Elementary School | | | | | | | | | 14 | 36 | L/P | | |
| M47 | Module 47: Development of Elementary School Social Sciences Learning | | | | | 3 | | | | 35 | 84 | | | 65% |
| M.47.1 | Basic concepts of social studies learning applied in elementary schools; Conduct critical reflection on the social studies learning tools that have been developed, | | | | | | | | | 10 | 24 | L/P | practice report | |
| M.47.2 | Social studies learning theories and their application in school lesson planning | | | | | | | | | 5 | 12 | L/P | | |
| M.47.3 | The characteristics of the Social Studies Teaching Module are innovative | | | | | | | | | 5 | 12 | L/P | | |

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| M.47.4 | components of the Social Studies Teaching Module that focus on project-based learning and literacy; Designing innovative social studies learning tools by utilizing educational technology | | | | | | | | | 5 | 12 | L/P | | |
| M.47.5 | Learning practices | | | | | | | | | 10 | 24 | L/P | | |
| M48 | Module 48: Development of Elementary Civic Education Learning | | | | | 3 | | | | 35 | 84 | | | 65% |
| M.48.1 | Civics Curriculum and Subjects in Elementary Schools, The Values of Pancasila and Democratic Values | | | | | | | | | 5 | 12 | L/P | practice report | |
| M.48.3 | Character-Based Learning PPKn learning approach; definition, purpose, benefits, types and components of modules | | | | | | | | | 5 | 12 | L/P | | |
| M.48.5 | Definition, Benefits, Types, and Components of LKPD; Definition, Benefits, Objectives, and Types of Teaching Materials in Elementary Schools | | | | | | | | | 3 | 6 | L/P | | |
| M.58.7 | Understanding learning media, types of learning media, benefits of learning media | | | | | | | | | 3 | 6 | L/P | | |
| | Understanding learning assessment, types of learning assessment, types of learning assessment | | | | | | | | | 3 | 6 | L/P | | |
| | lower-grade learning simulation | | | | | | | | | 8 | 21 | L/P | | |
| | Civics Learning Simulation for Upper Elementary School Students | | | | | | | | | 8 | 21 | L/P | | |

6th Semester

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| M49 | Module 49: Microteaching | | | | | 2 | | | | 23 | 56 | | | 75% |
| M.49.1 | Concept Learning Elementary School | | | | | | | | | 2 | 4 | T/P | practice report | |
| M.49.2 | Set Induction (techniques to start learning); | | | | | | | | | 2 | 4 | P | | |
| M.49.3 | Closure (techniques to end learning); | | | | | | | | | 2 | 4 | P | | |
| M.49.4 | Silence and Non Verbal Cues | | | | | | | | | 2 | 4 | P | | |
| M.49.5 | Reinforcement of Student Participation | | | | | | | | | 2 | 4 | P | | |
| M.49.6 | Fluency in Asking Question | | | | | | | | | 2 | 4 | P | | |
| M.49.7 | Probing Question | | | | | | | | | 2 | 4 | P | | |
| M.49.8 | Higher Order Question | | | | | | | | | 2 | 8 | P | | |
| M.49.9 | Divergent Question | | | | | | | | | 2 | 4 | P | | |
| M.49.10 | Recognizing Attending Behavior | | | | | | | | | 2 | 8 | P | | |
| M.49.11 | Illustrating and Use of Example | | | | | | | | | 3 | 8 | P | | |
| M50 | Module 50 : Integrated Thematic Learning in Elementary School | | | | | 3 | | | | 35 | 84 | | | 65% |
| M.50.1 | Foundation, Characteristics and Principles of Thematic Learning | | | | | | | | | 3 | 8 | L/P | | |

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|------------|---|--|--|--|--|--|--|----------|--|-----------|-----------|-----|----------------------|------------|
| M.50.2 | Elements in Thematic Learning | | | | | | | | | 2 | 4 | L/P | Exam Paper (180 Min) | |
| M.50.3 | Thematic Learning Planning, Management, and Evaluation | | | | | | | | | 3 | 8 | L/P | | |
| M.50.4 | Theme Mapping | | | | | | | | | 3 | 4 | L/P | | |
| M.50.5 | Basic Competencies Mapping and Syllabus Planning | | | | | | | | | 3 | 8 | L/P | | |
| M.50.6 | Thematic Learning Lesson Planning | | | | | | | | | 3 | 8 | L/P | | |
| M.50.7 | Designing teaching materials, worksheets, media and assessments for Thematic Learning | | | | | | | | | 3 | 8 | L/P | | |
| M.50.8 | Thematic Learning Teaching Simulations: Group works | | | | | | | | | 3 | 8 | P | | |
| M51 | Modul 51 : Teaching English For Children | | | | | | | 2 | | 23 | 56 | | | 65% |
| M.51.1 | Children Characteristics | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M.51.2 | Children Development Theories | | | | | | | | | 2 | 4 | L | | |
| M.51.3 | Teaching Listening to Children | | | | | | | | | 2 | 4 | L/T | | |
| M.51.4 | Teaching Speaking to Children | | | | | | | | | 2 | 4 | L/T | | |
| M.51.5 | Teaching Reading to Children | | | | | | | | | 2 | 4 | L/T | | |
| M.51.6 | Teaching Wrting to Children | | | | | | | | | 2 | 4 | L/T | | |
| M.51.7 | Models of Language Teaching | | | | | | | | | 3 | 8 | L | | |
| M.51.8 | Integrated Learning Model for Language Teaching: Theme-based Learning | | | | | | | | | 3 | 8 | L | | |
| M.51.9 | Media in Language Teaching and Learning | | | | | | | | | 2 | 8 | L | | |
| M.51.10 | Teaching English Using Songs, Games and Stories | | | | | | | | | 3 | 8 | T/P | | |
| M55 | Modul 55: Inclusive Education | | | | | | | 2 | | 23 | 56 | | | 65% |
| M.55.1 | The nature, form and advantages of segregative and integrative education and their implementation | | | | | | | | | 2 | 4 | T/L | Exam Paper (180 Min) | |
| M.55.2 | Concepts, goals, principles, advantages and constraints of inclusive education | | | | | | | | | 2 | 4 | T/L | | |
| M.55.3 | The role of GPK (Specialized Teacher Aid) in the inclusive education system | | | | | | | | | 2 | 4 | T/L | | |
| M.55.4 | Inclusive education policies | | | | | | | | | 2 | 4 | T/L | | |
| M.55.5 | Components of inclusive education | | | | | | | | | 2 | 4 | T/L | | |
| M.55.6 | Types and characteristics of children with special needs: temporary and permanent, indetification | | | | | | | | | 2 | 8 | T/L | | |
| M.55.7 | The role of GPK, parents, students, as the therapist team in communication with special needs | | | | | | | | | 2 | 4 | T/L | | |

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| M.55.8 | Curriculum adaptation and modification for children with special needs | | | | | | | | | 2 | 4 | T/L | | |
| M.55.9 | Develop IEP (Inclusive Education Plan) assessment and reporting systems in the modified curriculum | | | | | | | | | 3 | 8 | T/L | | |
| M.55.10 | Principal Leadership in Inclusive Schools | | | | | | | | | 2 | 8 | T/L | | |
| M.55.11 | Inclusive Education System Support | | | | | | | | | 2 | 4 | T/L | | |
| M56 | Module 56 : Dance | | | | | | | 2 | | 23 | 56 | | | 30% |
| M.56.1 | Definition and concept of traditional dance | | | | | | | | | 3 | 4 | P | Project Report | |
| M.56.2 | Diversity of nusantara dance | | | | | | | | | 3 | 8 | P | | |
| M.56.3 | The Functions of dance in people's life | | | | | | | | | 3 | 8 | P | | |
| M.56.4 | Demonstrate a variety of traditional dance movements | | | | | | | | | 3 | 8 | P | | |
| M.56.5 | Develop a concept scenario for dance creativity | | | | | | | | | 3 | 8 | P | | |
| M.56.6 | The process of compiling the work of dance creativity | | | | | | | | | 5 | 12 | P | | |
| M.56.7 | Performing group-works: creative dance | | | | | | | | | 3 | 8 | P | | |
| M57 | Module 57: Life Skill: Pedagogical Field Work | | | | | | | 4 | | 47 | 112 | | | 75% |
| M.57.1 | Background of the need for counseling services in schools | | | | | | | | | 3 | 8 | P | practice report | |
| M.57.2 | FKIP's vision, mission and objectives and CAKAP philosophy, and The meaning of Pedagogical Field Work | | | | | | | | | 3 | 8 | P | | |
| M.57.3 | Guidance, Visit, and Assessment Manual | | | | | | | | | 3 | 8 | P | | |
| M.57.4 | Data collection and data analysis techniques | | | | | | | | | 3 | 8 | P | | |
| M.57.5 | Communication , interview, survey, and report techniques | | | | | | | | | 7 | 16 | P | | |
| M.57.6 | Techniques for activity program composing and reporting | | | | | | | | | 7 | 16 | P | | |
| M.57.7 | Survey and practice of preparing pedagogical field work | | | | | | | | | 7 | 16 | P | | |
| M.57.8 | Implementation of pedagogical field work program | | | | | | | | | 7 | 16 | P | | |
| M.57.9 | Reporting field work activities | | | | | | | | | 7 | 16 | P | | |
| M58 | Module 58: Statistics | | | | | | | 3 | | 35 | 84 | | | 65% |
| M.58.1 | Definition and scope of statistics | | | | | | | | | 3 | 6 | L | Exam Paper (180 Min) | |
| M.58.2 | Data presentation techniques in descriptive statistics | | | | | | | | | 3 | 6 | L | | |
| M.58.3 | Understanding frequency distribution and techniques for compiling it. | | | | | | | | | 3 | 6 | L | | |

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| M.58.4 | Techniques for preparing tables and graphs of cumulative frequency distribution and relative distribution; | | | | | | | | 3 | 6 | L | | |
| M.58.5 | Central symptom measurements (mean, median, mode); | | | | | | | | 3 | 6 | L | | |
| M.58.6 | Measurement of standard deviation, variance, and z scores. | | | | | | | | 3 | 6 | L | | |
| M.58.7 | Techniques for testing the validity and reliability of research instruments | | | | | | | | 3 | 6 | L | | |
| M.58.8 | Concept of normal distribution and inductive statistical assumption tests (normality and homogeneity) | | | | | | | | 3 | 6 | L | | |
| M.58.9 | Descriptive hypothesis testing (one tail test and two tail test) | | | | | | | | 5 | 12 | L | | |
| M.58.10 | Correlated comparative hypothesis testing and independent comparative hypothesis testing | | | | | | | | 3 | 12 | L | | |
| M.58.11 | K sample comparative hypothesis testing (one way Anava) and two way Anava Advanced Test; | | | | | | | | 3 | 12 | L | | |
| M59 | Module 59: Scouting | | | | | | 2 | | 23 | 56 | | | 65% |
| M.59.1 | Pioneer of world scouting | | | | | | | | 2 | 4 | L/P | Project report | |
| M.59.2 | Scout greetings and the nature of the scout movement | | | | | | | | 3 | 4 | L/P | | |
| M.59.3 | Definitions and metaphors in alert and raising scouts | | | | | | | | 3 | 8 | L/P | | |
| M.59.4 | Marching line rules | | | | | | | | 3 | 8 | L/P | | |
| M.59.5 | Rigging (pioneering) regulations | | | | | | | | 3 | 8 | L/P | | |
| M.59.6 | Scout gymnastics | | | | | | | | 3 | 8 | L/P | | |
| M.59.7 | Scout codes | | | | | | | | 3 | 8 | L/P | | |
| M.59.8 | Tent and campfire. | | | | | | | | 3 | 8 | L/P | | |
| M60 | Module 60: School Based Management | | | | | | 2 | | 23 | 56 | | | 65% |
| M.60.1 | Classroom Management | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M.60.2 | Learning innovation | | | | | | | | 3 | 8 | L | | |
| M.60.3 | Teaching and learning strategies | | | | | | | | 3 | 8 | L | | |
| M.60.4 | Learning evaluation | | | | | | | | 5 | 12 | L | | |
| M.60.5 | Instructional Media | | | | | | | | 5 | 12 | L | | |
| M.60.6 | Thematic learning | | | | | | | | 5 | 12 | L | | |
| M61 | Module 61: School Literacy Management | | | | | | 2 | | 23 | 56 | | | 65% |
| M.61.1 | Definition, Problems of elementary school literacy teaching learners | | | | | | | | 3 | 4 | L | Exam Paper (180 Min) | |
| M.61.2 | Effective learning and literacy environments | | | | | | | | 3 | 8 | L | | |

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| M.61.3 | Reading learning strategies | | | | | | | | | 3 | 8 | L | | |
| M.61.4 | Writing learning strategies | | | | | | | | | 3 | 8 | L | | |
| M.61.5 | Elementary literacy program | | | | | | | | | 5 | 12 | L | | |
| M.61.7 | Elementary literacy media | | | | | | | | | 3 | 8 | L | | |
| M.61.8 | Elementary literacy learning assessment | | | | | | | | | 3 | 8 | L | | |
| M62 | Module 62: Library Management | | | | | | 2 | | | 23 | 56 | | | 65% |
| M.62.1 | Understanding library management, | | | | | | | | | 5 | 12 | L | Exam Paper (180 Min) | |
| M.62.2 | Library management functions, | | | | | | | | | 5 | 12 | L | | |
| M.62.3 | Library management and practice | | | | | | | | | 8 | 20 | L | | |
| M.62.4 | Library management services | | | | | | | | | 5 | 12 | L | | |
| M63 | Module 63: Javanese language | | | | | | 2 | | | 23 | 56 | | | 65% |
| M.63.1 | Legal basis for preserving the Javanese language | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M.63.2 | Position and Function of the Javanese language | | | | | | | | | 2 | 4 | L | | |
| M.63.3 | Spoken and Written Javanese | | | | | | | | | 2 | 4 | L | | |
| M.63.4 | Definition of Dentawyanjana/Javanese letters | | | | | | | | | 2 | 4 | L | | |
| M.63.5 | Aksara (Swara, Murda, Rekan) and sandhangan in Javanese letters | | | | | | | | | 2 | 4 | L | | |
| M.63.6 | Numbers and Punctuation or Tetenger in Javanese letters | | | | | | | | | 2 | 4 | L | | |
| M.63.7 | Phonology/widyaswara: Types of phonemes in Javanese | | | | | | | | | 2 | 4 | L | | |
| M.63.8 | Morphology/widyatembung: Word forms, types and word changes in Javanese. | | | | | | | | | 2 | 4 | L | | |
| M.63.9 | Syntax/widyaukara: Sentence parts, types and forms of sentences in Javanese | | | | | | | | | 2 | 8 | L | | |
| M.63.10 | Puppetry literature, and oral literature (fairy tales, legends, myths) in local/Javanese culture | | | | | | | | | 2 | 8 | L | | |
| M.63.11 | Literary songs/children's songs in local Javanese literature and culture | | | | | | | | | 3 | 8 | L | | |
| M64 | Module 64: Acting | | | | | | 2 | | | 23 | 56 | | | 65% |
| M.64.1 | Understanding and Approach to acting | | | | | | | | | 7 | 16 | L/P | Practice report | |
| M.64.2 | Body Capital, Voice Capital | | | | | | | | | 8 | 20 | L/P | | |
| M.64.3 | Sukma/Sense Capital | | | | | | | | | 8 | 1 | L/P | | |

7th Semester

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| M65 | Module 65 : School Field Introduction II | | | | | | | 3 | | 47 | 112 | | | 75% |
| M.65.1 | Set Induction | | | | | | | | | 3 | 7 | T/P | Practice and Project Report | |
| M.65.2 | Stimulus Variation | | | | | | | | | 3 | 7 | P | | |
| M.65.3 | Silence and Non Verbal Cues | | | | | | | | | 3 | 8 | P | | |
| M.65.4 | Lecturing | | | | | | | | | 3 | 6 | P | | |
| M.65.5 | Reinforcement of Student Participation | | | | | | | | | 3 | 6 | P | | |
| M.65.6 | Fluency in Asking Question | | | | | | | | | 3 | 4 | P | | |
| M.65.7 | Probing Question | | | | | | | | | 3 | 8 | P | | |
| M.65.8 | Higher Order Question | | | | | | | | | 3 | 10 | P | | |
| M.65.9 | Divergent Question | | | | | | | | | 3 | 8 | P | | |
| M.65.10 | Recognizing Attending Behavior | | | | | | | | | 4 | 8 | P | | |
| M.65.11 | Illustrating and Use of Example | | | | | | | | | 4 | 10 | P | | |
| M.65.12 | Planned Repetition | | | | | | | | | 4 | 10 | P | | |
| M.65.13 | Completeness of Communication | | | | | | | | | 4 | 10 | P | | |
| M.65.14 | Closure | | | | | | | | | 4 | 10 | P | | |
| M66 | Module 66 : Indonesian Musical Arts | | | | | | | 2 | | 23 | 36 | | | 75% |
| M.66.1 | Appreciation of the variety of Indonesian musical arts (Karawitan) | | | | | | | | | 2 | 4 | P | Project Report | |
| M.66.2 | The scope of Javanese karawitan from its etymology, types of instruments and the elements that make up the musical | | | | | | | | | 4 | 8 | P | | |
| M.66.3 | <i>Tembang Waosan: Sekar Macapat, Sekar Tengahan and Sekar Ageng.</i> | | | | | | | | | 6 | 12 | P | | |
| M.66.4 | The practice of playing Karawitan in Surakarta style in a variety of gending (lancaran genre). | | | | | | | | | 11 | 12 | P | | |
| M67 | Module 67 : Music | | | | | | | 2 | | 23 | 56 | | | 75% |
| M.67.1 | Concept of understanding and knowledge of music education | | | | | | | | | 2 | 4 | L/T | Practice and Project Report | |
| M.67.2 | Elementary School Music Theory | | | | | | | | | 2 | 4 | L/T/P | | |
| M.67.3 | Principles of music education in elementary schools (Pianika) | | | | | | | | | 2 | 4 | L/T/P | | |
| M.67.4 | Musical notes and rhythmic music | | | | | | | | | 2 | 4 | L/T/P | | |
| M.67.5 | The principle of numerical notes or musical notes in music sheet (numbers, blocks, lyrics) | | | | | | | | | 2 | 4 | L/T/P | | |
| M.67.6 | Basic principles of singing and singing practice | | | | | | | | | 3 | 4 | L/T/P | | |

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| M.67.7 | Analysis of numerical notes for Islamic songs | | | | | | | | | 2 | 4 | L/T/P | | |
| M.67.8 | Analysis of National anthem and songs music sheets; Singing National anthem and songs, folk songs, and children songs using Pianika | | | | | | | | | 2 | 14 | L/T/P | | |
| M.67.9 | Voice-guided composition concept with <i>uni sono</i> | | | | | | | | | 3 | 4 | L/T/P | | |
| M.67.10 | Create a simple musical art flow | | | | | | | | | 3 | 10 | L/T/P | | |
| M68 | Elementary School Guidance Counseling Services | | | | | | | | 3 | 47 | 112 | | | 65% |
| M.68.1 | Background to the need for BK | | | | | | | | | 4 | 12 | L | Exam Paper (180 Min) | |
| M.68.2 | The essence of BK | | | | | | | | | 4 | 8 | L | | |
| M.68.3 | Personal tutoring service | | | | | | | | | 4 | 10 | L | | |
| M.68.4 | Career guidance services | | | | | | | | | 4 | 8 | L | | |
| M.68.5 | Social guidance services | | | | | | | | | 4 | 8 | L | | |
| M.68.6 | Tutoring services | | | | | | | | | 3 | 8 | L | | |
| M.68.7 | Understanding of the client's self | | | | | | | | | 3 | 8 | L | | |
| M.68.8 | Counseling techniques | | | | | | | | | 2 | 10 | L | | |
| M.68.9 | Counseling skills | | | | | | | | | 2 | 6 | L | | |
| M.68.10 | Application of counseling skills to children | | | | | | | | | 3 | 8 | L | | |
| M.68.11 | Play Therapy | | | | | | | | | 4 | 8 | L | | |
| M.68.12 | Preventive services in elementary school | | | | | | | | | 4 | 8 | L | | |
| M.68.13 | Application of psychoeducation in elementary school | | | | | | | | | 6 | 10 | L | | |
| M69 | Entrepreneurship | | | | | | | | 2 | 23 | 56 | | | 65% |
| M.69.1 | Concept, definition, form and role of entrepreneurship | | | | | | | | | 2 | 4 | P | Exam Paper (180 Min) | |
| M.69.2 | Nature, characteristics, culture of behavior and entrepreneurial mindset | | | | | | | | | 2 | 4 | P | | |
| M.69.3 | Concept of business definition, various types of business, business ethics and business opportunities | | | | | | | | | 2 | 4 | P | | |
| M.69.4 | Business activities (production, marketing, distribution), and business management/management | | | | | | | | | 2 | 4 | P | | |
| M.69.5 | Listening skills, written, spoken and presentation grammar, various communication channels, communication ethics | | | | | | | | | 2 | 4 | P | | |
| M.69.6 | Business organizational communication and problem solving communication | | | | | | | | | 2 | 4 | P | | |
| M.69.7 | Administration of recording financial transactions, bookkeeping and financial reports | | | | | | | | | 2 | 4 | P | | |

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| M.69.8 | Microsoft Excel application for managing business and financial data, various Android applications for financial management and digital marketing/sales applications | | | | | | | | | 2 | 6 | P | | |
| M.69.9 | Economic principles, factors of production, scarcity, opportunity cost, and demand supply | | | | | | | | | 2 | 8 | P | | |
| M.69.10 | Costs, prices and profits | | | | | | | | | 2 | 7 | P | | |
| M.69.11 | Business plan | | | | | | | | | 3 | 7 | P | | |
| M70 | Multicultural Education | | | | | | | | 2 | 23 | 56 | | | 65% |
| M.70.1 | Definition and Nature of Culture | | | | | | | | | 1 | 2 | L | Exam Paper (180 Min) | |
| M.70.2 | Cultural Environment | | | | | | | | | 1 | 2 | L | | |
| M.70.3 | The Structure and Dynamics of Culture | | | | | | | | | 1 | 3 | L | | |
| M.70.4 | Basics of Cultural Diversity | | | | | | | | | 2 | 5 | L | | |
| M.70.5 | Groups and Group Identity | | | | | | | | | 2 | 4 | L | | |
| M.70.6 | Multicultural Education in Various Countries | | | | | | | | | 2 | 5 | L | | |
| M.70.7 | Macro and Micro Culture | | | | | | | | | 2 | 2 | L | | |
| M.70.8 | Interaction between Race, Gender, Culture, Religion and Beliefs | | | | | | | | | 2 | 8 | L | | |
| M.70.9 | Basic Concepts and Essence of Multicultural Education | | | | | | | | | 2 | 4 | L | | |
| M.70.10 | Justice, Equality and Individual and Group Rights | | | | | | | | | 2 | 6 | L | | |
| M.70.11 | Education & Curriculum Reform | | | | | | | | | 2 | 7 | L | Exam Paper (180 Min) | |
| M.70.12 | Multicultural Education in Elementary Schools | | | | | | | | | 2 | 4 | L | | |
| M.70.13 | Multicultural Education Methods and Media in Elementary Schools | | | | | | | | | 2 | 4 | L | | |
| M71 | School Development | | | | | | | | 2 | 23 | 56 | | | 65% |
| M.71.1 | The essence of management: Definition, functions, objectives and areas of management work | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M.71.2 | School Based Management (SBM) and its implementation | | | | | | | | | 4 | 10 | L | | |
| M.71.3 | National Education Standards (SNP) with emphasis on: Standards for Educators and Education Personnel and Management Standards (personnel management - recruitment, coaching and dismissal) | | | | | | | | | 6 | 16 | L | | |
| M.71.4 | The role of teachers in SNP and problems in the field | | | | | | | | | 4 | 12 | L | | |
| M.71.5 | School accreditation | | | | | | | | | 6 | 10 | L | | |
| M72 | Seminars and Research Publications | | | | | | | | 2 | 23 | 56 | | | 75% |
| M.72.1 | PGSD Study Program research road map | | | | | | | | | 2 | 6 | S | Project Report | |

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| M.72.2 | research topic | | | | | | | | | 3 | 6 | S | | |
| M.72.3 | systematics of thesis research proposals | | | | | | | | | 3 | 5 | S | | |
| M.72.4 | research plan flow | | | | | | | | | 2 | 6 | S | | |
| M.72.5 | background of the research problem | | | | | | | | | 2 | 4 | S | | |
| M.72.6 | formulation of the problem and research objectives | | | | | | | | | 2 | 6 | S | | |
| M.72.7 | theoretical studies, relevant research; theory related to problem formulation; appropriate frame of mind | | | | | | | | | 2 | 6 | S | | |
| M.72.8 | research type and design; research setting; research objects and subjects | | | | | | | | | 2 | 8 | S | | |
| M.72.9 | Research instruments, validity and reliability of instruments | | | | | | | | | 2 | 4 | S | | |
| M.72.10 | Research proposal | | | | | | | | | 3 | 5 | S | | |
| M73 | Fine Arts | | | | | | | | 2 | 23 | 56 | | | 75% |
| M.73.1 | Concepts, theories of understanding and knowledge of fine arts education | | | | | | | | | 1 | 3 | P | Practice Report | |
| M.73.2 | Types of fine arts priorities for elementary schools | | | | | | | | | 2 | 4 | P | | |
| M.73.3 | Types of fine arts education in elementary schools: making lines, curves. Zig zag, and all wake up | | | | | | | | | 2 | 4 | P | | |
| M.73.4 | Functions and principles of fine arts in elementary schools. (various geometric shapes) | | | | | | | | | 2 | 4 | P | | |
| M.73.5 | Methods in Fine Arts. (Finger painting) | | | | | | | | | 2 | 4 | P | | |
| M.73.6 | Models in elementary school fine arts (Practice methods in fine arts, painting and themed painting) | | | | | | | | | 2 | 5 | P | | |
| M.73.7 | Models in elementary school fine arts. (Nirmana , color, level, Punctured Build, Pseudo-Texture) | | | | | | | | | 2 | 6 | P | | |
| M.73.8 | berbagai contoh karya seni rupa (Patung/Pahat dari sabun batangan/ bambu bakar (kelompok) | | | | | | | | | 2 | 6 | P | | |
| M.73.9 | development of fine arts in elementary school. (Sculpture/sculpture from bar soap/roasted bamboo (group) | | | | | | | | | 2 | 6 | P | | |
| M.73.10 | Fine art compositions | | | | | | | | | 2 | 6 | P | | |
| M.73.11 | works of fine art (collection of works going to exhibition) | | | | | | | | | 2 | 4 | P | | |
| M.73.12 | Exhibition of Fine Arts | | | | | | | | | 2 | 4 | P | | |
| M74 | Angklung Musical Art | | | | | | | | 2 | 23 | 56 | | | 75% |
| M.74.1 | Basic theory of playing angklung | | | | | | | | | 7 | 18 | P | Project Report | |
| M.74.2 | The development of angklung music | | | | | | | | | 8 | 20 | P | | |
| M.74.3 | How to play angklung | | | | | | | | | 8 | 18 | P | | |

| M75 | Batik Arts | | | | | | | 2 | | 23 | 56 | | | 75% |
|---------|--|--|--|--|--|--|--|---|--|----|----|---|----------------|-----|
| M.75.1 | Understanding Batik | | | | | | | | | 1 | 3 | p | Project Report | |
| M.75.2 | Types of Batik: Classic Batik, Traditional and Modern Batik | | | | | | | | | 1 | 3 | p | | |
| M.75.3 | Types of batik products | | | | | | | | | 1 | 4 | p | | |
| M.75.4 | Functions of batik products | | | | | | | | | 1 | 4 | p | | |
| M.75.5 | The Philosophy Underlying the Creation of Batik | | | | | | | | | 1 | 4 | p | | |
| M.75.6 | Development of Batik Design | | | | | | | | | 1 | 4 | p | | |
| M.75.7 | Classification of Batik | | | | | | | | | 2 | 4 | p | | |
| M.75.8 | Geometry | | | | | | | | | 1 | 4 | p | | |
| M.75.9 | Non geometric | | | | | | | | | 2 | 4 | p | | |
| M.75.10 | Batik Pattern Structure (Motifs, Units, Patterns) | | | | | | | | | 2 | 5 | p | | |
| M.75.11 | Main motif | | | | | | | | | 2 | 3 | p | | |
| M.75.12 | voice-guided composition concept with uni sono | | | | | | | | | 2 | 3 | p | | |
| M.75.13 | Isen motif | | | | | | | | | 2 | 3 | p | | |
| M.75.14 | 3 Repeat/Arrange Patterns; Parallel, Andha Endhe, Diagonal | | | | | | | | | 2 | 4 | p | | |
| M.75.15 | Making traditional geometric batik works in the interior of Surakarta or Yogyakarta in the form of shawls using natural colored materials properly and correctly | | | | | | | | | 2 | 4 | p | | |

8th Semester

| M76 | Module 76 : Research Paper | | | | | | | | 4 | 47 | 112 | | | 75% |
|--------|--------------------------------|--|--|--|--|--|--|--|---|----|-----|---|-----------------|-----|
| M.76.1 | Research proposal concept | | | | | | | | | 3 | 8 | S | Research Report | |
| M.76.2 | Research background writing | | | | | | | | | 7 | 16 | S | | |
| M.76.3 | Problem formulation | | | | | | | | | 3 | 8 | S | | |
| M.76.4 | Literatur Review | | | | | | | | | 3 | 8 | S | | |
| M.76.5 | Research methods | | | | | | | | | 3 | 8 | S | | |
| M.76.6 | Research instrument | | | | | | | | | 3 | 8 | S | | |
| M.76.7 | Triangulation | | | | | | | | | 3 | 8 | S | | |
| M.76.8 | Data analysis and data display | | | | | | | | | 7 | 16 | S | | |
| M.76.9 | triangulation and data display | | | | | | | | | 10 | 24 | S | | |

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|---------|-------------------------------|--|--|--|--|--|--|--|--|---|---|---|--|--|
| M.76.10 | Compiling Scientific Journals | | | | | | | | | 5 | 8 | S | | |
|---------|-------------------------------|--|--|--|--|--|--|--|--|---|---|---|--|--|

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|--------------|--|----|----|----|----|----|----|----|---|------|------|--|
| total | | 20 | 20 | 21 | 23 | 18 | 30 | 24 | 4 | 3201 | 7680 | |
|--------------|--|----|----|----|----|----|----|----|---|------|------|--|

L: **Lecture**

S: **Seminar**

T: **Tutorial**

P: **Practice**

Curriculum Overview

SPETE Programme, 8 Semesters

1st Semester

| Modul No. | Title of Module / Course Unit + Compulsory or elective? | Credit Points per Semester | | | | | | | | Workload | | Method of Teaching | Form and Duration of Examinations | Weight of Exam Related to Final Grade |
|-----------|--|----------------------------|----|----|----|----|----|----|----|----------------|------------------|------------------------------|--|---------------------------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar | | |
| M1 | Module 1: ISLAMIC STUDIES: TAWHEED | 2 | | | | | | | | 23 | 56 | | | 65% |
| M 1.1 | Aqidah | | | | | | | | | 6 | 15 | L | Exam Paper (180 Min) | |
| M 1.2 | Tawheed | | | | | | | | | 5 | 12 | L | | |
| M 1.3 | Pillars of faith | | | | | | | | | 5 | 12 | L | | |
| M 1.4 | Akhlak | | | | | | | | | 7 | 17 | L | | |
| M2 | Module 2: PANCASILA | 2 | | | | | | | | 23 | 56 | | | 65% |
| M 2.1 | Pancasila education in higher education institutions | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M 2.2 | The position of Pancasila as the foundation of the state, the state ideology | | | | | | | | | 6 | 15 | L | | |
| M 2.3 | Implementation of the principles of Pancasila | | | | | | | | | 5 | 13 | L | | |
| M 2.4 | Implementation of Pancasila values across periods | | | | | | | | | 3 | 8 | L | | |
| M 2.5 | Pancasila as the basis for the development of science | | | | | | | | | 2 | 6 | L | | |
| M 2.6 | Implementing Pancasila for the younger generation | | | | | | | | | 2 | 6 | L | | |
| M 2.7 | Citizen project | | | | | | | | | 2 | 6 | L | | |
| M3 | Module 3 : ENGLISH FOR ACADEMIC PURPOSES | 2 | | | | | | | | 23 | 56 | | | 65% |
| M 3.1 | Short passages and their context | | | | | | | | | 2 | 4 | T/P | Exam Paper (90 Min) and Practice Exam (90 Min) | |
| M 3.2 | Previewing and skimming reading techniques on formal texts | | | | | | | | | 2 | 4 | T/P | | |
| M 3.3 | Discourse markers | | | | | | | | | 2 | 5 | T/P | | |
| M 3.4 | The vocabulary and writing rules in filling out forms | | | | | | | | | 2 | 5 | T/P | | |

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|-----------|--|----------|--|--|--|--|--|--|--|-----------|-----------|-----|----------------------|------------|
| M 3.5 | Scanning reading techniques | | | | | | | | | 2 | 5 | T/P | | |
| M 3.6 | Expressing agree/disagree and like/dislike | | | | | | | | | 2 | 5 | T/P | | |
| M 3.7 | The vocabulary and grammar of writing letters of permits | | | | | | | | | 2 | 5 | T/P | | |
| M 3.8 | Announcements and short messages | | | | | | | | | 2 | 5 | T/P | | |
| M 3.9 | Using salutation in texts | | | | | | | | | 1 | 3 | T/P | | |
| M 3.10 | The English discourse marker expressions | | | | | | | | | 2 | 5 | T/P | | |
| M 3.11 | The vocabulary and grammar of writing summaries | | | | | | | | | 2 | 5 | T/P | | |
| M 3.12 | The vocabulary in short radio podcasts | | | | | | | | | 2 | 5 | T/P | | |
| M4 | Module 4: PHILOSOPHY OF EDUCATION | 2 | | | | | | | | 23 | 56 | | | 65% |
| M 4.1 | The definition of philosophy and education philosophy | | | | | | | | | 4 | 8 | L | Exam Paper (180 Min) | |
| M 4.2 | Schools in educational philosophy | | | | | | | | | 4 | 9 | L | | |
| M 4.3 | The educational philosophy view towards human beings | | | | | | | | | 5 | 9 | L | | |
| M 4.4 | The National education system | | | | | | | | | 5 | 12 | L | | |
| M.4.5 | The philosophical concepts of education components | | | | | | | | | 5 | 18 | L | | |
| M5 | Module 5: DIFFERENTIAL CALCULUS | 3 | | | | | | | | 35 | 84 | | | 65% |
| M 5.1 | Functions | | | | | | | | | 5 | 14 | L | Exam Paper (180 Min) | |
| M 5.2 | Limits | | | | | | | | | 8 | 18 | L | | |
| M 5.3 | Continuity of functions | | | | | | | | | 3 | 8 | L | | |
| M 5.4 | The derivative | | | | | | | | | 8 | 18 | L | | |
| M 5.5 | The curvature | | | | | | | | | 3 | 8 | L | | |
| M 5.6 | The application of Mean Value Theorem | | | | | | | | | 8 | 18 | L | | |
| M6 | Module 6: BASIC MATHEMATICS | 3 | | | | | | | | 35 | 84 | | | 65% |
| M 6.1 | Real number system | | | | | | | | | 4 | 8 | L | Exam Paper (180 Min) | |
| M 6.2 | Equations and inequality | | | | | | | | | 4 | 8 | L | | |
| M 6.3 | Quadratic function | | | | | | | | | 5 | 12 | L | | |
| M 6.4 | Fractional function graph | | | | | | | | | 5 | 12 | L | | |
| M 6.5 | Trigonometric functions | | | | | | | | | 5 | 12 | L | | |

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|-----------|--|----------|--|--|--|--|--|--|--|-----------|-----------|---|----------------------|------------|
| M 6.6 | Sequence and series | | | | | | | | | 5 | 12 | L | | |
| M 6.7 | Exponential and logarithm equations and inequality | | | | | | | | | 7 | 20 | L | | |
| M7 | Module 7: LOGIC AND SET | 2 | | | | | | | | 23 | 56 | | | 65% |
| M 7.1 | Compound Propostion | | | | | | | | | 2 | 6 | L | Exam Paper (180 Min) | |
| M 7.2 | Konverse, Inverse, and Contaposition | | | | | | | | | 3 | 8 | L | | |
| M 7.3 | Tautology, Contradiction, and Contingency | | | | | | | | | 3 | 8 | L | | |
| M 7.4 | Simplification Method and Reversal Strategy | | | | | | | | | 3 | 8 | L | | |
| M 7.5 | Cuantor Expression | | | | | | | | | 3 | 8 | L | | |
| M 7.6 | Inclusion and Exclusion Principal | | | | | | | | | 4 | 9 | L | | |
| M 7.7 | Properties of Relation and The Operation | | | | | | | | | 5 | 9 | L | | |
| M8 | Module 8: MATRIX ALGEBRA | 2 | | | | | | | | 23 | 56 | | | 65% |
| M 8.1 | Properties of matrices | | | | | | | | | 4 | 10 | L | Exam Paper (180 Min) | |
| M 8.2 | Matrices Operation | | | | | | | | | 3 | 7 | L | | |
| M 8.3 | Determinan of a matrices | | | | | | | | | 3 | 7 | L | | |
| M 8.4 | Rank and normal of a matrices | | | | | | | | | 4 | 10 | L | | |
| M 8.5 | Inverse matrix | | | | | | | | | 4 | 10 | L | | |
| M 8.6 | Matrices Aplication | | | | | | | | | 5 | 12 | L | | |
| M9 | Module 9: PLANE GEOMETRY | 2 | | | | | | | | 23 | 56 | | | 65% |
| M 9.1 | Work Object of Geometry | | | | | | | | | 4 | 8 | L | Exam Paper (180 Min) | |
| M 9.2 | Types of Polygon | | | | | | | | | 4 | 8 | L | | |
| M 9.3 | Theorems on Rectangular and Pythagorean Theorem | | | | | | | | | 5 | 14 | L | | |
| M.9.4 | Consept on circle | | | | | | | | | 4 | 8 | L | | |
| M.9.5 | Position of Line and Plane | | | | | | | | | 6 | 18 | L | | |

2nd Semester

| | | | | | | | | | | | | | | |
|------------|--|--|----------|--|--|--|--|--|--|-----------|-----------|--|--|------------|
| M10 | Module 10: ISLAMIC RELIGIOUS AND SOCIAL PRACTICES | | 2 | | | | | | | 23 | 56 | | | 65% |
|------------|--|--|----------|--|--|--|--|--|--|-----------|-----------|--|--|------------|

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|------------|--|--|----------|--|--|--|--|--|--|-----------|-----------|-----|--|------------|
| M 10.1 | Thaharah | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M 10.2 | Sholat | | | | | | | | | 2 | 4 | L | | |
| M 10.3 | Shoum | | | | | | | | | 2 | 4 | L | | |
| M 10.4 | Zakat | | | | | | | | | 2 | 4 | L | | |
| M.10.5 | Hajj, Umrah, Qurban | | | | | | | | | 3 | 8 | L | | |
| M.10.6 | Marriage in Islam | | | | | | | | | 3 | 8 | L | | |
| M.10.7 | Inheritance share | | | | | | | | | 3 | 8 | L | | |
| M.10.8 | Business in Islam | | | | | | | | | 3 | 8 | L | | |
| M.10.9 | Financial institution in Islam | | | | | | | | | 3 | 8 | L | | |
| M11 | Module 11: CIVICS | | 2 | | | | | | | 23 | 56 | | | 65% |
| M 11.1 | Introduction Civic education in Higher Education | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M 11.2 | National Identity | | | | | | | | | 2 | 4 | L | | |
| M 11.3 | National Integrity | | | | | | | | | 2 | 4 | L | | |
| M 11.4 | Indonesian Constitution | | | | | | | | | 2 | 6 | L | | |
| M 11.5 | Democracy | | | | | | | | | 2 | 6 | L | | |
| M 11.6 | Citizenship | | | | | | | | | 5 | 12 | L | | |
| M 11.7 | Law Enforcement | | | | | | | | | 2 | 5 | L | | |
| M 11.8 | Human Rights and Gender Equality | | | | | | | | | 2 | 5 | L | | |
| M 11.9 | National Resilience and National Defense | | | | | | | | | 2 | 5 | L | | |
| M 11.10 | Anti-Corruption Education | | | | | | | | | 2 | 5 | L | | |
| M12 | Module 12: STANDARIZED ENGLISH TEST PREPARATION | | 2 | | | | | | | 23 | 56 | | | 65% |
| M 12.1 | Conjunction | | | | | | | | | 3 | 8 | L | Exam Paper (90 Min) and Practice Exam (90 Min) | |
| M 12.2 | Tenses | | | | | | | | | 3 | 8 | L | | |
| M 12.3 | Types, functions, and positions of word types | | | | | | | | | 3 | 8 | L | | |
| M 12.4 | Reading strategy | | | | | | | | | 6 | 14 | T/P | | |
| M 12.5 | Listening text | | | | | | | | | 4 | 9 | T/P | | |
| M 12.6 | Speaking text | | | | | | | | | 4 | 9 | T/P | | |

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|------------|--|--|----------|--|--|--|--|--|--|-----------|-----------|---|----------------------|------------|
| M13 | Module 13: EDUCATION MANAGEMENT | | 2 | | | | | | | 23 | 56 | | | 65% |
| M 13.1 | The backgroud of educational management | | | | | | | | | 3 | 5 | L | Exam Paper (180 Min) | |
| M 13.2 | Management functions | | | | | | | | | 2 | 3 | L | | |
| M 13.3 | Curriculum management; | | | | | | | | | 2 | 3 | L | | |
| M 13.4 | Understanding teachers and staffs; | | | | | | | | | 2 | 3 | L | | |
| M 13.5 | Occasional management | | | | | | | | | 2 | 3 | L | | |
| M 13.6 | Educational and facilities management; | | | | | | | | | 1 | 3 | L | | |
| M 13.7 | School Financial Management; | | | | | | | | | 1 | 3 | L | | |
| M 13.8 | Educational Information System Management; | | | | | | | | | 2 | 6 | L | | |
| M 13.9 | Educational leadership; | | | | | | | | | 2 | 6 | L | | |
| M 13.10 | Marketing in education. | | | | | | | | | 2 | 6 | L | | |
| M 13.11 | Educational supervision; | | | | | | | | | 2 | 6 | L | | |
| M 13.12 | School Based Management | | | | | | | | | 2 | 9 | L | | |
| M14 | Module 14: INTEGRAL CALCULUS | | 3 | | | | | | | 35 | 84 | | | 65% |
| M 14.1 | Anti derivatives | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M 14.2 | Techniques of Integration | | | | | | | | | 15 | 37 | L | | |
| M 14.3 | The definite integral | | | | | | | | | 8 | 19 | L | | |
| M 14.4 | Applications of integral | | | | | | | | | 10 | 24 | L | | |
| M15 | Module 15: LINEAR ALGEBRA | | 3 | | | | | | | 35 | 84 | | | 65% |
| M 15.1 | Vectors in R2 and R3 | | | | | | | | | 5 | 12 | L | Exam Paper (180 Min) | |
| M 15.2 | Vector Space | | | | | | | | | 5 | 12 | L | | |
| M 15.3 | Basis and Dimention | | | | | | | | | 5 | 12 | L | | |
| M 15.4 | Linear Transformation | | | | | | | | | 5 | 12 | L | | |
| M 15.5 | Inner Product Space | | | | | | | | | 7 | 16 | L | | |
| M 15.6 | Similarity | | | | | | | | | 8 | 20 | L | | |
| M16 | Module 16: SOLID GEOMETRY | | 3 | | | | | | | 23 | 56 | | | 65% |

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|------------|---|--|----------|--|--|--|--|--|--|-----------|-----------|---|----------------------|------------|
| M 16.1 | Point, Line, and Plane | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M 16.2 | Space Object: Cube, Prism, Rectangular Prism, Pyramid, Cone | | | | | | | | | 4 | 10 | L | | |
| M 16.3 | Intersection of Plane and Sphere Object | | | | | | | | | 4 | 10 | L | | |
| M 16.4 | Cylinder rotated object | | | | | | | | | 6 | 14 | L | | |
| M 16.5 | Tangent Plane of Cone and Cone Image | | | | | | | | | 6 | 14 | L | | |
| M17 | Module 17: NUMBER THEORY | | 2 | | | | | | | 23 | 56 | | | 65% |
| M 17.1 | Integer system and its properties | | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M 17.2 | Mathematics I Induction | | | | | | | | | 3 | 7 | L | | |
| M 17.3 | Binomial Theorem | | | | | | | | | 3 | 7 | L | | |
| M 17.4 | Divisibility | | | | | | | | | 3 | 7 | L | | |
| M 17.6 | Prime Number and Euclidean Algorithm | | | | | | | | | 4 | 10 | L | | |
| M 17.7 | Linear Diophantine Equations | | | | | | | | | 2 | 5 | L | | |
| M 17.8 | Congruence and related Theorem | | | | | | | | | 2 | 5 | L | | |
| M 17.9 | Chinese Remainder Theorem | | | | | | | | | 2 | 5 | L | | |
| M 17.10 | Fermat's and Wilson's Theorem | | | | | | | | | 2 | 5 | L | | |
| M18 | Module 18: PLANE ANALITICAL GEOMETRY | | 2 | | | | | | | 23 | 56 | | | 65% |
| M 18.1 | Coordinate System | | | | | | | | | 3 | 7 | L | Exam Paper (180 Min) | |
| M 18.2 | Point | | | | | | | | | 2 | 5 | L | | |
| M 18.3 | Line | | | | | | | | | 2 | 5 | L | | |
| M 18.4 | Circle | | | | | | | | | 2 | 5 | L | | |
| M 18.5 | Locus | | | | | | | | | 2 | 5 | L | | |
| M 18.6 | Parabola | | | | | | | | | 3 | 7 | L | | |
| M 18.7 | Elips | | | | | | | | | 3 | 7 | L | | |
| M 18.8 | Hyperbole | | | | | | | | | 3 | 7 | L | | |
| M 18.9 | Standard Form of Conic Section | | | | | | | | | 3 | 8 | L | | |

3rd Semester

| M19 | Module 19: ISLAM, SCIENCE AND TECHNOLOGY | | | 2 | | | | | 23 | 56 | | | 65% |
|---------|---|--|--|---|--|--|--|--|----|----|---|----------------------|-----|
| M 19.1 | reason and revelation | | | | | | | | 4 | 9 | L | Exam Paper (180 Min) | |
| M 19.2 | The Urgency of Mastering Knowledge in Islam | | | | | | | | 3 | 8 | L | | |
| M 19.3 | Epistemology of knowledge in Islam | | | | | | | | 3 | 8 | L | | |
| M 19.4 | Education in Islam | | | | | | | | 5 | 13 | L | | |
| M 19.5 | factors in islam education | | | | | | | | 4 | 9 | L | | |
| M 19.6 | Concept of Sakeenah family | | | | | | | | 4 | 9 | L | | |
| M20 | Module 20: BAHASA INDONESIA | | | 2 | | | | | 23 | 56 | | | 65% |
| M 20.1 | History, development, nature, position, and function of the Bahasa Indonesia | | | | | | | | 1 | 2 | L | Exam Paper (180 Min) | |
| M 20.2 | The existence of the Bahasa Indonesia in international relations | | | | | | | | 1 | 2 | L | | |
| M 20.3 | Reference | | | | | | | | 1 | 2 | L | | |
| M 20.4 | Scientific Work Guidelines | | | | | | | | 1 | 2 | L | | |
| M 20.5 | EYD General Guidelines for Spelling and Formation of Terms and Effective Sentences. | | | | | | | | 1 | 2 | L | | |
| M 20.6 | Paragraph Development by sharing various patterns | | | | | | | | 1 | 2 | L | | |
| M 20.7 | Notion, functions and lexicogrammatical characteristics of academic texts in Indonesian in universities | | | | | | | | 1 | 2 | L | | |
| M 20.8 | Variety of academic texts in various macro genres | | | | | | | | 1 | 2 | L | | |
| M 20.9 | Variety of Languages in Scientific Work | | | | | | | | 1 | 2 | L | | |
| M 20.10 | Notion of the genre of book review macro | | | | | | | | 1 | 2 | L | | |
| M 20.11 | Text structure, genre relationships, and lexicogrammatical book reviews | | | | | | | | 1 | 3 | L | | |
| M 20.12 | Notion the macro genre of research proposals | | | | | | | | 1 | 3 | L | | |
| M 20.13 | Text structure, genre relations, and lexicogrammatical research proposals | | | | | | | | 1 | 3 | L | | |
| M 20.14 | Notion of the macro genre of activity proposals | | | | | | | | 2 | 5 | L | | |
| M 20.15 | Text structure, genre relations, and lexicogrammatical activity proposals | | | | | | | | 1 | 3 | L | | |

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|------------|---|--|--|----------|--|--|--|--|-----------|-----------|---|----------------------|------------|
| M 20.16 | Notion the macro genre of research reports | | | | | | | | 1 | 3 | L | | |
| M 20.17 | Text structure, genre relations, and lexicogrammatical research report | | | | | | | | 1 | 3 | L | | |
| M 20.18 | The definition of the activity report macro genre | | | | | | | | 1 | 3 | L | | |
| M 20.19 | Text structure, genre relations, and lexicogrammatical activity reports | | | | | | | | 2 | 5 | L | | |
| M 20.20 | Notion the macro genre of scientific articles, text structure, genre relations, and lexicogrammatical scientific articles | | | | | | | | 2 | 5 | L | | |
| M21 | Module 21 : PSYCHOLOGY OF EDUCATION | | | 2 | | | | | 23 | 56 | | | 65% |
| M 21.1 | Definition and scope of educational psychology; | | | | | | | | 3 | 5 | L | Exam Paper (180 Min) | |
| M 21.2 | The basic concepts of educational psychology; | | | | | | | | 2 | 5 | L | | |
| M 21.3 | Growth and development of students, developmental tasks, developmental aspects; | | | | | | | | 2 | 5 | L | | |
| M 21.4 | Individual characteristics; | | | | | | | | 2 | 5 | L | | |
| M 21.5 | Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ); | | | | | | | | 2 | 5 | L | | |
| M 21.6 | Learning concepts and theories; | | | | | | | | 3 | 7 | L | | |
| M 21.7 | Students and their families, Students and peers; | | | | | | | | 3 | 7 | L | | |
| M 21.8 | Behavioral problems in the classroom, socially detrimental student behavior problems; | | | | | | | | 3 | 7 | L | | |
| M 21.9 | learning approach from psychological perspective; | | | | | | | | 3 | 10 | L | | |
| M22 | Module 22: MULTIVARIABLE CALCULUS | | | 3 | | | | | 35 | 84 | | | 65% |
| M 22.1 | Functions of Two or more variables | | | | | | | | 7 | 16 | L | Exam Paper (180 Min) | |
| M 22.2 | Derivative of Functions of Two or more variables | | | | | | | | 10 | 26 | L | | |
| M 22.3 | The extrema using Lagrange multipliers | | | | | | | | 2 | 6 | L | | |
| M 22.4 | Multiple Integration | | | | | | | | 8 | 18 | L | | |
| M 22.5 | Applications of Double Integrals | | | | | | | | 8 | 18 | L | | |
| M23 | Module 23: ENTREPRENEURSHIP | | | 2 | | | | | 23 | 56 | | | 65% |
| M 23.1 | Business Profile | | | | | | | | 2 | 6 | L | Exam Paper (180 Min) | |
| M 23.2 | Bussiness Model Canvas | | | | | | | | 2 | 6 | L | | |

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| M 23.3 | Pitch Deck and Pitching | | | | | | | | | 8 | 20 | L | | |
| M 23.4 | Business Plan | | | | | | | | | 3 | 8 | L | | |
| M 23.5 | Business Implementation | | | | | | | | | 4 | 8 | L | | |
| M 23.6 | Bussiness Report | | | | | | | | | 4 | 8 | L | | |
| M24 | Module 24: SOLID ANALYTICAL GEOMETRY | | | 3 | | | | | | 35 | 84 | | | 65% |
| M 24.1 | Line and Plane Equations | | | | | | | | | 4 | 10 | L | Exam Paper (180 Min) | |
| M 24.2 | Locus of Sphere on Planes | | | | | | | | | 4 | 18 | L | | |
| M 24.3 | Cones' plane, Cylinders' plane, Rotated plane, and Setting Plane | | | | | | | | | 9 | 20 | L | | |
| M 24.4 | Ellipsoids' locus and properties, Hyperboloid, and Paraboloid | | | | | | | | | 12 | 22 | L | | |
| M 24.5 | Conicoids Equation | | | | | | | | | 6 | 14 | L | | |
| M25 | Module 25: LINEAR PROGRAMMING | | | 2 | | | | | | 23 | 56 | | | 65% |
| M 25.1 | Concept of Optimation in Linear Programming | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M 25.2 | Graphic Method | | | | | | | | | 3 | 7 | L/P | | |
| M 25.3 | Simplex Method | | | | | | | | | 4 | 10 | L/P | | |
| M 25.4 | Interpretation of Optimal Calculation Result | | | | | | | | | 2 | 5 | L | | |
| M 25.5 | Primal Dual Concept | | | | | | | | | 4 | 10 | L | | |
| M 25.6 | Sensitivity Analysis | | | | | | | | | 5 | 12 | L/P | | |
| M 25.7 | Technology in Solving Linear Programming Problems | | | | | | | | | 3 | 8 | L/P | | |
| M26 | Module 26: SCHOOL MATHEMATICS LEARNING | | | 3 | | | | | | 35 | 84 | | | 65% |
| M 26.1 | Philosophical, pedagogical, didactic and juridical foundations of mathematics learning | | | | | | | | | 4 | 8 | L | Exam Paper (180 Min) | |
| M 26.2 | Learning theories | | | | | | | | | 5 | 8 | L | | |
| M 26.3 | Learning models for mathematics | | | | | | | | | 5 | 8 | L | | |
| M 26.4 | Problem-solving and problem posing | | | | | | | | | 5 | 8 | L | | |
| M 26.5 | Mathematics in junior high school | | | | | | | | | 8 | 26 | L | | |
| M 26.6 | Mathematics in senior high school | | | | | | | | | 8 | 26 | L | | |
| M27 | Module 27: ICT Literacy in mathematics learning | | | 2 | | | | | | 23 | 56 | | | 65% |

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| M 27.1 | Fundamental concept of ICT literation in education | | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M 27.2 | The urgency and position of ICT in the framework of 21st century education | | | | | | | | | 2 | 5 | L | | |
| M 27.3 | Competencies that needed by teachers and students according to global and national competency frameworks | | | | | | | | | 2 | 5 | L | | |
| M 27.4 | Techniques for conducting internet-based information searches (retrieval information system) | | | | | | | | | 2 | 5 | L | | |
| M 27.5 | Models of using ICT in mathematics learning | | | | | | | | | 2 | 5 | L | | |
| M 27.6 | Ethics of using ICT | | | | | | | | | 2 | 5 | L | | |
| M 27.7 | Analyzing ICT-based learning models | | | | | | | | | 2 | 5 | L | | |
| M 27.8 | Instructional media selection procedures | | | | | | | | | 3 | 7 | L | | |
| M 27.9 | ICT-based media development procedures | | | | | | | | | 3 | 7 | L | | |
| M 27.10 | Evaluation of ICT-based learning media | | | | | | | | | 3 | 7 | L | | |

4th Semester

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| M28 | Module 28: KEMUHAMMADIYAHAN | | | | 2 | | | | | 23 | 56 | | | 65% |
| M 28.1 | Reform in Islam | | | | | | | | | 6 | 14 | L | Exam Paper (180 Min) | |
| M 28.2 | Background of Muhammadiyah | | | | | | | | | 6 | 14 | L | | |
| M 28.3 | Muhammadiyah: Identity, Normative, and Operational Base | | | | | | | | | 6 | 14 | L | | |
| M 28.4 | Autonomous organization in Muhammadiyah | | | | | | | | | 5 | 14 | L | | |
| M29 | Module 29: GUIDANCE AND COUNSELING | | | | 2 | | | | | 23 | 56 | | | 65% |
| M 29.1 | The nature, differences, foundations, and principles of guidance and counseling. | | | | | | | | | 2 | 6 | L | Exam Paper (180 Min) | |
| M 29.2 | The background, foundation, purpose, field of work and principles of Islamic guidance and counseling. | | | | | | | | | 3 | 7 | L | | |
| M 29.3 | The fields, activities, stages, and supporting activities for guidance and counseling. | | | | | | | | | 3 | 7 | L | | |
| M 29.4 | Problems that occur among students at school. | | | | | | | | | 3 | 7 | L | | |
| M 29.5 | The problem-solving procedures. | | | | | | | | | 2 | 5 | L | | |

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| M.29.6 | The identification of cases and problems, diagnosis, prognosis, therapy. | | | | | | | | 4 | 9 | L | | |
| M.29.7 | The evaluation and follow-up of extra-curricular activity structure. | | | | | | | | 2 | 6 | L | | |
| M.29.8 | The planning, implementation, assessment and supervision of extra-curricular activities. | | | | | | | | 4 | 9 | L | | |
| M30 | Module 30: CURRICULUM AND LEARNING | | | | 2 | | | | 23 | 56 | | | 65% |
| M 30.1 | Definition of curriculum | | | | | | | | 1 | 2 | L | Exam Paper (180 Min) | |
| M 30.2 | Introduction of learning and teaching | | | | | | | | 1 | 2 | L | | |
| M 30.3 | Learning theories | | | | | | | | 1 | 2 | L | | |
| M 30.4 | Model of teaching | | | | | | | | 1 | 2 | L | | |
| M 30.5 | Learning approach | | | | | | | | 1 | 2 | L | | |
| M 30.6 | Models of curriculum | | | | | | | | 2 | 5 | L | | |
| M 30.7 | Curriculum development | | | | | | | | 2 | 5 | L | | |
| M 30.8 | The role of curriculum | | | | | | | | 2 | 5 | L | | |
| M 30.9 | Designing curriculum | | | | | | | | 2 | 5 | L | | |
| M 30.10 | the principle of designing curriculum | | | | | | | | 2 | 5 | L | | |
| M 30.11 | The model of curriculum | | | | | | | | 2 | 5 | L | | |
| M 30.12 | Elements of curriculum | | | | | | | | 2 | 5 | L | | |
| M 30.13 | Approach to curriculum development | | | | | | | | 2 | 5 | L | | |
| M 30.14 | Models of curriculum development | | | | | | | | 2 | 6 | L | | |
| M31 | Module 31 : INTERNSHIP I (SCHOOL OBSERVATION) | | | | 1 | | | | 12 | 28 | | | 65% |
| M 31.1 | School's vision and Mission | | | | | | | | 1 | 2 | P | Paper Report | |
| M 31.2 | School's Culture. | | | | | | | | 1 | 2 | P | | |
| M 31.3 | Management Standards. | | | | | | | | 1 | 2 | P | | |
| M 31.4 | Facilities and Infrastructure Standards. | | | | | | | | 1 | 2 | P | | |
| M 31.5 | Education and Educational Staff Standards. | | | | | | | | 1 | 2 | P | | |

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| M 31.6 | Process Standard. | | | | | | | | | 1 | 2 | P | | |
| M 31.7 | Education Financing Standards. | | | | | | | | | 1 | 3 | P | | |
| M 31.8 | Content Standards. | | | | | | | | | 1 | 3 | P | | |
| M 31.9 | Process Standard. | | | | | | | | | 1 | 3 | P | | |
| M 31.10 | Assessment Standards. | | | | | | | | | 1 | 3 | P | | |
| M 31.11 | Graduate competence standard. | | | | | | | | | 2 | 4 | P | | |
| M32 | Module 32: INTRODUCTION TO REAL ANALYSIS | | | | 3 | | | | | 35 | 84 | | | 65% |
| M 32.1 | Real number system | | | | | | | | | 9 | 24 | L | Exam Paper (180 Min) | |
| M 32.2 | Sequences of real numbers and convergence | | | | | | | | | 8 | 18 | L | | |
| M 32.3 | Limit function and its properties | | | | | | | | | 10 | 24 | L | | |
| M 32.4 | Continuity | | | | | | | | | 8 | 18 | L | | |
| M33 | Module 33: PRACTICUM OF MATHEMATICAL SOFTWARE | | | | 1 | | | | | 12 | 28 | | | 65% |
| M 33.1 | Geometry transformations and Animation in Geogebra | | | | | | | | | 2 | 5 | T/P | Practice Exam (180Min) | |
| M 33.2 | functions using Geogebra | | | | | | | | | 2 | 5 | T/P | | |
| M 33.3 | 2D geometry in Geogebra | | | | | | | | | 2 | 5 | T/P | | |
| M 33.4 | 3D graphics with Geogebra | | | | | | | | | 2 | 5 | T/P | | |
| M 33.5 | designing geogebra applet | | | | | | | | | 4 | 8 | T/P | | |
| M34 | Module 34: PROBABILITY | | | | 3 | | | | | 35 | 84 | | | 65% |
| M 34.1 | Probability | | | | | | | | | 15 | 38 | L | Exam Paper (180 Min) | |
| M 34.2 | Conditional Probabilities | | | | | | | | | 4 | 10 | L | | |
| M 34.3 | Random Variables | | | | | | | | | 8 | 18 | L | | |
| M 34.4 | Expectation of function of a random variable | | | | | | | | | 8 | 18 | L | | |
| M35 | Module 35: MATHEMATICS LEARNING INNOVATION | | | | 2 | | | | | 23 | 56 | | | 65% |
| M 35.1 | Notion of Raw Input, Instrumental input, and Environmental input | | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M 35.2 | Trending issues in learning mathematics. | | | | | | | | | 2 | 5 | L | | |
| M 35.3 | Content Standards, Competency Standards, Process Standards, Teachers' Qualification Standards. | | | | | | | | | 2 | 5 | L | | |

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| M 35.4 | The development of mathematics teaching approaches | | | | | | | | | 2 | 5 | L | | |
| M 35.5 | Notion of Problem Solving, Polya, and rubric. | | | | | | | | | 2 | 5 | L | | |
| M 35.6 | Understand the mathematical problems' characteristics and how to develop them | | | | | | | | | 3 | 7 | L | | |
| M 35.7 | Higher order thinking skills (HOTS) | | | | | | | | | 3 | 7 | L | | |
| M 35.8 | Cooperative learning. | | | | | | | | | 3 | 7 | L | | |
| M 35.9 | Product-oriented learning models | | | | | | | | | 4 | 10 | L | | |
| M36 | Module 36: MATHEMATICS ASSESSMENT | | | | 2 | | | | | 23 | 56 | | | 65% |
| M 36.1 | Test, measurement, assessment, and evaluation | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M 36.2 | Assessment in education and teaching assessment. | | | | | | | | | 3 | 8 | L | | |
| M 36.3 | Test and non test assessment | | | | | | | | | 3 | 8 | L | | |
| M 36.4 | Z-score and T-score | | | | | | | | | 3 | 7 | L | | |
| M 36.5 | Score conversion | | | | | | | | | 3 | 7 | L | | |
| M 36.6 | Validity and reliability of the test | | | | | | | | | 3 | 7 | L | | |
| M 36.7 | Competency-based and contextual learning assessment | | | | | | | | | 3 | 7 | L | | |
| M 36.8 | Ministerial regulation for assessment | | | | | | | | | 2 | 4 | L | | |
| M 37 | Module 37: PRACTICUM OF MATHEMATICS ASSESSMENT | | | | 1 | | | | | 12 | 28 | | | 65% |
| M 37.1 | Validity and reliability testing with Excel | | | | | | | | | 1 | 3 | T/P | Exam Paper (180 Min) | |
| M 37.2 | Learning outcomes analysis with Excel | | | | | | | | | 1 | 3 | T/P | | |
| M 37.3 | Validity and reliability testing with ANATES | | | | | | | | | 1 | 3 | T/P | | |
| M 37.4 | Learning outcomes analysis with ANATES | | | | | | | | | 1 | 3 | T/P | | |
| M 37.5 | Validity and reliability testing with SPSS | | | | | | | | | 2 | 4 | T/P | | |
| M 37.6 | Learning outcomes analysis with SPSS | | | | | | | | | 2 | 4 | T/P | | |
| M 37.7 | Learning outcomes analysis with ITEMAN | | | | | | | | | 2 | 4 | T/P | | |
| M 37.8 | Content Validity Index (CVI) | | | | | | | | | 2 | 4 | T/P | | |
| M 38 | Module 38: DESIGNING MATHEMATICS LEARNING APPLICATIONS | | | | 2 | | | | | 23 | 56 | | | 65% |
| M 38.1 | Use of mathematics learning apps | | | | | | | | | 3 | 8 | T/P | | |

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| M 38.2 | Components of maths learning apps | | | | | | | | 5 | 10 | T/P | Practice Exam (180Min) | |
| M 38.3 | Learning app development | | | | | | | | 15 | 38 | T/P | | |

5th Semester

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| M 39 | Module 39. STUDY OF MATHEMATICS CURRICULUM | | | | | 2 | | | | 23 | 56 | | | 65% |
| M 39.1 | Mathematics curriculum in school education | | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M 39.2 | Characteristics of mathematics curriculum in Indonesia | | | | | | | | | 2 | 5 | L | | |
| M 39.3 | Textbooks in the teaching-learning | | | | | | | | | 2 | 5 | L | | |
| M 39.4 | Cognitive level and knowledge dimensions | | | | | | | | | 2 | 5 | L | | |
| M 39.5 | Designing learning activities based on various theories. | | | | | | | | | 5 | 12 | L | | |
| M 39.6 | Content development | | | | | | | | | 5 | 12 | L | | |
| M 39.7 | Designing learning purposes and activities viewed from theories | | | | | | | | | 5 | 12 | L | | |
| M40 | Module 40: ABSTRACT ALGEBRA: GROUP | | | | | 2 | | | | 23 | 56 | 0 | | 65% |
| M 40.1 | Binary Operation | | | | | | | | | 3 | 8 | L | Exam Paper (180 Min) | |
| M 40.2 | Group | | | | | | | | | 3 | 8 | L | | |
| M 40.3 | Subgroup | | | | | | | | | 7 | 16 | L | | |
| M 40.4 | Normal Subgroup and Quotient Group | | | | | | | | | 7 | 16 | L | | |
| M 40.5 | Group Homomorphism | | | | | | | | | 3 | 8 | L | | |
| M41 | Module 41: ELEMENTARY STATISTICS | | | | | 3 | | | | 35 | 84 | | | 65% |
| M 41.1 | The role of statistics in research | | | | | | | | | 3 | 6 | L | Exam Paper (180 Min) | |
| M 41.2 | Descriptive statistics | | | | | | | | | 3 | 6 | L | | |
| M 41.3 | Measures of central tendency | | | | | | | | | 5 | 10 | L | | |
| M 41.4 | Normal distribution | | | | | | | | | 5 | 10 | L | | |
| M 41.5 | Test of hypotheses: mean and between means | | | | | | | | | 5 | 10 | L | | |
| M 41.6 | Analysis of variance (one-way and two-ways) | | | | | | | | | 7 | 21 | L | | |

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| M 41.7 | Regression and correlaton | | | | | | | | 7 | 21 | L | | |
| M42 | Module 42: NUMERICAL METHOD | | | | | 2 | | | 23 | 56 | | | 65% |
| M 42.1 | Errors | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M 42.2 | Taylor series | | | | | | | | 3 | 7 | L | | |
| M 42.3 | Finding the derivative of a function numerically | | | | | | | | 3 | 7 | L | | |
| M 42.4 | Interpolation: Newton and Lagrange methods | | | | | | | | 3 | 7 | L | | |
| M 42.5 | Solving non-linear equations | | | | | | | | 4 | 10 | L | | |
| M 42.6 | Solving integral equations | | | | | | | | 4 | 10 | L | | |
| M 42.7 | Solving differential equation numerically | | | | | | | | 4 | 10 | L | | |
| M43 | Module 43: MATHEMATICS LEARNING PLAN | | | | | 2 | | | 23 | 56 | | | 65% |
| M 43.1 | Teaching mathematics and its applications | | | | | | | | 3 | 6 | L | Exam Paper (180 Min) | |
| M 43.2 | Develop and design annual programs and semester programs | | | | | | | | 4 | 10 | L | | |
| M 43.3 | Mathematics syllabus | | | | | | | | 4 | 10 | L | | |
| M 43.4 | Concept of assessment and evaluation | | | | | | | | 6 | 14 | L | | |
| M 43.5 | Developing a lesson plan | | | | | | | | 6 | 16 | L | | |
| M44 | Module 44: DIFFERENTIAL EQUATION | | | | | 3 | | | 35 | 84 | | | 65% |
| M 44.1 | Differential equations: introduction | | | | | | | | 3 | 6 | L | Exam Paper (180 Min) | |
| M 44.2 | First order differential equations | | | | | | | | 8 | 18 | L | | |
| M 44.3 | First order linear differential equations | | | | | | | | 3 | 8 | L | | |
| M 44.4 | Application of first order differential equations | | | | | | | | 3 | 8 | L | | |
| M 44.5 | Second order linear Homogeneous differential equations | | | | | | | | 3 | 8 | L | | |
| M 44.6 | Higher order linear differential equations with constant coefficients | | | | | | | | 5 | 12 | L | | |
| M 44.7 | Higher order linear differential Equations with variable coefficients | | | | | | | | 5 | 12 | L | | |
| M 44.8 | Power series solution of differential equations | | | | | | | | 5 | 12 | L | | |
| M45 | Module 45: RESEARCH METHODS IN MATHEMATICS EDUCATION | | | | | 3 | | | 35 | 84 | | | 65% |

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| M 45.1 | Research Paradigms: Qualitative, Quantitative and Mixed Research (Action Research) | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M 45.2 | Types of quantitative research | | | | | | | | | 2 | 6 | L | | |
| M 45.3 | Formulating research questions | | | | | | | | | 2 | 6 | L | | |
| M 45.4 | Hypothesis | | | | | | | | | 2 | 6 | L | | |
| M 45.5 | Research design | | | | | | | | | 2 | 6 | L | | |
| M 45.6 | Collecting Data: sampling and instrument | | | | | | | | | 2 | 6 | L | | |
| M 45.7 | Validity of data | | | | | | | | | 3 | 6 | L | | |
| M 45.8 | The nature of qualitative research | | | | | | | | | 3 | 6 | L | | |
| M 45.9 | Collecting qualitative data | | | | | | | | | 3 | 6 | L | | |
| M 45.10 | Analyzing qualitative data | | | | | | | | | 3 | 6 | L | | |
| M 45.11 | Credibility of data | | | | | | | | | 3 | 6 | L | | |
| M 45.12 | Writing proposal | | | | | | | | | 4 | 10 | L | | |
| M 45.13 | Classroom action research | | | | | | | | | 4 | 10 | L | | |
| M46 | Module 46: PRACTICUM OF VISUAL PROGRAMMING | | | | | 1 | | | | 12 | 28 | | | 65% |
| M 46.1 | Introduction to visual programming | | | | | | | | | 0,5 | 2 | T/P | Exam Paper (180 Min) | |
| M 46.2 | Modul | | | | | | | | | 0,5 | 2 | T/P | | |
| M 46.3 | Form, Property, Scheme, and Tool Field | | | | | | | | | 1 | 2 | T/P | | |
| M 46.4 | Configure Forms and Properties | | | | | | | | | 1 | 2 | T/P | | |
| M 46.5 | Configure Sceme and Field Tools | | | | | | | | | 1 | 2 | T/P | | |
| M 46.6 | Events | | | | | | | | | 1 | 2 | T/P | | |
| M 46.7 | Text object | | | | | | | | | 1 | 2 | T/P | | |
| M 46.8 | Visual tools | | | | | | | | | 1 | 2 | T/P | | |
| M 46.9 | OLE (Object Linking and Embedding) and DLL (Dynamic Linking Library) | | | | | | | | | 1 | 2 | T/P | | |
| M 46.10 | Difference between Linking and Embedding | | | | | | | | | 1 | 2 | T/P | | |
| M 46.11 | API (Application Programming Interface) | | | | | | | | | 1 | 2 | T/P | | |

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| M 46.12 | Multimedia and Animation Basics | | | | | | | | | 1 | 3 | T/P | | |
| M 46.13 | Compile program | | | | | | | | | 1 | 3 | T/P | | |
| M47 | Module 47: PROBLEMATICS IN MATHEMATICS LEARNING | | | | | 2 | | | | 23 | 56 | | | 65% |
| M 47.1 | Problems in learning mathematics in junior high school and their solutions | | | | | | | | | 11 | 28 | L | Project (a week) | |
| M 47.2 | Problems in learning mathematics in senior high school and their solutions | | | | | | | | | 12 | 28 | L | | |

6th Semester

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| M48 | Module 48: ABSTRACT ALGEBRA: RING | | | | | 2 | | | | 23 | 56 | | | 65% |
| M 48.1 | Definition and Properties of Ring | | | | | | | | | 2 | 6 | L | Exam Paper (180 Min) | |
| M 48.2 | Subring : Definition and The Theorems | | | | | | | | | 4 | 9 | L | | |
| M 48.3 | Ideals and Quotient Rings | | | | | | | | | 4 | 9 | L | | |
| M 48.4 | Integral Domain | | | | | | | | | 4 | 9 | L | | |
| M 48.5 | Field | | | | | | | | | 4 | 9 | L | | |
| M 48.6 | Homomorphism of Ring | | | | | | | | | 5 | 14 | L | | |
| M49 | Module 49: MICRO TEACHING | | | | | 2 | | | | 23 | 56 | | | 30% |
| M 49.1 | Stimulus Variation | | | | | | | | | 1 | 3 | P | Project Report | |
| M 49.2 | Set Induction (techniques to start learning); | | | | | | | | | 1 | 3 | P | | |
| M 49.3 | Closure (techniques to end learning); | | | | | | | | | 1 | 3 | P | | |
| M 49.4 | Silence and Non Verbal Cues | | | | | | | | | 1 | 3 | P | | |
| M 49.5 | Reinforcement of Student Participation | | | | | | | | | 1 | 3 | P | | |
| M 49.6 | Fluency in Asking Question | | | | | | | | | 2 | 3 | P | | |
| M 49.7 | Probing Question | | | | | | | | | 2 | 4 | P | | |
| M 49.8 | Higher Order Question | | | | | | | | | 2 | 4 | P | | |
| M 49.9 | Divergent Question | | | | | | | | | 2 | 5 | P | | |

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| M 49.10 | Recognizing Attending Behavior | | | | | | | | | 2 | 5 | P | | |
| M 49.11 | Illustrating and Use of Example | | | | | | | | | 2 | 5 | P | | |
| M 49.12 | Lecturing | | | | | | | | | 2 | 5 | P | | |
| M 49.13 | Planned Repetition | | | | | | | | | 2 | 5 | P | | |
| M 49.14 | Completeness of Communication | | | | | | | | | 2 | 5 | P | | |
| M50 | Module 50: MATHEMATICS STATISTICS | | | | | | | 2 | | 35 | 84 | | | 65% |
| M 50.1 | Probability distribution for discrete random variables | | | | | | | | | 7 | 16 | L | | |
| M 50.2 | Probability distribution for continuous random variables | | | | | | | | | 3 | 8 | L | | |
| M 50.3 | Random sampling distribution | | | | | | | | | 7 | 16 | L | | |
| M 50.4 | Problems of estimation | | | | | | | | | 7 | 16 | L | | |
| M 50.5 | Interval estimation | | | | | | | | | 7 | 16 | L | | |
| M 50.6 | Hypotheses: teory and application | | | | | | | | | 4 | 12 | L | | |
| M51 | Module 51: COMPLEX ANALYSIS | | | | | | | 2 | | 23 | 56 | | | 65% |
| M.51.1 | Definition of Complex number, Geometry of Complex number | | | | | | | | | 2 | 4 | L | | |
| M 51.2 | Complex function | | | | | | | | | 2 | 4 | L | | |
| M 51.3 | Derivatives of Complex function | | | | | | | | | 8 | 20 | L | | |
| M 51.4 | Elementary Functions | | | | | | | | | 6 | 14 | L | | |
| M 51.5 | Integral of Complex function | | | | | | | | | 7 | 18 | L | | |
| M52 | Module 52: TRANSFORMATION GEOMETRY | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 52.1 | Definition of Geometri, Funtion, and Transformation | | | | | | | | | 2 | 5 | L | | |
| M 52.2 | Properties of Transformation | | | | | | | | | 3 | 5 | L | | |
| M 52.3 | Transition | | | | | | | | | 3 | 5 | L | | |
| M 52.4 | Half Turn | | | | | | | | | 5 | 13 | L | | |
| M 52.5 | Reflection | | | | | | | | | 5 | 13 | L | | |
| M 52.6 | Rotation | | | | | | | | | 5 | 15 | L | | |
| M53 | Module 53: DISCREET MATHEMATICS | | | | | | | 2 | | 23 | 56 | | | 65% |

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| M 53.1 | Binary Relations | | | | | | | | | 4 | 8 | L | Exam Paper (180 Min) | |
| M 53.2 | Recurrence Relations | | | | | | | | | 4 | 8 | L | | |
| M 53.3 | Pigeonhole Principle | | | | | | | | | 5 | 13 | L | | |
| M 53.4 | Boolean Algebra | | | | | | | | | 5 | 13 | L | | |
| M 53.5 | Graph Theory | | | | | | | | | 5 | 14 | L | | |
| M54 | Module 54: PRACTICUM OF STATISTICAL DATA PROCESSING | | | | | | 1 | | | 12 | 28 | | | 65% |
| M 54.1 | Introduction to SPSS | | | | | | | | | 1 | 2 | T/P | Exam Paper (180 Min) | |
| M 54.2 | Data | | | | | | | | | 1 | 2 | T/P | | |
| M 54.3 | Descriptive statistics and frequencies | | | | | | | | | 1 | 2 | T/P | | |
| M 54.4 | Hypothesis examination | | | | | | | | | 1 | 2 | T/P | | |
| M 54.5 | Normality and homogeneity examination | | | | | | | | | 1 | 2 | T/P | | |
| M 54.6 | One-way and two-way analysis of variance | | | | | | | | | 1 | 3 | T/P | | |
| M 54.7 | Linear regression analysis | | | | | | | | | 2 | 5 | T/P | | |
| M 54.8 | Tables and Graphs | | | | | | | | | 2 | 5 | T/P | | |
| M 54.9 | Validity and reliability examination | | | | | | | | | 2 | 5 | T/P | | |
| M55 | Module 55: PHILOSOPHY OF MATHEMATICS | | | | | | 2 | | | 23 | 56 | | | 65% |
| M 55.1 | An overview of philosophy in general | | | | | | | | | 2 | 6 | L | Exam Paper (180 Min) | |
| M 55.2 | An introduction to mathematics | | | | | | | | | 5 | 12 | L | | |
| M 55.3 | An exploration of the philosophy of mathematics | | | | | | | | | 8 | 19 | L | | |
| M 55.4 | An examination of several isms in the philosophy of mathematics | | | | | | | | | 8 | 19 | L | | |
| M56 | Module 56: LIFE SKILL: COMMUNITY DEVELOPMENT INTERNSHIP OF EDUCATION | | | | | | 4 | | | 47 | 112 | | | 65% |
| M 56.1 | Background of the need for counseling services in schools | | | | | | | | | 4 | 8 | P | Project (a month) | |
| M 56.2 | FKIP's vision, mission and purpose and CAKAP philosophy, and the meaning of pedagogical field work | | | | | | | | | 4 | 8 | P | | |
| M 56.3 | Guidance, visit, and assessment manual | | | | | | | | | 4 | 8 | P | | |
| M 56.4 | Data collection and data analysis techniques | | | | | | | | | 6 | 16 | P | | |
| M 56.5 | Communication , interview, survey, and report techniques | | | | | | | | | 6 | 16 | P | | |

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| M 56.6 | Techniques for activity program composing And reporting | | | | | | | | 6 | 16 | P | | |
| M 56.7 | Survey and practice of preparing pedagogical field work | | | | | | | | 6 | 16 | P | | |
| M 56.8 | Implementation of pedagogical field work program | | | | | | | | 7 | 16 | P | | |
| M 56.9 | Reporting field work activities | | | | | | | | 4 | 8 | P | | |
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| 7th Semester | | | | | | | | | | | | | |
| M57 | Module 57: INTERNSHIP II (SUPERVISED TEACHING) | | | | | | | 3 | | 35 | 84 | | 65% |
| M 57.1 | Set Induction | | | | | | | | 2 | 4 | T/P | Paper Report | |
| M 57.2 | Stimulus Variation | | | | | | | | 2 | 4 | P | | |
| M 57.3 | Silence and Non Verbal Cues | | | | | | | | 2 | 4 | P | | |
| M 57.4 | Lecturing | | | | | | | | 2 | 4 | P | | |
| M 57.5 | Reinforcement of Student Participation | | | | | | | | 2 | 4 | P | | |
| M 57.6 | Fluency in Asking Question | | | | | | | | 3 | 8 | P | | |
| M 57.7 | Probing Question | | | | | | | | 3 | 8 | P | | |
| M 57.8 | Higher Order Question | | | | | | | | 2 | 4 | P | | |
| M 57.9 | Divergent Question | | | | | | | | 3 | 8 | P | | |
| M 57.10 | Recognizing Attending Behavior | | | | | | | | 2 | 4 | P | | |
| M 57.11 | Illustrating and Use of Example | | | | | | | | 3 | 8 | P | | |
| M 57.12 | Planned Repetition | | | | | | | | 3 | 8 | P | | |
| M 57.13 | Completeness of Communication | | | | | | | | 3 | 8 | P | | |
| M 57.14 | Closure | | | | | | | | 3 | 8 | P | | |
| M58 | Module 58: VECTOR ANALYSIS | | | | | | | 2 | | 23 | 56 | | 65% |
| M 58.1 | Scalars and vectors | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M 58.2 | Vector multiplications | | | | | | | | 2 | 5 | L | | |
| M 58.3 | The equations of lines and planes | | | | | | | | 2 | 6 | L | | |

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| M 58.4 | Vector fields | | | | | | | | | 2 | 6 | L | | |
| M 58.5 | Line integrals | | | | | | | | | 3 | 7 | L | | |
| M 58.6 | Surface integrals of Vector Fields | | | | | | | | | 4 | 9 | L | | |
| M 58.7 | Gauss, Stokes, and Green theorems | | | | | | | | | 4 | 9 | L | | |
| M 58.8 | Curvilinear coordinates | | | | | | | | | 4 | 9 | L | | |
| M59 | Module 59: SPHERICAL TRIGONOMETRY | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 59.1 | The fundamental spherical trigonometry | | | | | | | | | 3 | 6 | L | Exam Paper (180 Min) | |
| M 59.2 | Qibla direction | | | | | | | | | 4 | 10 | L | | |
| M 59.3 | Celestial Sphere | | | | | | | | | 4 | 10 | L | | |
| M 59.4 | Qibla observation by shadows | | | | | | | | | 4 | 10 | L | | |
| M 59.5 | Prayer time | | | | | | | | | 4 | 10 | L | | |
| M 59.6 | The beginning of Qamariyah month | | | | | | | | | 4 | 10 | L | | |
| M60 | Module 60: MATHEMATICS ECONOMICS | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 60.1 | Functions in economics | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M 60.2 | Rente | | | | | | | | | 3 | 6 | L | | |
| M 60.3 | Annuity | | | | | | | | | 4 | 9 | L | | |
| M 60.4 | Matrix Application in Economics | | | | | | | | | 4 | 9 | L | | |
| M 60.5 | Derivative Application in Economics | | | | | | | | | 5 | 14 | L | | |
| M 60.6 | Integral Application in Economics | | | | | | | | | 5 | 14 | L | | |
| M61 | Module 61: PRACTICUM OF MAKING MATHEMATICS LEARNING TOOL | | | | | | | 1 | | 12 | 28 | | | 65% |
| M 61.1 | Finding difficulties in Arithmetics | | | | | | | | | 1 | 3 | T/P | Practice Exam (180Min) | |
| M 61.2 | Finding difficulties in Geometry | | | | | | | | | 1 | 3 | T/P | | |
| M 61.3 | Finding difficulties in Statistics | | | | | | | | | 1 | 3 | T/P | | |
| M 61.4 | Designinga proposal for making mathematics tools | | | | | | | | | 2 | 4 | T/P | | |
| M 61.5 | Preparation of mathematics learning tools | | | | | | | | | 2 | 4 | T/P | | |
| M 61.6 | Making mathematics tools | | | | | | | | | 2 | 4 | T/P | | |
| M 61.7 | Presentation of mathematics tools | | | | | | | | | 3 | 7 | T/P | | |

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| M62 | Module 62: BASIC OF CRYPTOGRAPHY | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 62.1 | Introduction to cryptography | | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M 62.2 | Attacks variety on cryptography | | | | | | | | | 2 | 5 | L | | |
| M 62.3 | Mathematics for cryptography | | | | | | | | | 2 | 5 | L | | |
| M 62.4 | Algorithm for cryptography | | | | | | | | | 2 | 5 | L | | |
| M 62.5 | Classic cryptographic algorithms | | | | | | | | | 3 | 7 | L | | |
| M 62.6 | Steganography | | | | | | | | | 3 | 7 | L | | |
| M 62.7 | Modern Cryptographic Algorithms | | | | | | | | | 3 | 7 | L | | |
| M 62.8 | Symmetric Key Cryptography | | | | | | | | | 3 | 8 | L | | |
| M 62.9 | Public Key Cryptography | | | | | | | | | 3 | 7 | L | | |
| M63 | MODULE 63: MULTIVARIATE STATISTICS | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 63.1 | Fundamental concept of Multivariate Statistics | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M 63.2 | Multivariate Normality Distribution | | | | | | | | | 5 | 13 | L | | |
| M 63.3 | Mean Difference Test | | | | | | | | | 5 | 13 | L | | |
| M 63.4 | Multivariate Variance Analysis | | | | | | | | | 3 | 6 | L | | |
| M 63.5 | Regression Variance Analysis | | | | | | | | | 4 | 10 | L | | |
| M 63.6 | Path Analysis | | | | | | | | | 4 | 10 | L | | |
| M64 | Module 64: FUZZY SET | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 64.1 | Fuzzy Subset | | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M 64.2 | Operation on Fuzzy Set | | | | | | | | | 3 | 6 | L | | |
| M 64.3 | Fuzzy Index | | | | | | | | | 2 | 5 | L | | |
| M 64.4 | Problems in Fuzzy Set | | | | | | | | | 4 | 10 | L | | |
| M 64.5 | Fuzzy Power Set | | | | | | | | | 4 | 10 | L | | |
| M 64.6 | Fuzzy Graph and Fuzzy Relation | | | | | | | | | 4 | 10 | L | | |
| M 64.7 | Operation and Composition in Fuzzy Relation | | | | | | | | | 4 | 10 | L | | |
| M65 | Module 65: NON-EUCLIDEAN GEOMETRY | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 65.1 | Foundation of Euclid Geometry | | | | | | | | | 3 | 8 | L | | |

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| M 65.2 | The Fifth Postulat of Euclid | | | | | | | | | 5 | 12 | L | Exam Paper (180 Min) | |
| M 65.3 | Finding in Non Euclide Geometry | | | | | | | | | 5 | 12 | L | | |
| M 65.4 | Hiperbolic Geometry | | | | | | | | | 5 | 12 | L | | |
| M 65.5 | Elliptic Geometry | | | | | | | | | 5 | 12 | L | | |
| M66 | Module 66: NON-PARAMETRIC STATISTICS | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 66.2 | The fundamental of non-parametric statistics | | | | | | | | | 3 | 7 | L | Exam Paper (120 Min) | |
| M 66.3 | Hypothesis testing with one sample | | | | | | | | | 5 | 12 | L | | |
| M 66.4 | Hypothesis testing with two samples | | | | | | | | | 3 | 7 | L | | |
| M 66.5 | Hypothesis testing with for multiple samples | | | | | | | | | 5 | 12 | L | | |
| M 66.6 | Goodness of fit test | | | | | | | | | 3 | 8 | L | | |
| M 66.7 | Rank correlation | | | | | | | | | 4 | 10 | L | | |
| M67 | Module 67: DESCRIPTIVE GEOMETRY | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 67.1 | Projecting geometric shapes | | | | | | | | | 3 | 6 | L | Exam Paper (180 Min) | |
| M 67.2 | Explain the geometric shapes | | | | | | | | | 3 | 6 | L | | |
| M 67.3 | The Important Things of skaching | | | | | | | | | 4 | 10 | L | | |
| M 67.4 | Distance and Cylinder | | | | | | | | | 4 | 10 | L | | |
| M 67.5 | Angles and Cones | | | | | | | | | 4 | 10 | L | | |
| M 67.6 | Sphere and Rotation | | | | | | | | | 5 | 14 | L | | |
| M68 | Module 68: TEACHING MATHEMATICS IN ENGLISH | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 68.1 | Types of learning devices and their components | | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M 68.2 | Mathematical terms, how to read and write | | | | | | | | | 2 | 5 | L | | |
| M 68.3 | Mathematical formulas and their applications | | | | | | | | | 2 | 5 | L | | |
| M 68.4 | Translating mathematics problems. | | | | | | | | | 2 | 5 | L | | |
| M 68.5 | Mathematics problem-solving with Polya steps | | | | | | | | | 3 | 8 | L | | |
| M 68.6 | Innovative media for teaching mathematics in English | | | | | | | | | 3 | 8 | L | | |
| M 68.7 | Innovative teaching mathematics in English | | | | | | | | | 9 | 20 | L | | |

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| M69 | Module 69: MATHEMATICS COMPUTATION | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 69.1 | Basic programming for using Matlab | | | | | | | | | 3 | 8 | T/P | Practice Exam (180Min) | |
| M 69.2 | Script for solving linear and non-linear equation | | | | | | | | | 5 | 12 | T/P | | |
| M 69.3 | Script for solving function | | | | | | | | | 5 | 12 | T/P | | |
| M 69.4 | Script for solving differential and Integral | | | | | | | | | 5 | 12 | T/P | | |
| M 69.5 | Graphical user interface (GUI) Matlab | | | | | | | | | 5 | 12 | T/P | | |
| M70 | MODULE 70: MATHEMATICS LEARNING FOR ELEMENTARY SCHOOL | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 70.1 | Employing manipulatif tool for number and geometry pattern | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M 70.2 | Employing manipulatif tool for set, function, and reasoning | | | | | | | | | 2 | 4 | L | | |
| M 70.3 | Employing manipulatif tool for whole number under ten based | | | | | | | | | 2 | 5 | L | | |
| M 70.4 | Employing manipulatif tool for number theory | | | | | | | | | 2 | 5 | L | | |
| M 70.5 | Employing manipulatif tool for integer, fraction, and their operation | | | | | | | | | 2 | 5 | L | | |
| M 70.6 | Employing manipulatif tool for rational and irrational numbers | | | | | | | | | 2 | 5 | L | | |
| M 70.7 | Employing manipulatif tool for scatter plots, data, sampling, and simulation | | | | | | | | | 2 | 5 | L | | |
| M 70.8 | Employing manipulatif tool for probability experiment | | | | | | | | | 2 | 5 | L | | |
| M 70.9 | Employing manipulatif tool for geometric | | | | | | | | | 2 | 5 | L | | |
| M 70.10 | Employing manipulatif tool for measurements | | | | | | | | | 2 | 5 | L | | |
| M 70.11 | Employing manipulatif tool for movement in geometry | | | | | | | | | 3 | 8 | L | | |
| M71 | MODULE 71: STEM LEARNING | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 71.1 | STEM learning: what, why, and how? | | | | | | | | | 3 | 6 | L | Exam Paper (180 Min) | |
| M 71.2 | STEM developemnt in Indonesia and overseas | | | | | | | | | 4 | 10 | L | | |
| M 71.3 | Integration of STEM into PJBL and PBL | | | | | | | | | 4 | 10 | L | | |
| M 71.4 | Mathematics learning project with STEAM framework | | | | | | | | | 4 | 10 | L | | |

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| M 71.5 | Mathematics learning activities with STEAM framework: STEM concept analysis in mathematical content, lesson plan and worksheets STEAM-based | | | | | | | | | 5 | 14 | L | | |
| M 71.6 | Mathematics assessment with STEAM framework | | | | | | | | | 3 | 6 | L | | |
| M72 | MODULE 72: Ethnomathematics and Realistic Mathematics | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 72.1 | History, notion, and characteristics of RME | | | | | | | | | 2 | 5 | L | Exam Paper (180 Min) | |
| M 72.2 | RME in geometry, algebra, statistics, and arithmetics | | | | | | | | | 3 | 7 | L | | |
| M 72.3 | History and rationale of ethnomathematics | | | | | | | | | 3 | 7 | L | | |
| M 72.4 | Subject, object, and approach in ethnomathematics | | | | | | | | | 3 | 7 | L | | |
| M 72.5 | Literature review of recent studies on ethnomathematics and RME | | | | | | | | | 3 | 7 | L | | |
| M 72.6 | Reflection, survey, and exploration of ethnomathematics for local culture product | | | | | | | | | 4 | 9 | L | | |
| M 72.7 | Integration of ethnomathematics and RME | | | | | | | | | 5 | 14 | L | | |
| M73 | MODULE 73: Database System Design | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 73.1 | Data modeling | | | | | | | | | 3 | 6 | T/P | Exam Paper (180 Min) | |
| M 73.2 | Data processing | | | | | | | | | 4 | 10 | T/P | | |
| M 73.3 | Implementation of database design | | | | | | | | | 4 | 10 | T/P | | |
| M 73.4 | DDL and DML | | | | | | | | | 4 | 10 | T/P | | |
| M 73.5 | PhP and MySQL | | | | | | | | | 8 | 20 | T/P | | |
| M74 | MODULE 74: MATHEMATICAL LITERACY | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 74.1 | Concept of mathematical literacy | | | | | | | | | 3 | 7 | L | Exam Paper (180 Min) | |
| M 74.2 | Development of PISA problem on numbers | | | | | | | | | 3 | 7 | L | | |
| M 74.3 | Development of PISA problem on shape and space | | | | | | | | | 3 | 7 | L | | |
| M 74.4 | Development of PISA problem on change and relationship | | | | | | | | | 3 | 7 | L | | |

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| M 74.5 | Development of PISA problem on uncertainty | | | | | | | | | 3 | 7 | L | | |
| M 74.6 | Development of AKM-Numeration problem for junior high school | | | | | | | | | 4 | 10 | L | | |
| M 74.7 | Development of AKM-Numeration problem for senior high school | | | | | | | | | 4 | 11 | L | | |
| M75 | MODULE 75: PSYCHOLOGY OF LEARNING MATHEMATICS | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 75.1 | Learning theories and their implementation in mathematics learning | | | | | | | | | 3 | 6 | L | Exam Paper (180 Min) | |
| M 75.2 | Intuitive and reflective thinking | | | | | | | | | 4 | 10 | L | | |
| M 75.3 | Skemp theory | | | | | | | | | 4 | 10 | L | | |
| M 75.4 | Hiebert theory | | | | | | | | | 4 | 10 | L | | |
| M 75.5 | Concept and scheme in mathematics | | | | | | | | | 4 | 10 | L | | |
| M 75.6 | Psychology aspects on mathematics learning | | | | | | | | | 4 | 10 | L | | |
| M76 | MODULE 76: DIGITAL MARKETING | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 76.1 | Fundamental concepts and marketing development | | | | | | | | | 2 | 3 | L | Exam Paper (180 Min) | |
| M 76.2 | Observation, SWOT analysis, and market target | | | | | | | | | 2 | 3 | L | | |
| M 76.3 | Methods, strategies, and types of digital marketing | | | | | | | | | 3 | 8 | L | | |
| M 76.4 | Branding and services | | | | | | | | | 3 | 8 | L | | |
| M 76.5 | Branding, marketing, and selling in any platform | | | | | | | | | 3 | 8 | L | | |
| M 76.6 | Social media, advertisement, SEO, and SEM | | | | | | | | | 3 | 8 | L | | |
| M 76.7 | Fundamental concept of personal branding | | | | | | | | | 3 | 8 | L | | |
| M 76.8 | Production of content for personal branding on social media | | | | | | | | | 4 | 10 | L | | |
| M77 | MODULE 77: START UP BUSINESS | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 77.1 | Introduction of startup business | | | | | | | | | 2 | 4 | L | Exam Paper (180 Min) | |
| M 77.2 | Planning for startup business | | | | | | | | | 2 | 4 | L | | |
| M 77.3 | Business branding | | | | | | | | | 2 | 4 | L | | |
| M 77.4 | Human resources and production | | | | | | | | | 2 | 4 | L | | |
| M 77.5 | Digital marketing | | | | | | | | | 2 | 4 | L | | |
| M 77.6 | Funding: debt and equity | | | | | | | | | 2 | 4 | L | | |

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| M 77.7 | Transaction recap | | | | | | | | | 3 | 8 | L | | |
| M 77.8 | Pitch deck | | | | | | | | | 3 | 8 | L | | |
| M 77.9 | Business plan | | | | | | | | | 5 | 16 | L | | |
| M78 | MODULE 78: Trigonometry | | | | | | | 2 | | 23 | 56 | | | 65% |
| M 78.1 | Trigonometric Function | | | | | | | | | 3 | 7 | L | Exam Paper (180 Min) | |
| M 78.2 | Trigonometric Identity | | | | | | | | | 6 | 16 | L | | |
| M 78.3 | Graphical function of trigonometry | | | | | | | | | 5 | 12 | L | | |
| M 78.4 | Equality and inequality of trigonometry | | | | | | | | | 5 | 12 | L | | |
| M 78.5 | Inverse of trigonometric function | | | | | | | | | 4 | 9 | L | | |
| | 8th Semester | | | | | | | | | | | | | |
| M79 | Module 79: RESEARCH PAPER (THESIS) | | | | | | | 4 | | 47 | 112 | | | 65% |
| M 79.1 | Research proposal concept | | | | | | | | | 2 | 5 | P | Project (one semester) and presentation (60 Min) | |
| M 79.2 | Research background writing | | | | | | | | | 2 | 5 | P | | |
| M 79.3 | Problem formulation | | | | | | | | | 3 | 8 | P | | |
| M 79.4 | Research objectives and benefits | | | | | | | | | 4 | 9 | P | | |
| M 79.5 | Literature review | | | | | | | | | 4 | 9 | P | | |
| M 79.6 | Research Methodology | | | | | | | | | 4 | 9 | P | | |
| M 79.7 | Data collection | | | | | | | | | 4 | 9 | P | | |
| M 79.8 | Data processing | | | | | | | | | 2 | 5 | P | | |
| M 79.9 | Data analysis | | | | | | | | | 4 | 9 | P | | |
| M 79.10 | Discussion of research findings | | | | | | | | | 4 | 9 | P | | |
| M 79.11 | Conclusion | | | | | | | | | 4 | 9 | P | | |
| M 79.12 | Scientific article writing | | | | | | | | | 4 | 9 | P | | |
| M 79.13 | Report Presentation | | | | | | | | | 6 | 17 | P | | |
| | | | | | | | | | | | | | | |

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|-------|----|----|----|----|----|----|----|---|------|------|--|
| total | 20 | 21 | 21 | 21 | 20 | 19 | 44 | 4 | 3936 | 9530 | |
|-------|----|----|----|----|----|----|----|---|------|------|--|

L: *Lecture*

S: *Seminar*

T: *Tutorial*

P: *Practice*