

DOCUMENT OF THE PROCESS OF CURRICULUM DEVELOPMENT OF STUDY PROGRAM

A. Academic Senate Approval Page (menyusul setelah ada pengesahan dari senat)

B. Foreword (dekan terkait)

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F. Name and Specification of Study Program

University	: Universitas Negeri Malang
Learning Program Operator	: Special Education, Faculty of Education
Address and Phone Number	: Jl. Semarang No 5 Malang Phone +62341.....
Educational Level	: Undergraduate Program
Accreditation and number of Accreditation Decision Letter:	A No. SK 2112/SK/BAN-PT/Akred/S/VII/2019
Accreditation Validity Period	: 2019 - 2024
Graduate Degree	: Bachelor of Education
Study Period	: 3,5 – 4 years/ 7 – 8 semester
Credits	: 146

F. Curriculum Reasoning and Update

The Life Based Learning (LBL) paradigm was developed referring to various phenomena of change, shift, and fundamental-radical changes in various fields of life since the second decade of the 21st century, thus bring new challenges, demands, and needs in education field, especially learning in the 21st century. The development of LBL focuses on the development of capabilities in a directed manner towards the formation of self-development into a complete professional human being and has the capability to enter certain work sectors and/or professions flexibly which are chosen and pursued based on their life choices.

Basically, the general principles of capability development in the academic manuscript of Life-Based Learning, Universitas Negeri Malang include; 1) directed at the formation of the learner as a whole person who has capabilities and talents that develop sustainably. 2) integrating or combining daily life, work, and learning in any space, any situation, and any momentum. 3) providing space for learners as designers of their learning practices. 4) integrating the context of life broadly as a learning event and space for learners so that learning does not only take place in class and curricular alone.

Capability is the internalization of integrated competencies in interpreting learning as a professional individual and ready to face the revolution of knowledge and information that is developing explicitly. Learners with capability are individuals who can make decisions and act effectively on new problems; become individuals who have adaptation and flexibility in learning abilities, creating professions that are centered on personal excellence, independence, leadership and self-confidence.

The development of the Special Education curriculum is the result of identifying the role of graduates based on the vision, mission, and objectives of the study program. Learning outcomes are internalized from the accumulation of scientific knowledge, practical knowledge, skills, affection, and competencies achieved in line with the scientific foundation of the Special Education Association. This curriculum is designed to develop professional staff who master the concepts, theories, and/or facts about students with special needs (PDBK) as a basis for developing educational and learning programs for them. In addition, graduates are also expected to master the concepts, principles, theories, and/or facts about special education as a basis for designing educational and learning programs for students

with special needs. The development of professional graduates is manifested in creating graduates as individual educators who have a flexible entrepreneurial spirit. Reclamation of a set of values is also carried out as a basis for graduates to live and work with ethical codes in the era of the knowledge revolution.

G. Scientific Vision and Missions

1. Scientific Vision

The scientific vision of Special Education, which will be achieved in 2030 in accordance with the UM development master plan, is

Developing the science of Special Education that is adaptive to the advancements in science, technology, and the arts (IPTEKS), with an emphasis on Curriculum and Learning Development, as well as Resource and Innovation Development in Special Education, to produce graduates with commitment and independence by 2030

2. Scientific Missions

The scientific missions of Special Education, which will be achieved by 2030 in accordance with UM's master development plan, are

1. Utilizing research findings for the development of education and learning in Special Education field focused on student-centered approaches, employing effective, innovative, and humanistic learning strategies, and optimizing the use of technology.
2. Increasing the productivity of research and development in Special Education field that is adaptable to the development of science, technology, and the arts (IPTEKS), of which findings are useful to scientific development and the improvement of education quality for children with special needs.
3. Enhancing the productivity of community service works that focus on empowerment and the application of Special Education knowledge for the welfare of society.
4. Creating a constructive, creative, and conducive academic atmosphere to ensure competent, independent and innovative graduates.

H. Objectives of Study Program

1. **Increasing the productivity** of outstanding scientific and creative works that serve as references in the field of Special Education.
2. **Enhancing the productivity** of community service initiatives that drive societal change through the application of Special Education science to create an advanced, independent, productive, and prosperous society. **Peningkatan produktifitas** karya pengabdian yang membawa perubahan masyarakat melalui penerapan ilmu Pendidikan Luar Biasa/ Pendidikan Khusus untuk mewujudkan masyarakat yang maju, mandiri, produktif, dan sejahtera.
3. **Establishing** an effective, efficient, transparent, accountable, and professional academic environment for the Special Education Study Program to ensure the quality improvement of sustainable implementation of the Tri Dharma of higher education.
4. Producing graduates who are independent, innovative, creative, and committed to professionally and proportionally applying Special Education science across various sectors.

I. Graduate Profile

The formulation of the graduate profile of the Bachelor of Education in Special Education is

A Bachelor of Education in the field of Special Education who possesses pedagogical, personal, and social competencies, as well as leadership skills, educatorpreneurship, commitment, and independence, based on the value of life and Pancasila.

The graduate profile is formed from the thoughts and analytical results of lecturers in the

Special Education Study Program at Universitas Negeri Malang based on stakeholder needs analysis, labor market demands, and tracer studies. Based on competencies in Special Education, graduates of this study program are projected to become educators for students with special needs across all aspects of development. In this context, graduates possess the knowledge and skills regarding learning for students with special needs in special schools and inclusive schools at all educational levels, as well as in non-formal education settings (such as clinics, orphanages, hospitals, homeschooling programs, equivalency programs, and others). The agreement among the Association of Study Programs has resulted in the mastery of competencies

The mastery of knowledge, attitudes, general and specific skills is aligned with the scientific foundation of the Association of Special Education. These elements include:

Competency Mastery

1. Mastering concepts, theories, and/or facts about students with special needs as a foundation for developing educational programs and learning for them.
2. Mastering concepts, principles, theories, and/or facts about special education as a basis for developing educational and learning programs for students with special needs.

Attitudes

1. Devoted to God Almighty and demonstrate religious values.
2. Uphold humanity values in carrying out duties based on religion, morality, and ethics.
3. Contribute to improving the quality of life in society, nation, and state, as well as advancing civilization based on Pancasila.
4. Act as a responsible citizen with pride and love for the homeland, demonstrating nationalism and commitment to the country and nation.
5. Respect the diversity of cultures, perspectives, religions, beliefs, and the original opinions or discoveries of others.
6. Work collaboratively and have social awareness and concern for the community and environment.
7. Comply with laws and maintain discipline in social and national life.
8. Internalize academic values, norms, and ethics.
9. Demonstrate responsibility for works within their field of expertise independently.
10. Internalize the spirit of independence, perseverance, and entrepreneurship.

General Skills

1. Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology while considering and integrating humanities values relevant to their field of expertise.
2. Able to demonstrate independent, high-quality, and measurable performance.
3. Able to analyze the implications of developing or implementing science and technology that pays attention to humanities values within their expertise based on scientific principles, methods, and ethics in order to produce solutions, ideas, designs or art critiques, compile a scientific description of their study results in the form of a thesis or final project report and upload it to the university's website.
4. Able to conduct research and compile a scientific description of their study results in their field of expertise, in the form of a thesis or final project report and upload it to the university's website.
5. Able to make appropriate decisions in solving problems within their field of expertise based on the analysis of information and data.
6. Able to maintain and develop professional networks with advisors, colleagues, and peers both within and outside their institution.
7. Able to take responsibility for achieving group work results, as well as supervise and evaluate the completion of tasks assigned to subordinates under their responsibility.

Specific Skills

1. Able to conduct identification and assessment of students with special needs.
2. Able to develop educational curriculum for students with special needs.
3. Able to plan, implement, and evaluate learning for students with special needs across various educational paths, types, and levels.
4. Able to implement special needs programs (compensatory services) for students with special needs.
5. Able to conduct research or develop innovative works in the field of special education and effectively communicate the results.
6. Able to collaborate with parents and other professionals to solve educational and learning challenges for students with special needs.

In response to an increasingly integrated world, graduates' capabilities are strengthened by values that reclaim a reinforcement-based approach to skill and educational development. The development of professional graduates aligns with the process of acquiring knowledge and skills to understand the essence of life, solve real-life problems, and live in a balanced and harmonious manner. Life-based learning emphasizes the concept that learning from life itself is the truest form of learning.

J. Formulation of Learning Outcome (LO)

The graduate profile is realized through the Learning Outcome (LO) for each student as follows:

1. Designing education for Children with Special Needs (CSN) in special schools, inclusive schools, and non-formal education pathways at preschool, elementary, and secondary education levels, with an focus on independence.
2. Implementing education for Children with Special Needs (CSN) in special schools, inclusive schools, and non-formal education pathways at preschool, primary, and secondary education levels, based on independence and using effective, innovative, and humanistic learning approaches, as well as optimizing the use of various learning resources, technology-based instructional media, and local environmental potential in accordance with process and quality standards.
3. Evaluating education for Children with Special Needs (CSN) in special schools, inclusive schools, and non-formal education pathways at preschool, primary, and secondary education levels, with a focus on independence.
4. Applying attitudes, knowledge, and skills with commitment and utilizing every opportunity for life-based self-development.

K. Justification Table of LOs for LOs of KKNi

Graduate Profile and Learning Outcomes for Departement of Special Education

Graduate Profile:

A Bachelor of Education in the field of Special Education who possesses pedagogical, personal, and social competencies, as well as leadership skills, educatorpreneurship, commitment, and independence, based on the value of life and Pancasila.

Profile Description:

Bachelor of Education in the field of Special Needs Children (SNC) who is capable of managing special needs education in special schools, inclusive schools, and non-formal education pathways, while possessing an educatorpreneurship spirit with commitment and independence.

LOs Construct Table

LOs Construct	Elements of Knowledge	Elements of Attitude	Elements of Skills		Study Materials
			General	Specific	
LO 1					
Designing education for Children with Special Needs (CSN) in special schools, inclusive schools, and non-formal education pathways at preschool, elementary, and secondary education levels, with an focus on independence.	1. Mastering concepts, theories, and/or facts about students with special needs as a foundation for developing educational programs and learning for them. 2. Mastering concepts, principles, theories, and/or facts about special education as a basis for developing educational and learning programs for students with special needs.	1. Devoted to God Almighty and demonstrate religious values. 2. Uphold humanity values in carrying out duties based on religion, morality, and ethics. 3. Contribute to improving the quality of life in society, nation, and state, as well as advancing civilization based on Pancasila. 4. Act as a responsible citizen with pride and	1. Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology while considering and integrating humanities values relevant to their field of expertise. 2. Able to demonstrate independent, high-quality, and measurable performance.	1. Able to identify and assess students with special needs. 2. Able to develop educational curriculum for students with special needs.	1. Study of Educational Science 2. Study of Special Needs Students' Development 3. Study of Learning Strategies for Special Needs Students 4. Study of Assessment and Evaluation for Special Needs Students 5. Study of Developmental Interventions for Special Needs Students 6. Study of Compensatory Needs Programs for Special Needs Students

		love for the homeland, demonstrating nationalism and commitment to the country and nation. 5. Respect the diversity of cultures, perspectives, religions, beliefs, and the original opinions or discoveries of others. 6. Work collaboratively and have social awareness and concern for the community and environment. 7. Comply with laws and maintain discipline in social and national life. 8. Internalize academic values, norms, and ethics. 9. Demonstrate responsibility for works within their field of expertise independently. 10. Internalize the spirit of independence, perseverance, and entrepreneurship.	3. Able to analyze the implications of developing or implementing science and technology that pays attention to humanities values within their expertise based on scientific principles, methods, and ethics in order to produce solutions, ideas, designs or art critiques, compile a scientific description of their study results in the form of a thesis or final project report and upload it to the university's website. 4. Able to conduct research and compile a scientific description of their study results in their field of expertise, in the form of a thesis or final project report and upload it to the university's website. 5. Able to make appropriate decisions in solving problems within their field of expertise based on		
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			the analysis of information and data. 6. Able to maintain and develop professional networks with advisors, colleagues, and peers both within and outside their institution. 7. Able to take responsibility for achieving group work results, as well as supervise and evaluate the completion of tasks assigned to subordinates under their responsibility.		
LO 2	Elements of Knowledge	Elements of Attitude	General Skill	Specific Skill	Study Material
Implementing education for Children with Special Needs (CSN) in special schools, inclusive schools, and non-formal education pathways at preschool, primary, and secondary education levels, based on independence and using effective, innovative, and humanistic learning approaches, as well as optimizing the use of various learning	1. Mastering concepts, theories, and/or facts about students with special needs as a foundation for developing educational programs and learning for them. 2. Mastering concepts, principles, theories, and/or facts about special education as a basis for developing	1. Devoted to God Almighty and demonstrate religious values. 2. Uphold humanity values in carrying out duties based on religion, morality, and ethics. 3. Contribute to improving the quality of life in society, nation, and state, as well as advancing civilization based on	1. Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology while considering and integrating humanities values relevant to their field of expertise. 2. Able to demonstrate independent, high-	1. Able to conduct identification and assessment of students with special needs. 2. Able to develop educational curriculum for students with special needs. 3. Able to plan, implement, and evaluate learning for students with special needs across	1. Study of Educational Science 2. Study of Special Education 3. Study of Special Needs Students' Development 4. Study of Learning Strategies for Special Needs Students 5. Study of Compensatory Needs Programs for Special Needs Students 6. Study of ICT in Special Needs Education 7. Study of Vocational Skills for Special Needs Students 8. Study of Physical Education for Special Needs Students

resources, technology-based instructional media, and local environmental potential in accordance with process and quality standards.	educational and learning programs for students with special needs.	Pancasila. 4. Act as a responsible citizen with pride and love for the homeland, demonstrating nationalism and commitment to the country and nation. 5. Respect the diversity of cultures, perspectives, religions, beliefs, and the original opinions or discoveries of others. 6. Work collaboratively and have social awareness and concern for the community and environment. 7. Comply with laws and maintain discipline in social and national life. 8. Internalize academic values, norms, and ethics. 9. Demonstrate responsibility for works within their	quality, and measurable performance. 3. Able to analyze the implications of developing or implementing science and technology that pays attention to humanities values within their expertise based on scientific principles, methods, and ethics in order to produce solutions, ideas, designs or art critiques, compile a scientific description of their study results in the form of a thesis or final project report and upload it to the university's website. 4. Able to conduct research and compile a scientific description of their study results in their field of expertise, in the form of a thesis or final project report and upload it to the	various educational paths, types, and levels. 4. Able to implement special needs programs (compensatory services) for students with special needs.	
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		field of expertise independently. 10. Internalize the spirit of independence, perseverance, and entrepreneurship.	university's website. 5. Able to make appropriate decisions in solving problems within their field of expertise based on the analysis of information and data. 6. Able to maintain and develop professional networks with advisors, colleagues, and peers both within and outside their institution. 7. Able to take responsibility for achieving group work results, as well as supervise and evaluate the completion of tasks assigned to subordinates under their responsibility.		
SCPL 3	Elements of Knowledge	Elements of Attitude	General Skill	Specific Skill	Study Material
Evaluating education for Children with Special Needs (CSN) in special schools, inclusive schools, and non-formal education pathways at preschool, primary, and secondary education levels, with a focus on	1. Mastering concepts, theories, and/or facts about students with special needs as a foundation for developing educational programs and learning for them. 2. Mastering concepts,	1. Devoted to God Almighty and demonstrate religious values. 2. Uphold humanity values in carrying out duties based on religion, morality, and ethics.	1. Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology while considering and	1. Able to conduct identification and assessment of students with special needs. 2. Able to develop educational curriculum for students with	1. Study of Educational Science 2. Study of Special Education 3. Study of Special Needs Students' Development 4. Study of Assessment and Evaluation for Special Needs Students 5. Study of Vocational Skills for Special Needs Students

independence.	principles, theories, and/or facts about special education as a basis for developing educational and learning programs for students with special needs.	3. Contribute to improving the quality of life in society, nation, and state, as well as advancing civilization based on Pancasila. 4. Act as a responsible citizen with pride and love for the homeland, demonstrating nationalism and commitment to the country and nation. 5. Respect the diversity of cultures, perspectives, religions, beliefs, and the original opinions or discoveries of others. 6. Work collaboratively and have social awareness and concern for the community and environment. 7. Comply with laws and maintain discipline in social and national life. 8. Internalize academic values, norms, and ethics.	integrating humanities values relevant to their field of expertise. 2. Able to demonstrate independent, high-quality, and measurable performance. 3. Able to analyze the implications of developing or implementing science and technology that pays attention to humanities values within their expertise based on scientific principles, methods, and ethics in order to produce solutions, ideas, designs or art critiques, compile a scientific description of their study results in the form of a thesis or final project report and upload it to the university's website. 4. Able to conduct research and compile a scientific description of their study results in their field of expertise, in	special needs. 3. Able to plan, implement, and evaluate learning for students with special needs across various educational paths, types, and levels. 4. Able to implement special needs programs (compensatory services) for students with special needs. 5. Able to conduct research or develop innovative works in the field of special education and effectively communicate the results. 6. Able to collaborate with parents and other professionals to solve educational and learning challenges for students with special needs.	6. Study of Physical Education for Special Needs Students 7. Study of Educational Research for Special Needs Students
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		9. Demonstrate responsibility for works within their field of expertise independently. 10. Internalize the spirit of independence, perseverance, and entrepreneurship.	the form of a thesis or final project report and upload it to the university's website. 5. Able to make appropriate decisions in solving problems within their field of expertise based on the analysis of information and data. 6. Able to maintain and develop professional networks with advisors, colleagues, and peers both within and outside their institution. 7. Able to take responsibility for achieving group work results, as well as supervise and evaluate the completion of tasks assigned to subordinates under their responsibility.		
SCPL 4	Elements of Knowledge	Elements of Attitude	General Skill	Specific Skill	Study Material
Applying attitudes, knowledge, and skills with commitment and utilizing every opportunity for life-based self-development	1. Mastering concepts, theories, and/or facts about students with special needs as a foundation for developing	1. Devoted to God Almighty and demonstrate religious values. 2. Uphold humanity values in carrying out	1. Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science	1. Able to implement special needs programs (compensatory services) for students with	1. Study of Life Skills 2. Study of Vocational Skills

	educational programs and learning for them. 2. Mastering concepts, principles, theories, and/or facts about special education as a basis for developing educational and learning programs for students with special needs.	duties based on religion, morality, and ethics. 3. Contribute to improving the quality of life in society, nation, and state, as well as advancing civilization based on Pancasila. 4. Act as a responsible citizen with pride and love for the homeland, demonstrating nationalism and commitment to the country and nation. 5. Respect the diversity of cultures, perspectives, religions, beliefs, and the original opinions or discoveries of others. 6. Work collaboratively and have social awareness and concern for the community and environment. 7. Comply with laws and maintain discipline in social and national life.	and technology while considering and integrating humanities values relevant to their field of expertise. 2. Able to demonstrate independent, high-quality, and measurable performance. 3. Able to analyze the implications of developing or implementing science and technology that pays attention to humanities values within their expertise based on scientific principles, methods, and ethics in order to produce solutions, ideas, designs or art critiques, compile a scientific description of their study results in the form of a thesis or final project report and upload it to the university's website. 4. Able to conduct research and compile a	special needs. 2. Able to collaborate with parents and other professionals to solve educational and learning challenges for students with special needs.	
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		8. Internalize academic values, norms, and ethics. 9. Demonstrate responsibility for works within their field of expertise independently. 10. Internalize the spirit of independence, perseverance, and entrepreneurship.	scientific description of their study results in their field of expertise, in the form of a thesis or final project report and upload it to the university's website. 5. Able to make appropriate decisions in solving problems within their field of expertise based on the analysis of information and data. 6. Able to maintain and develop professional networks with advisors, colleagues, and peers both within and outside their institution. 7. Able to take responsibility for achieving group work results, as well as supervise and evaluate the completion of tasks assigned to subordinates under their responsibility.		
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L. Course Formation**1. Determining the Study Materials**

No	Science and Technology Element	Study Materials
1	General Education	Educational Science
2	Special Education	Psychopedagogy of Special Needs Students
3		Education for Children with Physical and Sensory Disabilities
4		Education for Children with Intellectual Disabilities
5		Education for Children with Social, Emotional, and Behavioral Disabilities
6		Compensatory Services (Special Needs Programs)
7	Supporting Science and Technology	Science of the Study Field
8		Technology in Special Needs Education
9		Research and Development in Special Education
10	Study Program Characteristics	Vocational Skills
11		Life Skills

2. Preparation of the CPL Standard matrix and study materials

No	Construct of LOs	Study Materials Developed by Study Program										
		Educational Science	Psychopedagogy of Special Needs Students	Education for Children with Physical and Sensory Disabilities	Education for Children with Intellectual Disabilities	Education for Children with Social, Emotional, and Behavioral Disabilities	Compensatory Services (Special Needs Programs)	Science of the Study Field	Technology in Special Needs Education	Research and Development in Special Education	Vocational Skills	Life Skills
		1	2	3	4	5	6	7	8	9	10	11
1	Designing education for Children with Special Needs (CSN) in special schools, inclusive schools, and non-formal education pathways at preschool, elementary, and secondary education levels, with an focus on independence.	✓	✓	✓	✓	✓	✓	✓	✓			
2	Implementing education for Children with Special Needs (CSN) in special schools, inclusive schools, and non-formal education pathways at preschool, primary, and secondary education levels, based on independence and using effective, innovative, and humanistic learning approaches, as well as optimizing the use of various learning resources, technology-based instructional media, and local environmental potential in accordance with process and quality standards.		✓	✓	✓	✓	✓	✓	✓			
3	Evaluating education for Children with Special Needs (CSN) in special schools, inclusive schools, and non-formal education pathways at preschool, primary, and secondary education levels, with a focus on independence		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Applying attitudes, knowledge, and skills with commitment and utilizing every opportunity for life-based self-development								✓	✓	✓	✓

2. Determining course name

No	Study Material	Course	LOs			
			LO 1	LO 2	LO 3	LO 4
1	Educational Science	Philosophy and Theory of Education	✓			
		Psychology of Education	✓			
		Sociology and Anthropology Education	✓			
		Multicultural Education	✓			
		Special Education Management			✓	
2	Psychopedagogy of Special Needs Students	Physiological Anatomy	✓			
		Health and nutrition of Children with Special Needs	✓			
		Neurological	✓			
		Introduction of Education for Children with Special Need (Orthopedagogy)	✓			
		Inclusive Education	✓			
		Introduction to Teaching Exceptional Children (Orthodidactics)	✓			
		Psychology for Children with Special Needs	✓			
		Psychological Testing	✓			
		Assessment for Children with Special Needs		✓		
		Instructional Media for Children with Special Needs		✓		
		Learning Material Development for Exceptional Children		✓		
		Instructional Evaluation for Children with Special Need			✓	
		Instructional strategies for children with Special education need		✓		
		Microteaching			✓	
		Curriculum Development for Children with Special Needs	✓			
3	Education for Children with Physical and Sensory Disabilities	Education for Children with Hearing Impairments		✓		
		Education for Children with Visual Impairments		✓		
		Education for children with physically handicapped		✓		
4	Education for Children with Intellectual Disabilities	Education for Children with Intellectual Disabilities		✓		
		Education for gifted and talented		✓		
5	Education for Children with Social, Emotional, and	Education for Children with Learning disabilities		✓		

	Behavioral Disabilities	Education for Children with Autism		✓		
6	Compensatory Services (Special Needs Programs)	Speech Therapy		✓		
		Braille		✓		
		Orientation and Mobility (OM)		✓		
		Physiotherapy		✓		
		Behavior Change Analysis*		✓		
		Occupational Therapy		✓		
		Total Communication		✓		
		Guidance and Counseling for Children with Special Needs		✓		
7	Science of the Study Field	Teaching science for children with special need		✓		
		Teaching Social studies for children with special need		✓		
		Teaching Mathematic for children with special need		✓		
		Teaching Arts for children with special need		✓		
		Teaching Language for Children with Special Need		✓		
		Adapted Physical education		✓		
		dance rithmic		✓		
8	Technology in Special Needs Education	Computer-Assisted Instruction		✓		
		Assisted technology		✓		
9	Research and Development in Special Education	Research for Special education			✓	
		Educational Statistics			✓	
		Seminar on special education			✓	
10	Vocational Skills	Massage		✓		
		Acupressure				✓
11	Life Skills	Special Education Practicum (Internship 1)			✓	
		Life Skills Education (Internship 2)				
		Entrepreneurship				✓

3. Course Groups

LIST OF BASIC COURSES IN CHARACTER DEVELOPMENT (12 credits)					
NO	COURSE CODE	Course Name	cr ed its	HR	Se m
1	UNIV6001	Islamic Education	3	3	1
2	UNIV6002	Protestant Education	3	3	1
3	UNIV6003	Catholic Education	3	3	1
4	UNIV6004	Hindu Education	3	3	1
5	UNIV6005	Buddhist Education	3	3	1
6	UNIV6006	Khonghucu Education	3	3	1
7	UNIV6007	Pancasila Education	2	2	2

8	UNIV6008	Civics Education	2	2	2
9	UNIV6009	Indonesian for Scientific Purposes	2	2	2
10	UNIV6010	Innovation Management	3	3	5
Scientific and Skill-Based Courses (98 credits)					
A	Basic Educational Courses (8 credits)				
NO	COURSE CODE	COURSE NAMES	SK S	HR	Se m
1	UNIV6011	Introduction to Education	2	3	1
2	UNIV6012	Learner Development	3	3	2
3	UNIV6013	Learning and Teaching	3	4	3
B	Study Program Courses (82 credits)				
NO	COURSE CODE	COURSE NAMES	SK S	HR	Se m
1	FFIP6001	Philosophy and Theory of Education**	2	3	2
2	FFIP6002	Psychology of Education**	2	2	1
3	FFIP6003	Sociology and Antropology Education **	2	3	1
4	PPLB6001	Psychology for Children with Special Needs	2	2	3
5	PPLB6002	Psychological testing	2	2	5
6	PPLB6003	Adapted Physical education	2	4	2
7	PPLB6004	Introduction of Education for Children with Special Need (Orthopedagogy)	3	3	1
8	PPLB6005	Introduction of Teaching for Children With Special Need (Orthodidactics)	3	3	1
9	PPLB6006	English for Specific Purposes	2	2	1
10	PPLB6011	Orientation and Mobility	3	3	5
11	PPLB6016	Education for children with hearing impairment	3	3	3
12	PPLB6017	education for children with intelectuall disability	3	3	6
13	PPLB6018	education for children with visual impairment	3	3	2
14	PPLB6019	education for children with visual impairment	3	3	2
15	PPLB6020	Education for children with physically handicapped	3	3	2
16	PPLB6024	Instructional Media for Children with Special Needs	2	2	3
17	PPLB6025	Learning Material Development for Exceptional Children	2	3	5
18	PPLB6026	Instructional Evaluation for Children with Special Need	2	2	4
19	PPLB6027	Instructional strategies for children with Special education need	2	2	4
20	PPLB6028	Research for Special education need	3	3	5
21	PPLB6029	Microteaching	3	4	6
22	PPLB6030	Special Education Practicum	2	4	3
23	PPLB6031	Life Skills Learning	2	4	5
24	PPLB6032	Educational statistics	2	2	4
25	PPLB6033	Curriculum Development of Children with Special Needs	2	2	2
26	PPLB6034	Teaching science for children with special need	2	3	4
27	PPLB6035	Teaching Social studies for children with special need	2	3	5
28	PPLB6036	Teaching Mathematic for children with special need	2	3	6
29	PPLB6037	Teaching Arts for children with special need	2	3	4
30	PPLB6038	Teaching Language for Children with Special Need	2	3	5
31	PPLB6041	Seminar on special education	2	4	7
32	PPLB6045	Anatomy and Physiology	2	2	1
33	PPLB6049	Entrepreneurship	2	2	6
34	PPLB6100	Undergraduate Thesis	6	12	8
C	Internship School Program *** (4 credits)				

	UPLP6090	Internship School Program	4	12	7
D	Community Service Fieldwork (4 credits)				
	UKKN6090	Community Service Fieldwork	4	12	7
Specialization and Self-Development Courses (36)					
NO	COURSE CODE	COURSE NAMES	SK S	HR	Se m
1	PPLB6007	Perspective of Inclusive Education ****	3	3	3
2	PPLB6008	Education for children with learning disabilities ****	3	3	5
3	PPLB6009	Speech therapy ****	2	2	4
4	PPLB6010	Braille ****	2	2	3
5	PPLB6012	Physiotherapy ****	2	4	4
6	PPLB6013	Education for gifted and talented ****	2	2	6
7	PPLB6014	Education of Children with Autism ****	3	3	4
8	PPLB6015	Massage ****	2	4	3
9	PPLB6021	Special Education Management ****	2	2	3
10	PPLB6022	Guidance and Counseling for Children with Special Need ****	2	2	4
11	PPLB6023	Computer-Assisted Instruction ****	3	4	6
12	PPLB6039	Dance rithmic ****	2	2	3
13	PPLB6040	Assisted technology ****	2	2	6
14	PPLB6047	Behavior Change Analysis ****	3	3	5
15	PPLB6043	Education for Multiple Handicapped Children ****	3	3	6
16	PPLB6051	Multicultural Education	2	2	4
17	PPLB6053	Health and nutrition	2	2	3
18	PPLB6055	Neuroscience	2	2	7
19	PPLB6059	Occupational Therapy	2	2	4
20	PPLB6057	Augmentative Communication	2	2	7
21	PPLB6065	Total Communication	2	2	6
22	PPLB6063	Acupressure	2	2	5

Notes :

MDPK Matakuliah Dasar Pengembangan Karakter (List of Basic Courses in Character Development)

MKK Matakuliah Keilmuan dan Keahlian (Scientific and Skill-Based Courses)

MPPD Matakuliah Peminatan dan Pengembangan Diri (Specialization and Self-Development Courses)

****) Courses Provided by the Study Program for Students from different study program

Credits total : MDPK+MKK+MDKP+MPPD = 146

4. Determining the weight of the credits for the courses

SEMESTER 3				
NO.	Course Code	Course	Weight cred its	HR
1	UNIV6013	Learning and Teaching	4	4
2	PPLB6007	Perspective of Inclusive Education ****	3	3
3	PPLB6010	Braille ****	2	2
4	PPLB6015	Massage ****	2	4
5	PPLB6016	Education for children with hearing impairment	3	3
6	PPLB6001	Psychology for children with special need	2	2
7	PPLB6021	Special Education Management ****	2	2
8	PPLB6024	Instructional Media for Children with Special Needs	2	2
9	PPLB6030	Special Education Practicum	2	4
10	PPLB6039	Dance rhythmic ****	2	2
11	PPLB6053	Health and nutrition	2	2
Total credits			24	

SEMESTER 1				
NO.	Course Code	Course	Weight cred its	HR
1	UNIV6001	Islamic Education	3	3
2	UNIV6011	Introduction to Education	3	3
3	FFIP6002	Psychology of Education **	2	2
4	FFIP6003	Sociology and Antropology Education **	2	3
5	PPLB6004	Introduction of Education for Children with Special Need (Orthopedagogy)	3	3
6	PPLB6005	Introduction of Teaching for Children With Special Need (Orthodidactics)	3	3
7	PPLB6006	English for Specific Purposes	2	2
8	PPLB6045	Anatomy and Physiology ***	2	2
Total credits			20	

SEMESTER 4				
NO.	Course Code	Course	Weight t cre dits	H R
1	PPLB6009	Speech therapy ****	2	2
2	PPLB6012	Physiotherapy ****	2	4
3	PPLB6022	Guidance and Counseling for Children with Special Need ****	2	2
4	PPLB6026	Instructional Evaluation for Children with Special Need	2	2
5	PPLB6027	Instructional strategies for children with Special need	2	2
6	PPLB6032	Educational statistics	2	2
7	PPLB6034	Teaching science for children with special need	2	3
8	PPLB6014	Education of Children with Autism ****	3	3
9	PPLB6037	Teaching Arts for children with special need	2	3
10	PPLB6051	Multicultural Education ***	2	2
11	PPLB6059	Occupational Therapy ***	2	2
Total credits			23	

SEMESTER 2				
NO.	Course Code	Course	Weight cred its	HR

1	UNIV6009	Indonesian for Scientific Purposes	2	2
2	UNIV6007	Pancasila Education	2	2
3	UNIV6008	Civics Education	2	2
4	UNIV6012	Learner Development	3	3
5	FFIP6001	Philosophy and Theory of Education **	2	3
6	PPLB6003	Adapted Physical education	2	4
7	PPLB6018	Eeducation for children with visual impairment	3	3
8	PPLB6019	Assesment for children with special need	3	3
9	PPLB6020	Education for children with physically handicapped	3	3
10	PPLB6033	Curriculum Development of Children with Special Needs	2	2
		Total credits	24	

SEMESTER 5				
NO.	Course Code	Course	Weight	
			cre dits	H R
1	UNIV6010	Innovation Management	3	3
2	PPLB6002	Psychological Testing	2	2
3	PPLB6008	Education for children with learning disabilities****	3	3
4	PPLB6011	Orientation and Mobility	2	2
6	PPLB6036	Teaching Mathematic for children with special need	2	3
7	PPLB6028	Research for Special education	3	3
8	PPLB6031	Life Skills Learning	2	4
9	PPLB6035	Teaching Social studies for children with special need	2	3
10	PPLB6038	Teaching Language for Children with Special Need	2	3
11	PPLB6047	Behavior Change Analysis ****	3	3
Total credits			24	

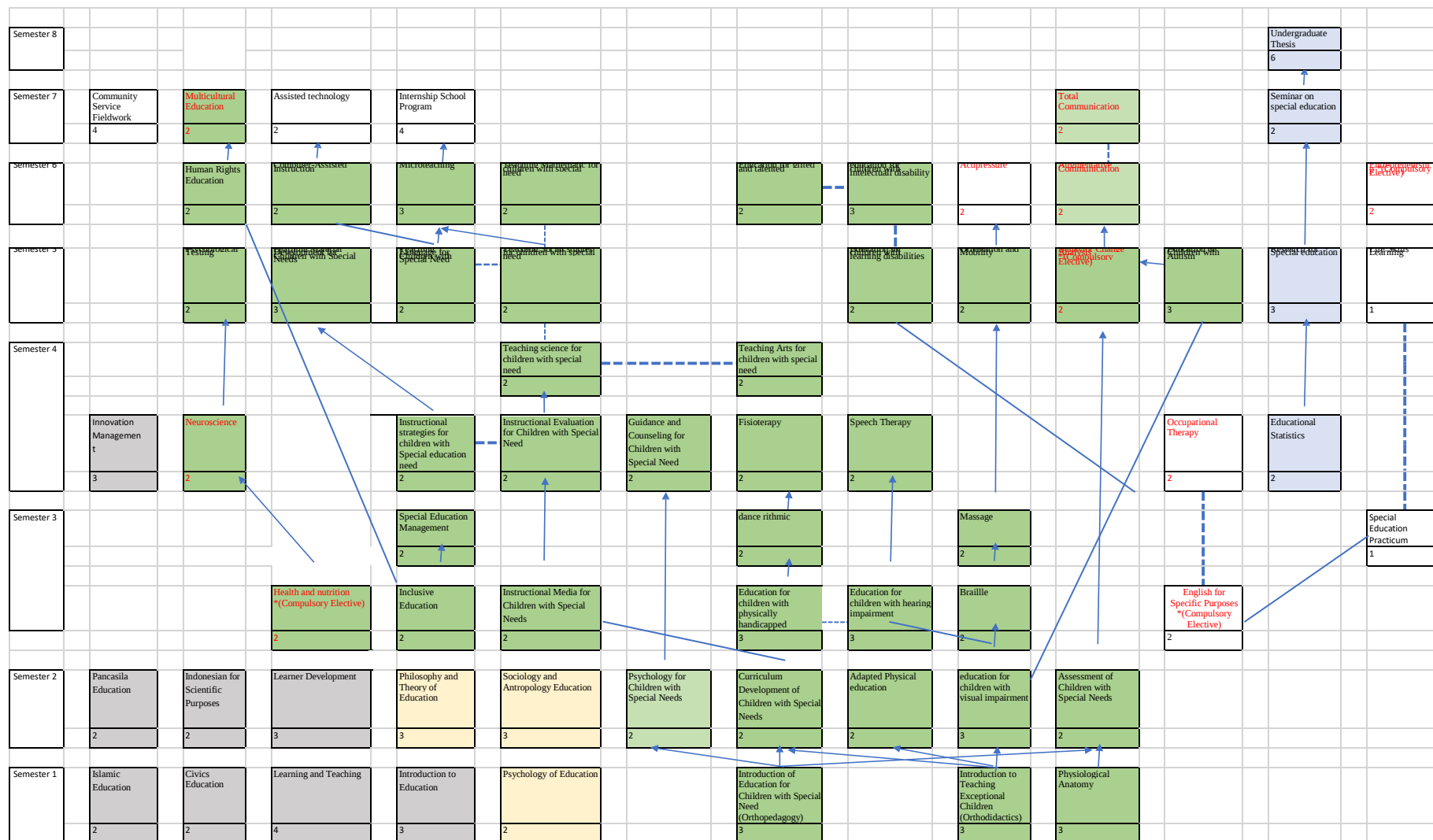
SEMESTER 7				
NO.	Course Code	Course	Weight	
			cred its	HR
1	UPLP6090	Internship School Program	4	12
2	PPLB6041	Seminar on special education	2	4
3	UKKN6090	Community Service Fieldwork	4	12
4	PPLB6055	Neuroscience	2	2
5	PPLB6057	Augmentative Communication	2	2
Total credits			14	

SEMESTER 8				
NO.	Course Code	Course	Weight	
			cred its	HR
1	PPLB6100	Undergraduate Thesis	6	12

SEMESTER 6				
NO.	Course Code	Course	Weight	
			cre dits	H R

1	PPLB6013	Education for gifted and talented****	2	2
2	PPLB6023	Computer-Assisted Instruction ****	2	4
3	PPLB6029	Microteaching	3	4
4	PPLB6025	Learning Material Development for Children with Special Needs	3	4
5	PPLB6040	Assisted technology ****	2	2
6	PPLB6043	Education for Multiple Handicapped Children ****	3	3
7	PPLB6017	education for children with intellectuall disability	3	3
8	PPLB6049	Entrepreneurship	2	2
9	PPLB6065	Total Communication ***	2	2
12	PPLB6063	Acupressure ***	2	2
		Total credits		24

M. Curriculum Mapping



N. Curriculum Structure and Distribution of Courses

N O	COURSE CODE	Course Names	SK S	HR	Se m
LIST OF BASIC COURSES IN CHARACTER DEVELOPMENT (12 credits)					
1	UNIV6001	Pendidikan Agama Islam (Islamic Education)	3	3	1
2	UNIV6002	Pendidikan Agama Protestan (Protestant Study)	3	3	1
3	UNIV6003	Pendidikan Agama Katolik (Catholic Education)	3	3	1
4	UNIV6004	Pendidikan Agama Hindu (Hindu Education)	3	3	1
5	UNIV6005	Pendidikan Agama Budha (Buddhist Education)	3	3	1
6	UNIV6006	Pendidikan Agama Konghucu (Khonghucu Education)	3	3	1
7	UNIV6007	Pendidikan Pancasila (Pancasila Education)	2	2	2
8	UNIV6008	Pendidikan Kewarganegaraan (Civics Education)	2	2	2
9	UNIV6009	Pendidikan Bahasa Indonesia (Indonesian for Scientific Purposes)	2	2	2
10	UNIV6010	Manajemen Inovasi (Innovation Management)	3	3	5
Scientific and Skill-Based Courses (98 credits)					
A	Basic Educational Courses (8 credits)				
1	UNIV6011	Pengantar Ilmu Kependidikan (Introduction to Education)	2	3	1
2	UNIV6012	Perkembangan Peserta Didik (Learner Development)	3	3	2
3	UNIV6013	Belajar dan Pembelajaran (Learning and Teaching)	3	4	3
B	Study Program Courses (82 credits)				
1	FFIP6001	Filsafat dan Teori Pendidikan (Philosophy and Theory of Education)**	2	3	2
2	FFIP6002	Psikologi Pendidikan (Psychology of Education)**	2	2	1
3	FFIP6003	Sosio dan Antropologi Pendidikan (Sociology and Anthropology Education)**	2	3	1
4	PPLB6001	Psikologi ABK(Psychology for children with special need)	2	2	3
5	PPLB6002	Tes Psikologi(Psychological testing)	2	2	5
6	PPLB6003	Pendidikan Jasmani Adaptif(Adapted Physical education)	2	4	2
7	PPLB6004	Ortopedagogik (Introduction of education for children with special need)	3	3	1
8	PPLB6005	Ortodidaktik (Introduction of teaching for children with special need)	3	3	1
9	PPLB6006	Bhs Inggris Profesi (English for Specific Purposes)	2	2	1
10	PPLB6011	Orientasi dan Mobilitas (Orientation and Mobility)	3	3	5
11	PPLB6016	Pendidikan anak dengan hambatan pendengaran (Education for children with hearing impairment)	3	3	3
12	PPLB6017	Pendidikan anak dengan hambatan intelektual (education for children with intellectuall disability)	3	3	6
13	PPLB6018	Pendidikan anak dengan hambatan penglihatan (education for children with visual impairment)	3	3	2
14	PPLB6019	Pendidikan anak dengan hambatan penglihatan (education for children with visual impairment)	3	3	2
15	PPLB6020	Pendidikan anak dengan hambatan fisik dan motorik (Education for children with physically handicapped)	3	3	2
16	PPLB6024	Media Pembelajaran ABK (Instructional Media for Children with Special Needs)	2	2	3
17	PPLB6025	Pengembangan Bahan Ajar ABK (Learning Material Development for Children with Special Needs)	2	3	5
18	PPLB6026	Evaluasi Pembelajaran ABK (Instructional Evaluation for	2	2	4

		Children with Special Need)			
19	PPLB6027	Strategi Pembelajaran ABK (Instructional strategies for children with Special education need)	2	2	4
20	PPLB6028	Penelitian Pendidikan khusus (Research for Special education)	3	3	5
21	PPLB6029	Pembelajaran Mikro (Microteaching)	3	4	6
22	PPLB6030	Praktikum Pendidikan Khusus (Magang 1) (Special Education Practicum)	2	4	3
23	PPLB6031	Pembelajaran Kecakapan Hidup (Magang 2) (Life Skills Learning)	2	4	5
24	PPLB6032	Statistika Pendidikan(Educational statistics)	2	2	4
25	PPLB6033	Pengembangan Kurikulum ABK (Curriculum Development of Children with Special Needs)	2	2	2
26	PPLB6034	Pembelajaran IPA ABK(Teaching science for children with special need)	2	3	4
27	PPLB6035	Pembelajaran IPS ABK(Teaching Social studies for children with special need)	2	3	5
28	PPLB6036	Pembelajaran Matematika ABK (Teaching Mathematic for children with special need)	2	3	6
29	PPLB6037	Pembelajaran Seni ABK (Teaching Arts for children with special need)	2	3	4
30	PPLB6038	Pembelajaran Bahasa ABK (Teaching Language for Children with Special Need)	2	3	5
31	PPLB6041	Seminar PLB/PKH (Seminar on special education)	2	4	7
32	PPLB6045	Anatomi Fisiologi (Anatomy and Physiology)	2	2	1
33	PPLB6049	Kewirausahaan (Entrepreneurship)	2	2	6
34	PPLB6100	Skripsi (Undergraduate Thesis)	6	1 2	8
C Internship School Program ***					
1	UPLP6090	Pengenalan Lapangan Persekolahan (Internship School Program)	4	1 2	7
D Community Service Fieldwork					
1	UKKN6090	KKN (Community Service Fieldwork)	4	1 2	7
Specialization and Self-Development Courses (36)					
1	PPLB6013	Pendidikan Anak Berbakat(Education for gifted and talented) ****	2	2	6
2	PPLB6007	Perspektif Pendidikan Inklusif (Perspective of Inclusive Education)****	3	3	3
3	PPLB6008	Pendidikan Anak Berkesulitan Belajar(Education for children with learning disabilities) ****	3	3	5
4	PPLB6009	Bina wicara (Speech therapy) ****	2	2	4
5	PPLB6010	Braille(Braille) ****	2	2	3
6	PPLB6012	Bina gerak (Physiotherapy) ****	2	4	4
7	PPLB6014	Pendidikan Anak Autis (Education of Children with Autism) ****	3	3	4
8	PPLB6015	Massage(Massage) ****	2	4	3
9	PPLB6021	Manajemen Pendidikan Khusus (Special Education Management)****	2	2	3
10	PPLB6022	Bimbingan Konseling ABK (Guidance and Counseling for Children with Special Need)****	2	2	4
11	PPLB6023	Komputer Pembelajaran (Computer-Assisted	3	4	6

		Instruction)****			
12	PPLB6039	Gerak Irama (dance rithmic)****	2	2	3
13	PPLB6040	Teknologi Asistif (Assisted technology) ****	2	2	6
14	PPLB6047	Analisis Pengubahan Tingkah laku (Behavior Change Analysis) ****	3	3	5
15	PPLB6043	Pendidikan Anak Tunaganda (Education for Multiple Handicapped Children) ****	3	3	6
16	PPLB6051	Pendidikan Multikultural (Multicultural Education)	2	2	4
17	PPLB6053	Gizi dan Kesehatan (Health and nutrition)	2	2	3
18	PPLB6055	Neuroscience(Neuroscience)	2	2	7
19	PPLB6059	Okupasi Terapi (Occupational Therapy)	2	2	4
20	PPLB6057	Komunikasi Augmentatif (Augmentative Communication)	2	2	7
21	PPLB6065	Komunikasi Total (Total Communication)	2	2	6
22	PPLB6063	Akupresur (Acupressure)	2	2	5

Transdisciplinary Courses

No.	Kode Matakuliah	MataKuliah	credits	HR
1	PPLB6013	Pendidikan Anak Berbakat(Education for gifted and talented) ****	2	2
2	PPLB6007	Perspektif Pendidikan Inklusif(Perspective of Inclusive Education) ****	3	3
3	PPLB6008	Pendidikan Anak Berkesulitan Belajar(Education for children with learning disabilities) ****	3	3
4	PPLB6009	Bina wicara (Speech therapy) ****	2	2
5	PPLB6010	Braille(Braille) ****	2	2
6	PPLB6012	Bina gerak (Physiotherapy) ****	2	4
7	PPLB6014	Pendidikan Anak Autis (Education of Children with Autism) ****	3	3
8	PPLB6015	Massage(Massage) ****	2	4
9	PPLB6021	Manajemen Pendidikan Khusus (Special Education Management)****	2	2
10	PPLB6022	Bimbingan Konseling ABK (Guidance and Counseling for Children with Special Need)****	2	2
11	PPLB6023	Komputer Pembelajaran (Computer-Assisted Instruction)****	3	4
12	PPLB6039	Gerak Irama (dance rithmic)****	2	2
13	PPLB6040	Teknologi Asistif (Assisted technology) ****	2	2
14	PPLB6047	Analisis Pengubahan Tingkah laku (Behavior Change Analysis) ****	3	3
15	PPLB6043	Pendidikan Anak Tunaganda (Education for Multiple Handicapped Children) ****	3	3

Notes :

*) Course Names are in English and Bahasa Indonesia

**) Course Group for Educational Study Programs

***) Elective Course: School Field Introduction

****) Courses Provided by the Study Program for Students from different study program

O. Course Description

I. UNIVERSITY COURSES

Course Name : Islamic Education
Code : UNIVUM6001
Credits/Hour : 3/3
Prerequisite : -

LO

Possess knowledge and the ability to demonstrate behavior as a religious citizen who loves the country, nation, and Indonesian culture based on the spirit of Pancasila, as well as possess independence in working innovatively, adaptively, and critically in accordance with global dynamics.

ILO

1. Analyze the concepts and theories of the relationship between God and humans in a responsible, logical, critical, and systematic manner, and apply the results of this analysis in social life.
2. Analyze the sources and dimensions of Islamic law while contributing critically and logically to improving the quality of life and applying them in social life.
3. Evaluate the application of morals and science as considerations for making appropriate decisions in addressing contemporary issues in their environment.

Sub ILO

1. Analyze the relationship between God and humans.
2. Identify the sources and dimensions of *Dinul Islam*.
3. Analyze morals, science, and socio-cultural aspects.
4. Analyze contemporary issues from an Islamic perspective.
5. Demonstrate Islamic behavior in interactions with God and humans.
6. Exhibit behavior in accordance with Islamic law in daily life.
7. Demonstrate noble character as an academic and a member of society.
8. Display an Islamic attitude in responding to contemporary issues.
9. Solve problems related to disciplines associated with faith (Aqidah).
10. Solve problems related to disciplines associated with Islamic law.
11. Solve problems related to disciplines associated with ethics (Akhlaq).

Course Description

This course is designed to strengthen students' faith through religious and philosophical thinking, fostering a rational attitude and a broad perspective to understand and believe in the truth of various aspects of Islamic teachings. It integrates these teachings into academic disciplines and applies them in daily behavior and personality. The course covers the doctrine of Aqidah, the concept of humans in Islam, key pillars of character development, Islamic law and differences in schools of thought, marriage and efforts to build a blessed family, Islamic ethics and its role in social development, the dynamics of Islamic culture and civilization, corruption and efforts to eradicate it from an Islamic perspective, the Islamic economic system and work ethics, politics and patriotism in Islam, modern Islamic movements and organizations in Indonesia, jihad, religious radicalism and moderate Muslims, as well as women and feminism from an Islamic perspective.

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- Nata, Abudin. 2002. *Akhlaq Tasawuf*. Jakarta : Rajawali Press Shihab,
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- Tim Dosen PAI UM, 2018. *Pendidikan Islam Transformatif: Menuju Pengembangan Pribadi Berkarakter*. Malang: Dream Litera.

Course Name : Catholic Education
Code : UNIVUM6001
Credits/Hour : 3/3
Prerequisite : -

LO

Possess knowledge and the ability to demonstrate behavior as a religious citizen who loves the country, nation, and Indonesian culture based on the spirit of Pancasila, as well as possess independence in working innovatively, adaptively, and critically in accordance with global dynamics.

ILO

1. Analyze the existence of God's grace and love, as well as the origin and purpose of human life as the image of God who believes in the Holy Trinity.
2. Analyze the existence of Jesus as the divine revelation and the executor of human salvation.
3. Demonstrate attitudes and behaviors as a person of faith with a pure conscience.
4. Dedicate oneself to the common good based on Pancasila.

Sub ILO

1. Analyze the origin and purpose of human life as the image of God.
2. Analyze the meaning of love and the realization of being loved by God.
3. Analyze the significance of the calling to have faith in the Catholic tradition.
4. Analyze the concept of the Holy Trinity.
5. Analyze the role of Jesus as the Divine Revelation for human salvation, which is passed down from generation to generation.
6. Analyze the five missions of the Church and the seven sacraments as means of salvation.
7. Analyze the parallel between personality development and faith development.
8. Demonstrate attitudes as a believer in accordance with the Church's social teachings.
9. Demonstrate a pure conscience in accordance with the five missions of the Church.

Course Description

This course explores the origin and purpose of human life, the meaning of God's love, the Holy Trinity, the role of Jesus as the Divine Revelation for human salvation, the five missions of the Church, sacraments, and the parallel between personality development and faith development. It

also examines how to adopt attitudes as a believer in accordance with the Church's social teachings and maintain a pure conscience based on the five missions of the Church. Additionally, this course explores how to dedicate oneself to the common good based on Pancasila.

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Course Name	: Protestant Education
Code	: UNIVUM6001
Credits/Hour	: 3/3
Prerequisite	: -

LO

Possess knowledge and the ability to demonstrate behavior as a religious citizen who loves the country, nation, and Indonesian culture based on the spirit of Pancasila, as well as possess independence in working innovatively, adaptively, and critically in accordance with global dynamics.

ILO

1. Analyze the concepts, objectives, and fundamental principles of Christian faith accurately as stated in the Bible.
2. Analyze various life phenomena from the perspective of Christian faith.
3. Creatively develop attitudes and behaviors that foster faith and belief in God.
4. Apply ethical principles of social life according to Christian teachings in national, state, and cultural life.

Sub ILO

1. Analyze the nature of God in revelation.

2. Analyze the Trinity of God.
3. Analyze the existence of the Church.
4. Analyze the existence of science and technology from the perspective of Christian faith.
5. Analyze human existence and development from the perspective of Christian faith.
6. Analyze ethical issues in social life from the perspective of Christian faith.

Course Description

This course teaches students about the concepts, purposes, and fundamental principles of the Christian faith according to the Bible. It also directs students to creatively develop attitudes and behaviors that foster faith and belief in God, as well as to apply social ethics according to Christian teachings.

References

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Course Name : Hindu Education
Code Code : UNIVUM6001
Credits/Hour : 3/3
Prerequisite : -

LO

Possess knowledge and the ability to demonstrate behavior as a religious citizen who loves the country, nation, and Indonesian culture based on the spirit of Pancasila, as well as possess independence in working innovatively, adaptively, and critically in accordance with global dynamics.

ILO

1. Understand the objectives and functions of Hindu Education in character and personality development.
2. Analyze the nature of Hinduism from the perspectives of its historical development, sources of Hindu law, Hindu leadership, and ethical teachings.
3. Demonstrate attitudes and behaviors that reflect the appreciation of Hindu teachings.
4. Communicate Hindu teachings in community to address social issues using a popular approach or scientific formulation.

5. Apply the values of Hindu teachings in fostering professionalism, integrity, and maintaining Indonesia's diversity.

Sub ILO

1. Explain the objectives and functions of Hindu Education in shaping students' character and personality.
2. Analyze the positive values of the historical development of Hinduism in both the Nusantara and the world.
3. Analyze the hierarchical position of the Vedic Scriptures as the source of Hindu law (Sruti, Smerti, Sila, Acara, Atmanastuti).
4. Explain the concept of Brahma Widya (Hindu Theology) in strengthening Sraddha and Bhakti.
5. Demonstrate attitudes and behaviors that reflect leadership principles according to Hindu teachings in building a resilient personality.
6. Demonstrate attitudes and behaviors that reflect ethical principles (in social interactions, academic interactions, and workplace interactions).
7. Demonstrate attitudes and behaviors that reflect the principles of a harmonious society according to Hindu teachings.
8. Develop an appreciation of Hindu teachings through religious practices.
9. Present alternative solutions to social issues by applying principles from Hindu teachings.
10. Apply Hindu values in fostering professionalism and innovative work.
11. Apply Hindu values in preserving Indonesia's diversity.

Course Description

This course examines the objectives and functions of Hindu Religious Education in building a humanist personality foundation for students, the essence of Hinduism from the perspective of historical development, theology, Hindu legal sources, leadership, and Hindu ethics. The course also focuses on appreciating Hindu teachings through art and religious practices, as well as fostering awareness and harmony in developing professionalism and preserving diversity.

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Course Name : Buddhist Education
Code : UNIUM 6001
Credits/Hour : 3/3
Prerequisite : -

LO

Possess knowledge and the ability to demonstrate behavior as a religious citizen who loves the country, nation, and Indonesian culture based on the spirit of Pancasila, as well as possess independence in working innovatively, adaptively, and critically in accordance with global dynamics.

ILO

1. Analyze the objectives and functions of Buddhist Education in shaping character and developing noble morals.
2. Analyze the content of the Tripitaka scriptures as a source of Buddhist teachings.
3. Demonstrate attitudes and behaviors that reflect the positive values of the historical development of Buddhism in Nusantara and the world.
4. Demonstrate respect for other religions based on the teachings of loving-kindness in accordance with the principles of moral ethics (Catur Paramitha).
5. Apply the leadership principles taught by the Buddha (Dasa Raja Dhamma).
6. Develop an appreciation for Buddhist teachings through religious practice (Athsila).

Sub ILO

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Course Description

This course teaches students about the objectives and functions of Buddhist Education, as well as the content of the Tripitaka scriptures. It also guides students to develop attitudes and behaviors that reflect the positive values of Buddhist historical development and to respect other religions in accordance with the principles of moral ethics (Catur Paramitha). Additionally, this course teaches students to apply leadership principles taught by the Buddha and to develop their understanding of Buddhist teachings through religious practice (Athsila).

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Course Name	: Spiritual Education
Code	: UNIVUM6001
Credits/Hour	: 3/3
Prerequisite	: -

LO

Possess knowledge and the ability to demonstrate behavior as a religious citizen who loves the country, nation, and Indonesian culture based on the spirit of Pancasila, as well as possess independence in working innovatively, adaptively, and critically in accordance with global dynamics.

ILO

1. Analyze the life of faith in God Almighty.
2. Demonstrate spiritual attitudes and behavior in accordance with the Belief in God Almighty.
3. Solve issues related to academic disciplines based on the teachings of Belief in God Almighty.

Sub ILO

1. Analyze the sources and dimensions of Belief in God Almighty.
2. Analyze the relationship between humans and God Almighty.
3. Analyze behavior (morals), science, socio-cultural aspects, and legal norms from the perspective of Belief in God Almighty.
4. Demonstrate spiritual attitudes and behavior in interacting with God according to the principles of Belief in God Almighty.
5. Demonstrate noble character as academics and members of society in accordance with the concept of Belief in God Almighty and applicable legal regulations.
6. Exhibit good attitudes and behavior in accordance with the teachings of Belief in God Almighty in responding to current global issues.
7. Solve issues related to academic disciplines concerning beliefs, differences in beliefs, and the meaning of tolerance within the scope of belief and religion.
8. Solve issues related to academic disciplines concerning legal norms and their role in social and national life.
9. Solve issues related to academic disciplines concerning behavior

Course Description

This course teaches students about the concept of sources and dimensions of Belief in God Almighty, the relationship between humans and God Almighty, and various life phenomena from the perspective of Belief in God Almighty. This course also teaches students to display spiritual attitudes and behaviors in interacting with God and in responding to current global issues according to Belief in God Almighty, as well as to have noble character as academics and citizens according to the concept of Belief in God Almighty and applicable legal regulations.

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Course Name : Pancasila Education
Code : UNIVUM6007
Credits/Hour : 2/2

LO

Possess knowledge and the ability to demonstrate behavior as a religious citizen who loves the country, nation, and Indonesian culture based on the spirit of Pancasila, as well as possess independence in working innovatively, adaptively, and critically in accordance with global dynamics.

ILO

1. Analyze the importance of Pancasila Education.
2. Analyze Pancasila in the historical development of the nation.
3. Analyze Pancasila as the foundation of the state.
4. Analyze Pancasila as the state ideology.
5. Analyze Pancasila as a philosophical system.
6. Evaluate Pancasila as an ethical system.
7. Evaluate Pancasila as the foundational values for scientific development.
8. Demonstrate attitudes and behaviors that reflect Pancasila values.
9. Implement Pancasila values in everyday life.

Sub ILO

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Course Description

This course focuses on understanding theoretical and practical concepts of Pancasila, as well as critical thinking efforts in analyzing the dynamics and challenges of implementing Pancasila values with the hope that students will be able to provide solutions to existing problems. In detail, this course examines the importance of Pancasila education, Pancasila in the development of Indonesian history; the state, the objective, and the urgency of the national foundation; Pancasila as the state ideology; Pancasila as a philosophical system; Pancasila as an ethical system; and Pancasila as the basis for the value of developing science.

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Course Name : Civics Education
Code : UNIVUM6008
Credits/Hour : 2/2
Prerequisite : -

LO

Possess knowledge and the ability to demonstrate behavior as a religious citizen who loves the country, nation, and Indonesian culture based on the spirit of Pancasila, as well as possess independence in working innovatively, adaptively, and critically in accordance with global dynamics.

ILO

1. Examine the fundamentals of education.
2. Analyze educational sciences.
3. Analyze the dynamic aspects of education.

Sub ILO

1. Explain the concept of citizenship and citizen.
2. Identify the competencies required for citizens to be proud and patriotic.
3. Analyze the relationship between the effort in encouraging young citizens to be good citizens and the challenges of modern development from the perspective of Civic Education.
4. Explain the concept of national identity.
5. Identify the forms of Indonesia's national identity.
6. Demonstrate respect and commitment as a citizen toward Indonesia's national identity.
7. Explain the concept of national integrity.

8. Identify the challenges to Indonesia's national integrity.
9. Design efforts to strengthen Indonesia's national integrity based on current needs and developments.
10. Explain the concept and forms of Indonesia's constitution from a historical perspective.
11. Identify the implementation of Indonesia's constitution through laws and regulations.
12. Explain the concept of rights and obligations.
13. Explain the concept and implementation of Pancasila Democracy.
14. Analyze case studies on the fulfillment of rights and the implementation of obligations of citizens in the context of Pancasila Democracy.
15. Explain the concept of just law.
16. Analyze case studies on legal violations and law enforcement in Indonesia's national and state dynamics.
17. Explain the concept of archipelagic insight (Wawasan Nusantara) from the perspective of Republic of Indonesia.
18. Provide examples of implementing archipelagic insight in various civic practices based on occupations.
19. Explain the concept of national resilience from the perspective of Republic of Indonesia.
20. Analyze the role of the eight aspects of *gatra* that form Indonesia's national resilience.
21. Provide examples of community involvement in strengthening Indonesia's national resilience.

Course Description

Civic Education courses focus on providing a comprehensive understanding, enhancing learning motivation, and developing student skills as proud and patriotic citizens. In detail, this course presents the concept and urgency of Civic Education in higher education; national identity as the foundation for forming national character; national integrity as one of the parameters of national unity; implementation of the 1945 Constitution of the Republic of Indonesia as the constitution in Indonesia; the rights and obligations of citizens in democratic life; just law; archipelagic insight (Wawasan Nusantara); and national resilience.

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Course Name : Indonesian for Academic Purposes
Kode : UNIVUM6009
Credits/Hour : 2/2
Prerequisite : -

LO

Possess knowledge and the ability to demonstrate behavior as a religious citizen who loves the country, nation, and Indonesian culture based on the spirit of Pancasila, as well as possess independence in working innovatively, adaptively, and critically in accordance with global dynamics.

ILO

1. Analyze language use problems in academic writing.
2. Use proper and correct Indonesian in daily communication in academic forums.
3. Use written Indonesian for academic purposes in accordance with scientific principles.

Sub ILO

1. Use Indonesian critically, creatively, and argumentatively in planning academic writing.
2. Organize citations and references in academic writing across various formats.
3. Edit and refine academic writing.

Course Description

Providing linguistic insights into the status and function of the Indonesian language as well as the history of its spelling, strengthening academic writing skills through proper use of spelling according to the General Guidelines for Indonesian Spelling (*Pedoman Umum Ejaan Bahasa Indonesia*), selecting appropriate diction following correct language rules, constructing effective sentences, developing paragraphs that meet the criteria of completeness, unity, and coherence, and composing discourse in a critical and argumentative manner to enhance academic writing skills based on scientific principles, procedures, and ethics.

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Course Name	: Innovation Management
Code	: UNIVUM6010
Credits/Hour	: 3/3
Prerequisite	:-

LO

Possess knowledge and the ability to demonstrate behavior as a religious citizen who loves the country, nation, and Indonesian culture based on the spirit of Pancasila, as well as possess independence in working innovatively, adaptively, and critically in accordance with global dynamics.

ILO

1. Develop an innovative way of thinking in addressing various challenges of social and technological changes in the era of the Industrial Revolution 4.0.
2. Manage innovative ideas and plans through the design thinking proce

Sub ILO

1. Identify the challenges and issues of social and technological change worldwide in the context of the Industrial Revolution 4.0.
2. Identify the need for innovation from the perspective of the fields of study.
3. Explain the principles and models of innovation.
4. Describe the nature and procedures of innovation performance through the design thinking model.
5. Identify needs and problems that require innovative solutions within a specific field of study (empathize/explore).
6. Collect data to explore problems and environmental needs that can be developed into innovative ideas (define).
7. Analyze and synthesize data to determine priority issues for developing an innovative plan (synthesize).
8. Develop multiple innovative plan ideas (ideate).
9. Analyze the strengths and weaknesses of the developed innovative ideas (analyze and select).

10. Select and develop the best innovative idea (prototype).
11. Present and publish innovative ideas and projects (learn feedback).
12. Refine, validate, and publish tested innovative ideas, and prepare reports (revise, share, and repost).

Course Description

This course facilitates the development of innovation management skills according to the characteristics of the field of study and the principles of innovation, and practices developing innovation through design thinking procedures, including: selecting study topics (topic selection and notice), identifying problems and gathering information search (empathize and explore), developing ideas (ideate), analyzing ideas (analyze and select), developing prototypes (prototype), presenting and gathering feedback (learn feedback), as well as refining, publishing and reporting (revise, share and repost). This course covers topics such as (1) demands for innovation based on the perspective of scientific fields, (2) principles and models of innovation, (3) the nature and procedures for innovation performance through the design thinking model, (4) determining group innovation topics, (5) identifying needs and problems for developing innovative ideas (framing a question/explore), (6) collecting data for developing innovative ideas (define), (7) analyzing and synthesizing problem data for innovative plan ideas (synthesize), (8) developing several innovative plan ideas (ideate), (9) analyzing the strengths and weaknesses of the developed innovative plan ideas (analyze and select), (10) developing excellent innovative ideas, and (11) presenting innovative ideas and work (learn feedback).

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Catatan Najwa; Bos Gojek, dan Gibran (<https://www.youtube.com/watch?v=iTsVSjRUSyU>)

Seberapa Kreatif Dirimu (<https://www.youtube.com/watch?v=JnmeVDUVnt8&t=68s>)

(<https://www.youtube.com/watch?v=oplwXmwp830>)

Motivasi Buat Sarjana Susah Kerja (<https://www.youtube.com/watch?v=Q3AbqsJyFLI&t=50s>)

Mengembangkan Kreativitas (https://www.youtube.com/watch?v=p_OejdoGk_g)

Course Name : Introduction to Educational Science

Code : UNIVUM6011

Credits/Hour : 2/2

Prerequisite :-

LO

Possess values and scientific insights into education and learning science, both theoretically and applicatively, within the framework of Indonesian culture, in their role as critical, innovative, adaptive, and communicative educators and education personnel in accordance with the character and culture of students in the global era.

ILO

1. Examine the fundamentals of education.
2. Analyze educational sciences.
3. Analyze the dynamic aspects of education.

Sub ILO

1. Examine the nature of human beings and their development.
2. Analyze the history of education.
3. Examine the foundations of education.
4. Examine the principles of education.
5. Examine educational occupations and professions.
6. Analyze educational theories (grand theories).
7. Analyze education as a discipline.
8. Analyze education as a system.
9. Analyze educational issues.
10. Design educational innovations.

Course Description

This course provides a comprehensive and contextual study of the fundamentals of education, educational sciences, and the dynamics of education. The fundamentals of education cover the nature of human beings and their development, the history of education, the foundations of education, the principles of education, and the teaching profession. The principles of education include the dimensions of individuality, sociality, morality, religiosity, human development, the history of world and Indonesian education, and the ethics of the teaching profession. Educational sciences encompass educational theories (grand theories), education as a discipline, and education as a system. Education as a system includes theories such as nativism, empiricism, naturalism, convergence, and its development. The dynamics of education focus on educational

innovations and issues, including topics on character education and multiculturalism in education.

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Course Name	: Learner Development
Code	: UNIUM6012
Credits/Hour	: 3/3
Prerequisite	:-

LO

Possess values and scientific insights into education and learning science, both theoretically and applicatively, within the framework of Indonesian culture, in their role as critical, innovative, adaptive, and communicative educators and education personnel in accordance with the character and culture of students in the global era.

ILO

1. Conduct an in-depth analysis of the nature of student development.
2. Examine development theories.
3. Analyze the aspects of student development.
4. Examine the developmental characteristics of Children with Special Needs (CWSN).
5. Apply steps for diagnosing student development.
6. Analyze the achievement of students' developmental tasks.

Sub ILO

1. explain comprehensively about development issues
2. examine the principles and laws of development
3. examine psychoanalytic development theory
4. examine cognitive development theory
5. examine behavioristic development theory
6. Conduct an in-depth analysis of the physical-psychomotor development of students and its challenges.
7. Conduct an in-depth analysis of the cognitive development of students and its challenges.
8. Conduct an in-depth analysis of the language development of students and its challenges.
9. Conduct an in-depth analysis of the social development of students and its challenges.
10. Conduct an in-depth analysis of the emotional development of students and its challenges.
11. Conduct an in-depth analysis of the moral-spiritual development of students and its challenges.
12. Examine the characteristics of Children with Special Needs (CWSN) in terms of physical-psychomotor, social-emotional, and cognitive aspects.
13. Examine development problems in CWSN.
14. Identify development problems in students.
15. Analyze and select methods and instruments to understand student developmental issues.
16. Diagnose and find solutions to student development problems.
17. Examine students' developmental tasks.
18. Analyze the achievement of students' developmental tasks.

Course Description

This course discusses theoretical and contextual insights into student development from the perspective of development theories; aspects of development (physical-psychomotor, cognitive, language, social, emotional, moral-spiritual); developmental tasks in each developmental period; characteristics of children with special needs (CWSN); and facilitates the development of assessment skills for understanding individual students from both theoretical and practical aspects of developmental diagnosis, as well as solutions to development issues.

In detail, the course covers the nature of student development and the lifespan perspective; the nature of growth and development; development issues and factors; principles and laws of development; developmental tasks in each student developmental period; development theories (psychoanalytic, behavioristic, cognitive); aspects of student development (physical-psychomotor, cognitive, language, social, emotional, moral-spiritual); characteristics of children with special needs (CWSN) in terms of physical-psychomotor, social-emotional, and cognitive aspects; assessment of students' individual understanding (test and non-test techniques); analysis of student development and solutions to development problems; as well as the role of teachers/educators in developmental intervention.

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