



**UPGRIS**

Universitas Persatuan Guru Republik Indonesia Semarang

# GRADUATE PROFILE

## Faculty of Education

Bachelor of Elementary Teacher  
Education



2025

# APPROVAL SHEET

College Internal Quality Assurance System

Graduate Profiles Document of Elementary Teacher Education Study Programme

Faculty of Education

Universitas Persatuan Guru Republik Indonesia Semarang

Formulated by : Task Force Team of  
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# GRADUATE PROFILES DOCUMENT

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ELEMENTARY TEACHER EDUCATION  
STUDY PROGRAMME

FACULTY OF EDUCATION,  
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG

ACADEMIC YEAR 2025/2026

SEMARANG, 20 DECEMBER 2025

## **FOREWORD**

It is with great pride that we present Graduate Profiles Document of Elementary Teacher Education Study Programme, UPGRIS. This document is an important part of the programme's commitment to continuously improve the quality and relevance of higher education, particularly in preparing future elementary school teachers who are adaptive, innovative, entrepreneurial, and grounded in strong professional identity.

The graduate profiles are designed based on the scientific vision of the programme, which focuses on the development and implementation of elementary education grounded in edupreneurship, multimedia innovation, and arts governance. Through this vision, the programme aims to produce graduates who are not only competent educators, but also creative professionals capable of generating educational innovations with economic and social value.

This document reflects the integration of academic knowledge, professional skills, and character development through the AdAB values of UPGRIS (Adaptive, Enthusiastic, and Integrity-based). Elementary Teacher Education Study Programme ensures that its graduates are equipped with pedagogical, technological, and entrepreneurial competencies, enabling them to respond to the dynamic challenges of elementary education in the digital era.

The preparation of this document involved the collaboration of faculty members, stakeholders, and academic partners, ensuring that the graduate profiles align with current educational needs and future trends. It serves as a reference for curriculum design, learning implementation, and continuous quality improvement of the programme.

We hope that this Graduate Profiles Document will serve as a strategic guide in strengthening the identity of Elementary Teacher Education Study Programme and in shaping graduates who are ready to contribute meaningfully to education, society, and the development of innovative learning ecosystems.

Semarang, December 2025

Head of Elementary Teacher Education Study Programme

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## **A. INTRODUCTION**

### **1. BACKGROUND**

Elementary Teacher Education Study Programme at Faculty of Education, UPGRIS is designed to respond to the dynamic challenges of elementary education in the 21st century, where teachers are expected not only to master pedagogical competencies but also to demonstrate creativity, technological literacy, entrepreneurial spirit, and strong professional identity. Rapid developments in digital technology, changing learning characteristics of children, and increasing societal demands require elementary school teachers to be adaptive, innovative, and capable of integrating multidisciplinary approaches into learning practices.

In this context, Elementary Teacher Education Study Programme at UPGRIS adopts a scientific vision that focuses on the study, development, and implementation of elementary education based on edupreneurship, aiming to produce graduates who excel in multimedia development and/or arts governance, possess an entrepreneurial mindset, and uphold strong personal and professional identity. This vision positions the programme not only as a producer of qualified teachers, but also as a center for developing innovative educational practices that are relevant to the needs of schools and communities.

The programme's curriculum is designed to ensure that graduates meet national standards of elementary teacher competence while also acquiring additional competencies that enhance their professional flexibility. Graduates are prepared to become educators who are capable of designing, implementing, and evaluating effective learning processes in elementary schools, utilizing science and technology, and integrating research-based practices into classroom instruction. At the same time, the programme strengthens students' ability to create educational products, multimedia learning resources, and art-based learning experiences that have educational and economic value.

To achieve these goals, Elementary Teacher Education Study Programme implements a competency-based and outcome-oriented curriculum that integrates pedagogical knowledge, subject matter mastery, digital skills, creative arts, and entrepreneurship. Learning activities are designed to balance theory and practice through project-based learning, school-based teaching practice, exploratory studies, and community engagement. This approach ensures that students are not only able to apply educational theories, but also capable of producing innovative works and educational solutions that respond to real-world challenges.

Character development is a central element of the programme. Through the integration of AdAB values (Adaptive, Enthusiastic, and Integrity-based), students are guided to develop ethical professionalism, social responsibility, and lifelong learning habits. These values are systematically embedded in courses, teaching practices, student activities, and community service programmes, ensuring that graduates possess both professional competence and strong moral character.

Furthermore, the programme strengthens collaboration with schools, communities, and industry partners to provide authentic learning experiences for students. Through teaching practice, internships, creative projects, and entrepreneurial activities in

education, students gain real-world exposure that enhances their readiness to enter the profession. Graduates are therefore prepared not only to serve as competent elementary school teachers, but also to become edupreneurs, multimedia creators, and art governance practitioners who contribute to the development of innovative and sustainable education ecosystems.

Through this integrated approach, Elementary Teacher Education Study Programme of UPGRIS affirms its commitment to producing graduates who are academically strong, professionally competent, technologically literate, entrepreneurial, and socially responsible, ready to contribute to the advancement of elementary education at local, national, and global levels.

## **2. PURPOSE OF THE DOCUMENT**

The preparation of this Graduate Profiles Document for Elementary Teacher Education Study Programme, UPGRIS serves several important purposes that support the quality, relevance, and sustainability of the programme:

a. Clarification of Graduate Competencies

This document aims to clearly define the competencies, skills, and professional characteristics expected of graduates of Elementary Teacher Education Study Programme. It outlines the knowledge, pedagogical abilities, technological skills, and entrepreneurial competencies that students must acquire to become competent elementary school teachers and innovative education professionals.

b. Alignment with Educational Needs and Societal Development

The document ensures that graduate profiles align with current and future needs of elementary education, including digital transformation, inclusive education, creative learning, and community-based education. It bridges academic preparation with real educational challenges faced by schools and communities.

c. Support for Curriculum Design and Continuous Improvement

The graduate profiles serve as a reference framework for curriculum development, learning strategies, and assessment design. By aligning course learning outcomes with the expected graduate profiles, the programme ensures that learning activities consistently support the achievement of professional, entrepreneurial, and character-based competencies.

d. Strengthening Graduate Employability and Professional Flexibility

By clearly mapping competencies to potential professional roles, this document helps graduates understand their career pathways as educators, edupreneurs, multimedia developers, and arts governance practitioners. It also assists schools, institutions, and employers in recognizing the distinctive strengths of graduates from Elementary Teacher Education Study Programme.

e. Integration of Character and Professional Identity Development

The document reinforces the integration of AdAB values (Adaptive, Enthusiastic, and Integrity-based) in the development of graduate character and professional identity. These values guide the formation of ethical, responsible, and lifelong-learning educators.

f. Facilitation of Stakeholder Collaboration

This document provides a common reference for collaboration among lecturers, students, alumni, school partners, industry partners, and communities. It supports shared understanding in developing learning experiences that are relevant, authentic, and impactful.

g. Quality Assurance and Academic Accountability

The Graduate Profiles Document functions as an important quality assurance instrument that demonstrates the programme's commitment to maintaining high academic standards and ensuring that learning outcomes are achieved consistently. It supports internal evaluation and external review processes by clearly presenting the coherence between vision, curriculum, and graduate outcomes.

Through these purposes, this document not only defines the expected graduate profiles but also strengthens Elementary Teacher Education Study Programme at UPGRIS as a Programme that produces professional educators, creative innovators, and edupreneurs who are ready to contribute to the advancement of elementary education and society.

## **B. PROFILE OF GRADUATE OF ELEMENTARY TEACHER EDUCATION STUDY PROGRAMME, FACULTY OF EDUCATION UPGRIS**

Elementary Teacher Education Study Programme of Faculty of Education, UPGRIS is committed to producing graduates who are well prepared to respond to the evolving and increasingly complex demands of elementary education in the 21st century. In line with this commitment, the Study Programme has formulated several graduate profiles designed to address the needs of schools, communities, and the broader educational ecosystem, while also accommodating the growing importance of innovation, creativity, and entrepreneurship in education.

The graduate profiles reflect the scientific vision and distinctive characteristics of Elementary Teacher Education Study Programme at UPGRIS, which focuses on the development and implementation of elementary education based on edupreneurship, multimedia innovation, and arts governance, while strengthening graduates' professional identity and character through the institutional values of AdAB (Adaptive, Enthusiastic, and Integrity-driven). Each graduate profile represents a specific set of competencies that can be applied in various professional contexts, including formal education, creative industries, and education-based entrepreneurship.

The table presented in the following section provides a comprehensive description of each graduate profile, along with potential professional roles that graduates may pursue. It also illustrates the relationship between the graduate profiles and the Programme Learning Outcomes (PLOs) that students are expected to achieve throughout their study. These PLOs encompass pedagogical competence, subject-matter mastery, technological skills, creative abilities, research capacity, and entrepreneurial competence, ensuring the holistic development of future elementary education professionals.

Through the systematic formulation and achievement of PLOs, Elementary Teacher Education Study Programme at UPGRIS ensures that students acquire measurable and relevant competencies aligned with professional standards and societal needs. This approach prepares graduates not only for entry-level positions as elementary school teachers, but also for continuous professional growth as edupreneurs, multimedia creators, and art governance practitioners who can adapt to the changing educational landscape.

Therefore, this graduate profile section serves not only as a mapping tool for potential professional pathways, but also as a clear indicator of the competencies that must be achieved during the learning process. It supports students in understanding the educational objectives of the Programme and preparing themselves to enter the professional world as qualified, adaptive, and ethical graduates of Elementary Teacher Education Study Programme.

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

GP Code	Graduate Profile	Profession Potential	Graduate Profile Description	Programme Learning Outcomes (PLOs)											
				PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
GP1	Educator (Elementary School Teacher)	Elementary School Teacher, Homeroom Teacher, Learning Facilitator, Curriculum Developer for Elementary Education, Educational Content Developer	Graduates are professional educators who demonstrate AdAB values (Adaptive, Enthusiastic, and Integrity-driven), master theoretical foundations of elementary education, and are able to design, implement, and evaluate effective learning processes in elementary schools. They are capable of integrating science and technology (IPTEKS) into teaching, applying innovative learning strategies, solving educational problems independently or collaboratively, conducting educational research, and communicating learning designs and innovations effectively in oral and written forms. Graduates are also able to design and manage education-based entrepreneurial initiatives grounded in local wisdom and lifelong learning principles.	√	√	√	√	√	√	√	√				√
GP2	Edupreneur (Educational Entrepreneur and Creative Practitioner)	Educational Entrepreneur, Multimedia Learning Content Creator, Art Director for Educational Media, Educational Product Developer, Creative Industry Practitioner	Graduates are edupreneurs who are capable of producing adaptive, innovative, and economically valuable multimedia learning products for elementary education. They are able to apply theoretical and practical knowledge to develop educational content through creative arts governance (art direction), multimedia design, and digital platforms. Graduates demonstrate entrepreneurial mindset, creativity, independence, and competitiveness, and are able to manage educational products and services responsibly while continuously adapting to technological and market developments.									√	√	√	

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

Graduate profiles describe the professional roles and potential career pathways that graduates may pursue upon completing their studies in Elementary Teacher Education Study Programme at UPGRIS. These profiles include graduates as professional elementary school educators and edupreneurs in the field of educational multimedia and arts governance. Each graduate profile outlines the competencies, professional characteristics, and areas of expertise that graduates are expected to master, as well as the roles they may assume in schools, creative industries, educational enterprises, and community-based learning environments. For example, graduates with the educator profile are expected to design, implement, and evaluate effective elementary learning processes, integrate technology and innovation into instruction, and apply ethical and reflective teaching practices.

On the other hand, Programme Learning Outcomes (PLOs) specify the competencies that students must achieve throughout the programme. PLOs describe the knowledge, skills, and professional attitudes that students are required to master as progressive steps toward achieving the intended graduate profiles. In this regard, PLOs function as measurable indicators of learning achievement and serve as a bridge between theoretical understanding and its application in real educational and professional contexts. For instance, PLOs related to pedagogy and subject-matter learning outcomes are designed to develop students' abilities in lesson planning, classroom management, assessment, and reflective teaching, which directly support the graduate profile of professional elementary educators.

As part of the programme's commitment to producing high-quality graduates, the curriculum is systematically structured to ensure strong integration between courses and their corresponding PLOs. The curriculum design emphasizes a clear relationship between the competencies that must be mastered by students and the expected graduate profiles. Each course is intentionally developed to support the achievement of PLOs that contribute to one or both graduate profiles, ensuring coherence and progression across the learning experience.

For example, to support the graduate profile of edupreneurs and multimedia-based educational developers, courses related to educational technology, digital learning media, multimedia production, arts governance, and digital content management are designed to equip students with the skills needed to design, develop, and evaluate innovative learning products that are adaptive and economically valuable. Similarly, to support the graduate profile of professional elementary educators, courses related to curriculum development, instructional planning, microteaching, school-based teaching practice (PLP), and inclusive education are structured to strengthen students' pedagogical competence and classroom readiness.

Through the close integration of courses and Programme Learning Outcomes (PLOs), Elementary Teacher Education Study Programme at UPGRIS ensures that students are equipped with measurable and relevant competencies aligned with educational standards and societal needs. This approach guarantees that each course not only delivers theoretical knowledge but also

contributes directly to preparing students to perform effectively and ethically in their future professional roles.

Thus, the linkage between graduate profiles and PLOs is clearly articulated and systematically implemented. Graduate profiles provide an overview of the professional roles graduates may assume, while PLOs offer concrete direction and learning targets that guide students toward achieving these profiles. Through this strong integration, Elementary Teacher Education Study Programme at UPGRIS equips students with competencies that are not only theory-based, but also practically applicable, innovative, and relevant in contemporary educational and professional contexts.

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

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

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)											
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
<b>UPGRIS's Signature Course</b>																
1225221610	English Language	4	2	3	v											v
1225221611	PGRI Studies	1	2	3	v											v
1225221612	Technology-Based Entrepreneurship	6	4	6	v											v
1225242613	Community Service Programme	8	4	6	v				v							v
1225722614	Final Project	8	6	9	v			v				v				
<b>Compulsory Curriculum Courses</b>																
1225121601	Islam Religion Education	1	2	3	v											v
1225121602	Christian Religion Education	1	2	3	v											v
1225121603	Catholic Religion Education	1	2	3	v											v
1225121604	Hindu Religious Education	1	2	3	v											v
1225121605	Buddhist Religious Education	1	2	3	v											v
1225121606	Confucian Religious Education	1	2	3	v											v
1225121607	Civic Education	3	2	3	v											v
1225121608	Pancasila Education	2	2	3	v											v
1225121609	Indonesian Language	2	2	3	v											v
<b>Compulsory Course</b>																
1225331615	Basic Mathematical Concepts	1	3	4.5	v	v										
1225321616	Arithmetic and Algebra	2	2	3	v	v										
1225321617	Geometry and Measurement in Elementary School	3	2	3	v	v										
1225321618	Basic Statistics	4	2	3	v	v										
1225331619	Mathematics Learning in Elementary School	5	3	4.5	v	v	v									
1225331620	Basic Concepts of Physics Science	2	3	4.5	v	v										
1225331621	Basic Concepts of Biology Science	1	3	4.5	v	v										
1225331622	Science Learning in Elementary School	3	3	4.5	v	v	v									
1225321623	Environmental Education	6	2	3	v	v										

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)												
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	
1225321624	Science and Technology	6	2	3	v	v											
1225331625	Basic Concepts of Social Studies	1	3	4.5	v	v											
1225331626	Social Studies Learning in Elementary School	4	3	4.5	v	v	v										
1225321627	Basic Concepts of Civic Education	2	2	3	v	v											
1225331628	Civic Education Learning for Elementary School	3	3	4.5	v	v	v										
1225331629	Basic Concepts of Indonesian Language and Literature	1	3	4.5	v	v											
1225331630	Indonesian Language Proficiency	2	2	3	v								v				
1225331631	Children's Literature Appreciation	3	3	4.5	v								v				
1225331632	Indonesian Language Learning in Elementary School	4	3	4.5	v		V	v									
1225322633	Cultural Arts Education	5	2	3	v	v	v										
1225321634	English Language Learning in Elementary School	5	2	3	v		V	v									
1225321635	Coding Learning in Elementary School	5	2	3	v	v			v					v			
1225322636	Dance and Drama Arts Education	5	2	3	v	v											V
1225322637	Visual Arts Education	4	2	3	v	v											V
1225322638	Music Education	3	2	3	v	v											V
1225322639	Physical Education in Elementary Schools	3	2	3	v	v	V										
1225321640	Basic Principles and Development of Elementary School Curriculum	4	2	3	v	v											
1225331641	Lesson Planning	5	3	4.5	v	v	V										
1225321642	Foundations of Education	2	2	3	v	v											
1225321643	Educational Innovation	2	2	3	v	v	V										
1225321644	Educational Professional Ethics	1	2	3	v	v											
1225321645	Learning Evaluation	4	2	3	v	v	V			V							
1225322646	ICT-Based Learning	4	2	3	V					v	v	v					
1225322647	Educational Media and Videography for Elementary Education	5	2	3	v					v			v	v			
1225322648	Basic Educational Graphic Learning Media	5	2	3	v					v					v		

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)											
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
1225322649	Basic Educational Guidance and Counseling Animation Learning Media	5	2	3	v					v			v	v		
1225322650	Exploratory Study	4	2	3	v				v							
1225321651	Research Methodology	6	2	3	v			v			v					
1225322652	Research Statistics	6	2	3	v	v		v			v					
1225322653	Scientific Writing	6	2	3	v							v				
1225321654	Inclusive Education	3	2	3	v				v							
1225321655	Guidance and Counseling for Elementary School	2	2	3	v				v							
1225321656	Local Language Education	3	2	3	v		v	v								
1225322657	Microteaching	6	2	3	v		v	v								
1225342658	Internship – Teaching Practice	7	4	6	v	v		v			v					
1225322672	Internship – Curriculum Analysis	7	2	3	v	v		v			v					
1225322673	Internship – Lesson Plan Development	7	2	3	v	v		v			v					
1225322674	Internship – Development of Learning Media	7	2	3	v	v		v			v					
<b>Elective Course</b>																
1225342659	Laboratory Management	7	2	3	v	v										
1225421660	STEAM Learning in Elementary School	7	2	3	v	v	v									
1225421661	Digital Literacy and Humanity	7	2	3	v							v		v		
1225622662	Stagecraft Engineering	7	2	3	v										v	
1225622663	Stage Directing	7	2	3	v				v						v	
1225622664	Stage Makeup	7	2	3	v				v						v	
1225622665	Performing Arts Management	7	2	3	v				v						v	
1225622666	Costume Design for Performances	7	2	3	v				v						v	
1225622667	Content Management	7	2	3	v								v	v		
1225622668	Digital Marketing	7	2	3	v								v	v		
1225622669	Public Speaking	7	2	3	v							v		v		
1225622670	Social Media Analysis	7	2	3	v								v	v		
1225622671	Content Production	7	2	3	v								v	v		

Table 1.3. Mapping of Courses Supporting Graduate Profiles

Elementary School Educator	Edupreneur (Multimedia and Art Governance-Based)
<b>Compulsory Course</b>	
<ol style="list-style-type: none"> <li>1. Foundations of Education and Pedagogy               <ol style="list-style-type: none"> <li>a. Foundations of Education</li> <li>b. Educational Professional Ethics</li> <li>c. Basic Principles and Development of Elementary School Curriculum</li> <li>d. Lesson Planning</li> <li>e. Learning Evaluation</li> <li>f. Educational Innovation</li> <li>g. Inclusive Education</li> <li>h. Guidance and Counseling for Elementary School</li> <li>i. Microteaching</li> <li>j. Teaching Practice – Curriculum Analysis</li> <li>k. Teaching Practice – Lesson Plan Development</li> <li>l. Teaching Practice – Development of Learning Media</li> <li>m. Teaching Practice – Service Implementation</li> </ol> </li> <li>2. Subject Matter Knowledge               <ol style="list-style-type: none"> <li>a. Mathematics Education                   <ol style="list-style-type: none"> <li>1) Basic Mathematical Concepts</li> <li>2) Arithmetic and Algebra</li> <li>3) Geometry and Measurement in Elementary School</li> <li>4) Basic Statistics</li> <li>5) Mathematics Learning in Elementary School</li> </ol> </li> <li>b. Science Education                   <ol style="list-style-type: none"> <li>1) Basic Concepts of Physics Science</li> <li>2) Basic Concepts of Biology Science</li> <li>3) Science Learning in Elementary School</li> <li>4) Environmental Education</li> <li>5) Science and Technology</li> </ol> </li> <li>c. Social Studies &amp; Civic Education                   <ol style="list-style-type: none"> <li>1) Basic Concepts of Social Studies</li> <li>2) Social Studies Learning in Elementary School</li> <li>3) Basic Concepts of Civic Education</li> <li>4) Civic Education Learning for Elementary School</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. ICT-Based Learning</li> <li>2. Educational Media and Videography for Elementary Education</li> <li>3. Basic Educational Graphic Learning Media</li> <li>4. Basic Educational Guidance and Counseling Animation Learning Media</li> <li>5. Educational Innovation</li> <li>6. Coding Learning in Elementary School</li> <li>7. Scientific Writing</li> <li>8. Research Methodology</li> </ol>

Elementary School Educator	Edupreneur (Multimedia and Art Governance-Based)
<ul style="list-style-type: none"> <li>d. Language &amp; Literacy Education               <ul style="list-style-type: none"> <li>1) Basic Concepts of Indonesian Language and Literature</li> <li>2) Indonesian Language Proficiency</li> <li>3) Children’s Literature Appreciation</li> <li>4) Indonesian Language Learning in Elementary School</li> <li>5) Regional Language Education</li> <li>6) English Language Learning in Elementary School</li> </ul> </li> <li>e. Arts &amp; Physical Education               <ul style="list-style-type: none"> <li>1) Cultural Arts Education</li> <li>2) Dance and Drama Arts Education</li> <li>3) Visual Arts Education</li> <li>4) Music Education</li> <li>5) Physical Education in Elementary Schools</li> </ul> </li> <li>3. Digital &amp; Contemporary Pedagogy               <ul style="list-style-type: none"> <li>a. ICT-Based Learning</li> <li>b. Coding Learning in Elementary School</li> <li>c. Educational Media and Videography for Elementary Education</li> <li>d. Basic Educational Graphic Learning Media</li> <li>e. Basic Educational Guidance and Counseling Animation Learning Media</li> </ul> </li> <li>4. Research and Academic Skills               <ul style="list-style-type: none"> <li>a. Exploratory Study</li> <li>b. Research Methodology</li> <li>c. Research Statistics</li> <li>d. Scientific Writing</li> </ul> </li> </ul>	
<b>Elective Course</b>	
<ul style="list-style-type: none"> <li>1. Laboratory Management</li> <li>2. STEAM Learning in Elementary School</li> <li>3. Digital Literacy and Humanity</li> </ul>	<ul style="list-style-type: none"> <li>Art Director / Art Governance Track               <ul style="list-style-type: none"> <li>1. Stagecraft Engineering</li> <li>2. Stage Directing</li> <li>3. Stage Makeup</li> <li>4. Performing Arts Management</li> <li>5. Costume Design for Performances</li> </ul> </li> <li>Content Creator / Multimedia Track               <ul style="list-style-type: none"> <li>6. Content Management</li> <li>7. Digital Marketing</li> <li>8. Public Speaking</li> </ul> </li> </ul>

<b>Elementary School Educator</b>	<b>Edupreneur (Multimedia and Art Governance-Based)</b>
	9. Social Media Analysis 10. Content Production

## **1. GRADUATE PROFILE: ELEMENTARY SCHOOL EDUCATOR**

Elementary Teacher Education Study Programme of Faculty of Education, UPGRIS, is committed to producing graduates who are competent, professional, and ethical elementary school educators. This graduate profile is designed to respond to the growing complexity of elementary education in the context of curriculum reform, digital transformation, inclusivity, and the need for holistic child development. Contemporary research highlights that high-quality elementary teachers play a critical role in shaping students' cognitive, social-emotional, and moral development, particularly during the foundational years of formal schooling.

In the era of rapid technological advancement and global educational change, elementary school teachers are required not only to master subject matter knowledge but also to design meaningful learning experiences that are adaptive, inclusive, and relevant to students' real-life contexts. Teachers are expected to integrate digital literacy, creativity, problem solving, and character education into daily classroom practice while maintaining a strong professional identity and ethical responsibility. Therefore, Elementary Teacher Education Study Programme at UPGRIS adopts a competency-based and outcome-oriented curriculum that integrates pedagogical mastery, content knowledge, professional skills, and institutional character values of AdAB (Adaptive, Enthusiastic, and Integrity-driven).

### **Programme Commitment to Vision and Educational Objectives**

In line with the scientific vision of Elementary Teacher Education Study Programme UPGRIS to develop elementary education based on edupreneurship and creative innovation, Elementary School Educator profile emphasizes the formation of teachers who are reflective practitioners, curriculum designers, learning facilitators, and educational innovators. Graduates are expected to demonstrate strong pedagogical competence, professional ethics, and the ability to continuously adapt to changes in educational policies, technologies, and student needs.

The programme's educational objectives support the preparation of graduates who are capable of designing, implementing, and evaluating effective learning processes in elementary schools. This includes mastery of subject matter pedagogy, the use of varied instructional strategies, the integration of technology in learning, and the application of assessment for learning. Such competencies align with international frameworks of teacher professionalism, which emphasize adaptive expertise, lifelong learning, and evidence-based practice.

Furthermore, the AdAB values are systematically embedded in the curriculum to ensure that graduates demonstrate integrity in professional conduct, enthusiasm in educational service, and adaptability in facing diverse classroom contexts. Character education is recognized as a core element of teacher effectiveness, as teachers' values and attitudes significantly influence classroom climate and student development.

## **Competency-Based Curriculum Structure**

The curriculum supporting this graduate profile is structured progressively and coherently through the integration of foundational, pedagogical, professional, and practicum-based courses. Foundational courses provide students with strong theoretical grounding in educational philosophy, educational psychology, child development, and the principles of elementary education. These foundations enable students to understand learner diversity, developmental stages, and learning characteristics of elementary school students.

Professional courses focus on subject-specific pedagogy, including mathematics, science, social studies, language, arts, physical education, and digital literacy. These courses are designed to develop pedagogical content knowledge (PCK), which is essential for effective teaching and meaningful learning experiences in elementary classrooms.

Practicum-based learning is implemented through microteaching, school-based teaching practice (PLP), and supervised field experience. These learning experiences allow students to apply theory into practice, develop classroom management skills, design learning media, and conduct authentic assessment in real school settings. Research indicates that structured teaching practice significantly enhances pre-service teachers' professional readiness, reflective ability, and confidence.

## **Learning Approaches and Professional Development**

To ensure the achievement of graduate competencies, Elementary Teacher Education Study Programme at UPGRIS implements student-centered, inquiry-based, and project-based learning approaches. These approaches include problem-based learning, lesson study, collaborative projects, and reflective practice. Such methods have been shown to improve pre-service teachers' critical thinking, pedagogical reasoning, and ability to integrate theory with practice.

Digital pedagogy is also emphasized through the integration of ICT-based learning, multimedia development, coding education, and STEAM-oriented instruction. These competencies prepare graduates to design innovative learning experiences that support 21st-century skills development among elementary students, such as creativity, collaboration, and digital citizenship.

Professional identity development is fostered through reflective journals, supervised teaching practice, and academic mentoring. Students are guided to internalize ethical standards, professional responsibilities, and lifelong learning attitudes that are essential for sustainable careers in education.

## **Collaboration with Educational Stakeholders**

To strengthen graduate readiness, Elementary Teacher Education Study Programme at UPGRIS establishes strategic partnerships with elementary schools, educational institutions, and community organizations. These collaborations are implemented through teaching practicum, joint projects, community-based learning, and school mentoring programmes. Partnerships between teacher education institutions and schools are widely

recognized as a key factor in bridging theory and practice and enhancing the relevance of teacher preparation programmes.

Through these partnerships, students gain exposure to real classroom challenges, inclusive education practices, and school-based innovation, enabling them to develop professional competencies that are aligned with current educational needs and policies.

### **Graduate Readiness and Professional Relevance**

Graduates with the Elementary School Educator profile possess competencies to plan, implement, and evaluate learning in accordance with national curriculum standards and global educational trends. They are able to integrate subject matter knowledge, pedagogy, technology, and character education into holistic learning experiences for elementary students. Graduates are also capable of conducting classroom-based research and communicating innovative learning practices through academic and professional forums.

Equipped with strong pedagogical competence, professional ethics, and AdAB character values, graduates are prepared to enter the workforce as entry-level elementary school teachers who are adaptive, reflective, and committed to continuous professional development. They are expected to contribute meaningfully to improving educational quality, fostering student well-being, and supporting sustainable educational transformation in elementary schools.

## **2. GRADUTE PROFILE: EDUPRENEUR IN ELEMENTARY EDUCATION**

Elementary Teacher Education Study Programme of Faculty of Education, UPGRIS, is committed to producing graduates who are not only competent educators but also innovative edupreneurs capable of creating sustainable educational products and services. This graduate profile is designed to respond to the growing demand for creative educational solutions, digital learning media, and culturally grounded artistic productions in elementary education. The integration of entrepreneurship, multimedia competence, and artistic management reflects global trends emphasizing innovation, creativity, and economic value creation in education.

In the digital era, elementary education increasingly relies on high-quality multimedia learning resources, creative educational content, and experiential learning environments. Teachers are expected to function not only as instructional facilitators but also as content creators, educational media managers, and creative producers. Therefore, the Edupreneur in Elementary Education profile equips graduates with competencies in multimedia-based learning media development, artistic production management, and educational entrepreneurship, while maintaining strong pedagogical and ethical foundations aligned with the AdAB values (Adaptive, Enthusiastic, and Integrity-driven).

### **Programme Commitment to Vision and Educational Objectives**

In accordance with the scientific vision of Elementary Teacher Education Study Programme UPGRIS to develop elementary education based on edupreneurship and

creative innovation, this graduate profile emphasizes the formation of graduates who are capable of transforming educational ideas into viable products and services. Graduates are expected to demonstrate entrepreneurial thinking, creative problem solving, and the ability to manage educational projects that are both pedagogically meaningful and economically sustainable.

Educational objectives for this profile focus on preparing graduates to (1) develop adaptive multimedia learning media for elementary education, (2) manage artistic learning productions that support student engagement and creativity, and (3) establish and manage education-based entrepreneurial initiatives grounded in local wisdom and cultural values. This orientation aligns with contemporary research highlighting the importance of entrepreneurship education in teacher preparation programmes to support innovation and resilience in the education sector.

### **Competency-Based Curriculum Structure**

The curriculum supporting the Edupreneur in Elementary Education profile is structured to integrate pedagogical, technological, artistic, and entrepreneurial competencies. Foundational pedagogical courses ensure that graduates maintain strong teaching competence and understanding of child development, curriculum design, and assessment in elementary education. These foundations ensure that all creative outputs remain aligned with educational objectives and learner needs.

Professional courses in multimedia learning media development, educational videography, graphic design, animation, content production, and digital marketing are designed to equip students with practical and industry-relevant skills. Through project-based learning, students are trained to design, develop, and evaluate multimedia products for elementary learning contexts. Research demonstrates that project-based multimedia learning significantly enhances students' creativity, digital competence, and entrepreneurial readiness.

In addition, courses in performing arts management, stagecraft, directing, costume design, and artistic production provide competencies in the management of artistic learning experiences. These competencies are essential for graduates who wish to develop experiential learning programmes, school performances, cultural events, and creative educational products that support holistic child development through the arts.

### **Professional Certification and Industry Recognition (BNSP)**

To strengthen graduate employability and professional recognition, students under this graduate profile are provided opportunities to obtain national professional certification (BNSP) in two strategic competency schemes:

a. **Multimedia Learning Media Management**

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

This certification scheme confirms graduates' professional competence in managing the development, production, and evaluation of multimedia-based learning resources. Certified graduates demonstrate the ability to:

- 1) Design instructional multimedia based on pedagogical principles,

- 2) Produce and edit digital learning content (video, animation, graphics, and interactive media),
- 3) Manage multimedia production workflows and quality assurance,
- 4) Evaluate the effectiveness of multimedia learning media in elementary education contexts.

This certification is highly relevant to graduates who work as educational content creators, multimedia learning developers, instructional designers, and edupreneurial media managers, responding to the increasing demand for digital learning innovation in elementary education.

b. Performing Arts Artistic Management Implementation  
(Decree: KEP.1338/BNSP/VI/2025)

This certification scheme validates graduates' competencies in planning, managing, and executing artistic elements of educational and cultural performances. Certified graduates are recognized for their ability to:

- 1) Manage stage design, lighting, costume, and visual concepts,
- 2) Coordinate artistic and technical teams in performance production,
- 3) Apply artistic direction principles to educational performances,
- 4) Ensure the quality and coherence of artistic learning experiences.

This certification supports graduates who pursue careers as art directors for educational performances, managers of arts-based learning programmes, creative learning producers, and edupreneurs in cultural education.

The integration of these BNSP certification schemes into the curriculum ensures that graduates not only achieve academic learning outcomes but also acquire industry-recognized professional competencies. Through project-based learning, practicum activities, and authentic performance tasks, students are systematically prepared to meet the standards required for certification assessment.

By obtaining these certifications, graduates of Elementary Teacher Education Study Programme at UPGRIS gain a significant competitive advantage in the labor market, as they are equipped with formally recognized professional skills, entrepreneurial capability, and creative expertise that align with the evolving demands of digital and creative education sectors.

### **Learning Approaches and Entrepreneurial Development**

To achieve the competencies of this graduate profile, the programme implements project-based learning, design thinking, and experiential learning approaches. Students work on real-world projects such as developing multimedia learning products, managing educational performances, producing digital content, and designing education-based business models. Such experiential learning has been shown to significantly enhance entrepreneurial mindset, creativity, and self-efficacy among pre-service teachers.

Entrepreneurial development is further supported through courses in technology-based entrepreneurship, digital marketing, content management, and public speaking. Students are trained to present ideas, communicate value propositions, and market

educational products effectively in digital platforms. These competencies are essential for sustainable edupreneurship in the modern education ecosystem.

### **Collaboration with Industry and Creative Communities**

To ensure relevance and authenticity of learning experiences, Elementary Teacher Education Study Programme at UPGRIS establishes collaboration with creative industries, schools, cultural institutions, and educational technology partners. These collaborations provide students with opportunities to engage in internships, joint productions, and community-based creative projects. Partnerships between higher education institutions and industry are recognized as critical in fostering innovation and bridging education with real market needs.

Through these collaborations, students gain practical experience, professional networks, and market insights that support the sustainability of their educational entrepreneurial initiatives.

### **Graduate Readiness and Professional Relevance**

Graduates with the Edupreneur in Elementary Education profile possess the competencies to design, produce, and manage multimedia learning media, artistic educational productions, and education-based entrepreneurial ventures. They are capable of transforming educational challenges into innovative solutions that are pedagogically sound, culturally relevant, and economically viable.

Equipped with certified professional skills, entrepreneurial mindset, and AdAB character values, graduates are prepared to pursue careers as educational content creators, multimedia learning developers, art directors for educational productions, managers of creative learning programmes, and founders of education-based enterprises. They are expected to contribute to the development of innovative and sustainable elementary education ecosystems that support student creativity, engagement, and lifelong learning.

## **C. CONCLUSION**

Elementary Teacher Education Study Programme at UPGRIS is committed to producing graduates who are not only academically competent, but also creative, adaptive, and professionally prepared to respond to the dynamic challenges of elementary education in the 21st century. The graduate profiles formulated in this document reflect the programme's scientific vision to integrate educational expertise, edupreneurship, multimedia innovation, and artistic governance within a coherent, future-oriented curriculum framework.

Through a competency-based and outcome-oriented curriculum, Elementary Teacher Education Study Programme ensures that graduates achieve strong mastery of pedagogical knowledge, subject matter content, and professional teaching skills, while also developing entrepreneurial attitudes, digital literacy, and creative capacities. The integration of multimedia-based learning, STEAM education, and arts management strengthens graduates' ability to design meaningful, engaging, and contextually relevant learning experiences for elementary school students.

Furthermore, the provision of nationally recognized professional certification schemes issued by the National Professional Certification Agency (BNSP) enhances graduates' professional credibility and employability. Certification in Multimedia Learning Media Management and Performing Arts Artistic Management Implementation ensures that graduates possess validated competencies aligned with industry standards and contemporary educational practices. These certifications reinforce the programme's commitment to preparing graduates who are ready to innovate and compete in both educational and creative industries.

The strong alignment between graduate profiles, Programme Learning Outcomes (PLOs), and course structures guarantees that learning experiences are systematic, measurable, and relevant to educational institutions as well as the broader world of work. Through practicum-based learning, school-based field experiences, project-based activities, and community engagement, students are prepared to apply their knowledge in authentic educational settings and to continuously adapt to changes in educational policy, technology, and societal needs.

In conclusion, Elementary Teacher Education Study Programme at UPGRIS provides a solid foundation for producing graduates who are professionally competent, ethically grounded, and socially responsible. Equipped with pedagogical excellence, digital and creative skills, and an entrepreneurial mindset, graduates are well prepared to contribute meaningfully to the improvement of elementary education quality, the development of creative educational services, and the advancement of society at local, national, and global levels.

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## **E. CLOSING REMARKS**

In conclusion, the Graduate Profiles document for Elementary Teacher Education Study Programme at UPGRIS represents both a reflection of the programme’s academic commitment and a strategic vision for the future development of elementary education. This document articulates the programme’s dedication to preparing graduates who possess strong pedagogical foundations, applied professional competencies, entrepreneurial mindsets, creative capacities, and ethical character in responding to the evolving challenges of elementary education and the creative learning industry.

The graduate profiles presented in this document are the result of systematic academic deliberation, curriculum alignment, and careful consideration of professional practice needs in elementary schools, educational entrepreneurship, multimedia learning development, and arts-based educational management. By aligning graduate competencies with clearly defined professional roles—namely Elementary Educators and Edupreneurs, this document ensures that learning outcomes remain relevant, measurable, and responsive to the dynamic needs of schools, communities, and the broader educational ecosystem.

Elementary Teacher Education Study Programme recognizes that graduate development is a continuous and adaptive process. Therefore, the programme remains committed to sustaining curriculum relevance, strengthening innovation in teaching and learning, and enhancing professional recognition through experiential learning, project-based learning, and competency-based certification pathways, including nationally recognized professional certification schemes in multimedia learning management and performing arts production. This commitment reflects the programme’s aspiration to continuously improve educational quality and graduate employability in diverse professional contexts.

On behalf of the faculty and academic community of Elementary Teacher Education Study Programme, sincere appreciation is extended to all stakeholders who have contributed to the preparation of this document, including academic staff, curriculum developers, school partners,

industry practitioners, alumni, and institutional leaders. Their insights and collaboration have been instrumental in ensuring that this Graduate Profiles document accurately represents the identity, strengths, and future direction of the Programme.

Moving forward, this document is expected to serve as a guiding reference for curriculum implementation, academic quality assurance, and continuous graduate development. Through the ongoing refinement of graduate competencies and learning strategies, Elementary Teacher Education Study Programme at UPGRIS remains committed to nurturing professional elementary educators, innovative edupreneurs, and creative learning leaders who are capable of making meaningful contributions to education, culture, and society at large.

Thank you.